

# Research on the Teaching Reform of the Introduction Course of E-commerce under the Background of "Three Creations"

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## Abstract

With the development of information technology in China, the popularity of the Internet made the development of e-commerce rapid. But the professional of e-commerce is very scarce. Under the background of "three creations", explore the course reform of the introduction course of e-commerce in the universities to improve the quality of teaching. The reform is from the content, the setting of the training program, the assessment method and the other aspects. With the help of Internet technology, the e-commerce education improve the training effect of students' professional ability and innovation ability to shorten the psychological distance and skill gap between students and vocational post. So that the cultivation of talents in the university can meet the actual need of the enterprises.

## Keywords

Three creations; E-commerce; Introduction to e-commerce.

## 1. INTRODUCTION

"mass entrepreneurship, innovation" has become a new trend in society since 2014. "Three Creations" is the opportunity for the development of college students' theory and practicality, learning in practice and growing up in actual combat. With the continuous improvement of China's e-commerce support environment, there is huge space for the innovation in the development of China's e-commerce. With the development of China's economy, the innovative e-commerce talents are urgent demand. The introduction course of e-commerce is a generalization of e-commerce expertise and play important role in e-commerce professional learning. The traditional teaching method is too monotonous to meet the need of modern e-commerce teaching. Therefore, it is urgent to strengthen the reform of the introduction course of e-commerce and promote the comprehensive development of e-commerce teaching.

## 2. THE PROBLEM ON TRADITIONAL TEACHING OF THE INTRODUCTION COURSE OF E-COMMERCE

### 2.1. The Teaching Method Is Monotonous

There are many contents in the introduction course of e-commerce. Teachers use lecture teaching methods to focus on theoretical explanations, which leads to lack of interest in classroom teaching and reduces the enthusiasm of the students. The teaching method makes classroom teaching inefficient.

### 2.2. The Teaching Concept Is Behind

The teachers are constrained by the traditional teaching concepts. They are not aware of the importance of practical teaching of e-commerce. Teaching is too much emphasis on the interpretation of textbook knowledge, which is ignoring the cultivation of practical ability. It is

resulting in insufficient curriculum practice, affecting the improvement of students' practical ability.

### **2.3. The Teaching Equipment Is Inadequate**

The e-commerce major is a cross-professional course involving computer, economics and management. The course objectives, course content and implementation requirements require the matching of the types and quantities of teaching equipment to meet the realization of its teaching functions. The lack of teaching equipment restricts the basic concepts of the curriculum, the practice of design ideas and the new ideas for teachers to implement classroom teaching. The initiative and innovation of students are also constrained.

### **2.4. The Assessment Method Is Single**

There is much disadvantage in the current assessment mode. The examination content emphasizes theory. There are many standard answer questions, subjective analysis test questions. The memory knowledge points account for a large proportion. There are textbooks for assessment content, standardization of exam questions, single assessment methods, and one-sided evaluation methods. The assessment is only an assessment of the student's knowledge points. The ability to apply, analyze, and solve problems cannot be verified.

### **2.5. The Teachers Are Lack of Practice**

E-commerce majors cultivate compound talents. But the teachers are lack of experience in e-commerce practice. E-commerce is a business activity centered on information exchange technology and commodity exchange. The communication technology and Internet technology are updated very quickly. The teachers can't participate in corporate work. It is difficult to get the latest technology.

### **2.6. The Entrepreneurial Knowledge Is Not Involved**

The students should not only know the professional theoretical knowledge, but also possess the spirit of innovation, creativity and entrepreneurship. However, the courses offered by the traditional e-commerce profession don't involve the knowledge of innovation and entrepreneurship.

## **3. THE RECONSTRUCTION OF COURSE SYSTEM OF INTRODUCTION TO E-COMMERCE**

According to the e-commerce teaching framework and the job requirements of e-commerce enterprises, combined with the basic concepts of curriculum design, the teaching content of the introduction course of e-commerce is determined strictly by the idea of "solid theoretical knowledge, skilled application skills and training innovative entrepreneurial talents". In the background of college students "Internet +" and "three creations", the curriculum content is divided into four modules, as shown in Figure 1. The stages are the teaching of theoretical knowledge, the teaching of experimental practice, the exercise of innovative thinking and the implementation of innovative activities to achieve from theoretical knowledge to applied practice.

