

# Research and Practice of Cross-border E-commerce Talent Training Mode Driven by "School-enterprise Collaboration and Integration of courses and competitions"

Shuzhu Jiang, Dezhen Li \*

School of Economics, Shandong Business University, Yantai, Shandong, China

**Abstract:** In recent years, China's cross-border e-commerce has developed rapidly, and the demand of cross-border e-commerce enterprises for talents has also increased rapidly. However, most undergraduate colleges and universities still have many problems in cross-border e-commerce talent training, such as the lack of experienced teachers, insufficient software and hardware to meet the requirements of experimental teaching, unable to provide practical opportunities, and lagging behind the practice of curriculum. By establishing a two-wheel drive model of "school-enterprise collaboration and Integration of courses and competitions", enterprises can deeply participate in cross-border e-commerce talent training, especially in cross-border e-commerce discipline competition, which can effectively improve the quality of cross-border e-commerce talent training.

## 1 Introduction

With the development of the Internet, cross-border e-commerce has developed rapidly. More and more foreign trade enterprises carry out import and export business through cross-border e-commerce. Cross-border e-commerce plays an increasingly important role in international trade. The country has high hopes for cross-border e-commerce and has set up comprehensive pilot zones for cross-border e-commerce in 165 cities. The demand of cross-border e-commerce enterprises for cross-border e-commerce talents has also increased rapidly. Undergraduate colleges should adjust the goal of talent training in response to the changes in social needs, comprehensively cultivate undergraduate students' cross-border e-commerce knowledge and skills, and provide high-quality cross-border e-commerce talents for the country and society. Cross-border e-commerce talents belong to application-oriented talents, which need not only theoretical teaching, but also experimental teaching and practical teaching.<sup>[1][2]</sup> At present, many undergraduate colleges and universities lack resources in cross-border e-commerce practical teaching due to institutional reasons, especially the shortage of teachers. By establishing the cross-border e-commerce talent cultivation mode driven by "school-enterprise collaboration and Integration of courses and competitions", and effectively promoting the cross-border e-commerce talent cultivation mode driven by "school-enterprise collaboration and Integration of courses and competitions", we can solve the problems of insufficient investment in school running funds, lagging behind the practice of laboratory software and hardware, lack of teachers with practical experience, and lack of learning

motivation of students, so as to solve the problem of disconnection between theoretical teaching and practice, and effectively ensure the training quality of cross-border e-commerce talents.

## 2 Difficulties in cultivating cross-border e-commerce talents in colleges and universities

### 2.1 Lack of professional teachers with practical experience in cross-border e-commerce

In recent years, when domestic undergraduate colleges introduce teachers of international trade-related majors, they usually set the academic qualifications as doctorates, while doctorates basically focus on theoretical research, and few study trade practice. Because doctoral graduates usually need to publish academic papers in journals above category C, while high-level academic journals usually only publish papers of theoretical and empirical research with high academic value, and few high-level academic journals are willing to publish practical articles. All teachers are also faced with problems such as professional title evaluation and performance appraisal, which require articles published by high-level magazines to be useful. Therefore, most of the teachers in undergraduate colleges are not free or willing to engage in trade practice research, as is the case with cross-border e-commerce, which leads to a general lack of cross-border e-commerce teachers with rich practical experience in undergraduate colleges.

\* Corresponding author: [ldz@sdtbu.edu.cn](mailto:ldz@sdtbu.edu.cn)

## **2.2 The school's software and hardware are not enough to support students' daily training**

To master cross-border e-commerce skills, students need not only theoretical study, but also practical teaching. They need to use teaching simulation software in the laboratory to simulate cross-border e-commerce operations. With the progress of information technology and the progress of Internet software and hardware, short video and live broadcast have also been widely used in cross-border e-commerce. Therefore, in order to cultivate high-quality cross-border e-commerce talents, there must be sufficient venues, equipment and teaching software to ensure the smooth implementation of cross-border e-commerce experimental training courses. However, some university laboratories are short of resources and can only undertake experimental teaching, but it is difficult to meet the needs of students' practice only by the time of experimental classes. Students need more laboratories so that they can practice at any time when they need to. Cross-border e-commerce teaching software involves store operation, network marketing, data operation, logistics and other aspects, and requires various teaching software. However, due to financial constraints, it is difficult for ordinary undergraduate colleges to purchase enough teaching software.

## **2.3 Students lack practical opportunities during school**

It is useful to conduct simulation exercises through software, but the scene simulated by software is relatively simple and not as complex and changeable as reality, so there is still a distance from actual application. To truly master cross-border e-commerce skills, we also need to have the opportunity to use the real account of the cross-border e-commerce platform for practical exercises. For security reasons, in order to avoid incurring unnecessary losses, foreign trade enterprises are usually unwilling to give their cross-border e-commerce platform accounts to college students. Colleges and universities are not enterprises, so they cannot register their own accounts. Teachers usually do not open cross-border e-commerce platform accounts by themselves. Even if individual teachers register accounts and do foreign trade part-time, they will not easily let students use their own accounts for practice, so as to avoid unpredictable risks. So during the school period, students have almost no chance to contact cross-border e-commerce practice, unless they find cross-border e-commerce enterprises for graduation internship, and at this internship stage, many students do not choose foreign trade enterprises for employment reasons.