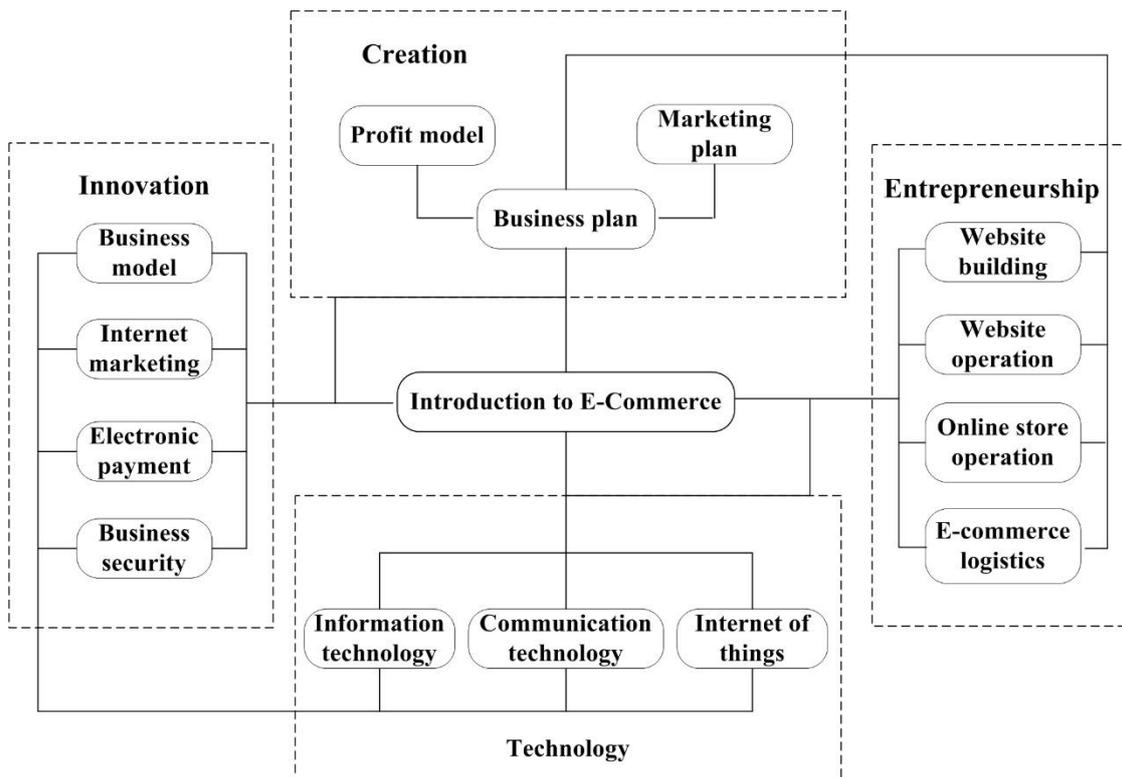


Figure 1. The reform chart of the introduction course of e-commerce

#### 4. THE REFORM STRATEGY OF THE INTRODUCTION COURSE OF E-COMMERCE

According to the need of social, the reform pays attention to the cultivation of students' innovative ability, creative consciousness and entrepreneurial spirit. The reform is from the teaching content, teaching process and assessment system to improve the quality of e-commerce personnel training. The reform strategy includes the following aspects.

##### 4.1. Competition Promotion

The course is based on the Internet Innovation and Entrepreneurship Competition and the "Challenge Cup" competition. Through the participation of the competition, students can know the e-commerce, familiar with the Internet and complete entrepreneurship. It can stimulate the students' awareness of active learning and cultivate students' practical ability.

##### 4.2. Task-Driven Project Approach

The course aims at exercising ability and becoming innovative talents. It adopts the project task-driven teaching mode and allows students to participate in the practice of team management, project selection, project writing, live demonstration and debate. It fully transfers students' subjective initiative which changes the "cramming" education taught and makes the students become classroom owners.

##### 4.3. Process Evaluation of "Teaching, Learning, Practicing and Doing"

The course allows students to participate through the arrangement of project tasks. It not only assesses the mastery of knowledge, but also the students' learning attitude and team spirit. In this way, the assessment allows students to participate in the activities. The content is fully demonstrated in each task completion to improve students' teamwork ability and innovation and entrepreneurial ability.

#### 4.4. Teacher Training

The teachers go to the enterprise to practice, which increase the practical experience related to e-commerce and strengthen the practical ability. They also actively participate in social activities, learn about the latest industry conditions and expand the industry vision. The teachers take the initiative to understand the cutting-edge technology of e-commerce and ensure that the relevant knowledge is comprehensive and latest.

#### 4.5. School-Enterprise Cooperation

The students come to the company to practice. The staff comes to the school to teach the students. Incorporate the practical content of the enterprise into the final assessment. The staff participates in the assessment of the actual training situation, which constructs a multi-subject, multi-dimensional and open curriculum evaluation system that is compatible with vocational post-ability training.

### 5. CONCLUSION

The reform of the introduction course of e-commerce aims to promote the student development and employment. According to the characteristics of the course, improve the course structure, optimize the course content, innovate the course teaching method and establish a curriculum system that adapts to the post. While the teachers promote the students' knowledge, they should pay attention to the cultivation of students' practical ability. The reform emphasizes the connection between theory and practice, focusing on the horizontal connection of the modules. The curriculum is more suitable for students' learning and enhances students' interest and initiative in learning. Through the curriculum reform, the students can become the talents needed by the society after graduation.

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