## **2.4 The curriculum lags behind the development of the new model of cross-border e-commerce**

With the progress of technology, both the cross-border e-commerce live broadcast and the cross-border e-commerce independent station have developed rapidly, but there is a significant lag in the curriculum and textbook construction of colleges and universities.

Because most teachers have no time to engage in import and export practice, they are not familiar with the new trends of the foreign trade industry, and the application of new technologies involves interdisciplinary issues. Teachers of international trade are usually not familiar with computer, internet, big data, live broadcast, independent station and other knowledge, while teachers of computer are not familiar with import and export business. Therefore, at present, most colleges and universities do not offer relevant courses in the major of international economy and trade, which leads to the obvious lag in the development of the new model of cross-border e-commerce. In addition, full-time teachers lack practical experience. It is difficult to solve this problem by relying on full-time teachers in colleges and universities alone.

## **3 The concept of "school-enterprise cooperation and Integration of courses and competitions"**

Because colleges and universities have many difficulties in cultivating cross-border e-commerce talents, relying on their own resources and relying solely on traditional teaching methods, it is difficult to cultivate high-level cross-border e-commerce talents. We must change the concept of running schools and teaching methods. Experimental teaching is an indispensable part of cross-border e-commerce talent training, and the existing simulation teaching software can largely solve the problem of not being able to gain experience through actual combat. However, when students participate in experimental teaching, they may be interested at the beginning, but once they need to practice repeatedly, they will feel bored and their enthusiasm will decline. In order to cultivate more innovative talents, colleges and universities have strengthened innovation and entrepreneurship education, so discipline competition, as an important part of innovation and entrepreneurship education, is also receiving more and more attention. After years of practice, we have found that professional subject competitions (various national and provincial cross-border e-commerce competitions) are very helpful for students to learn cross-border e-commerce skills. By participating in the cross-border e-commerce competition, the participating students will actively study and practice the product release, data operation, cross-border e-commerce live broadcast and independent station operation of cross-border e-commerce, and the effect is far better than the experimental course. For students, if they can win in the competition, they can not only gain a full sense of achievement, but also get some tangible benefits, such as improving practical skills, improving comprehensive quality, increasing future employment and postgraduate chips, obtaining innovation credits and cash awards.

Due to the lack of systematic pre-competition training and actual combat, students are difficult to obtain excellent results in the competition. Even though the school introduced the award method for discipline

competitions in 2021, and gave cash awards to the national and provincial and ministerial competitions above Class C, there are still quite a number of students who are not willing to register. To this end, it is necessary to improve the enthusiasm of students and improve the performance of the competition through the way of "Integration of courses and competitions". The specific approach is to set up a special subject competition course. First of all, let all students understand the significance of participating in the subject competition, especially the significance of participating in the cross-border e-commerce competition as students majoring in international economy and trade, and then show the achievements of this major over the years, help students build confidence, organize students to participate in the national cross-border e-commerce competition, and finally conduct cross-border e-commerce operation training in combination with the experimental training courses.

However, because cross-border e-commerce operation requires rich practical experience, the training needs cannot be fully met only by the experience of full-time teachers in the school and the simulation software in the laboratory. To solve this problem, we need to introduce the resources of off-campus enterprises through "school-enterprise collaboration",<sup>[3]</sup> and use the training courses and simulation software of cross-border e-commerce business personnel of foreign trade enterprises, cross-border e-commerce platforms and training institutions, and even the cross-border e-commerce platform accounts of foreign trade enterprises, so that students can fully master cross-border e-commerce skills from theory, to experimental consolidation, and then to practical exercises.

There are also two advantages in the collaborative cultivation of cross-border e-commerce talents between schools and enterprises. First, it is not necessary for the school to increase the investment in the purchase of teaching software. Through all-round cooperation with cross-border e-commerce platform enterprises such as Alibaba International Station, students can fully master the knowledge and skills of cross-border e-commerce platform operation, independent station operation, and cross-border e-commerce live broadcast, and conduct practical exercises through the accounts provided by the enterprises, and can work directly after graduation. Second, supply and demand docking solves the problem of student employment. By applying for the supply and demand docking project of Alibaba International Station, we will customize the training of cross-border e-commerce platform operation and cross-border e-commerce live broadcast talents according to the requirements of enterprises, and Alibaba International Station will organize platform user enterprises with good credit to hold the cross-border e-commerce internship and employment double selection meeting to solve the problems of students' employment difficulties and enterprises' recruitment difficulties.

## **4 The way to realize the cross-border e-commerce talent training mode driven by "school-enterprise cooperation and Integration of courses and competitions"**

In order to implement the two-wheel-driven cross-border e-commerce talent training model of "school-enterprise cooperation and Integration of courses and competitions", the following work needs to be done:

### **4.1 Adjust the focus of talent training according to needs<sup>[4]</sup>**

The major of international economy and trade is a typical application-oriented major, especially the general undergraduate colleges and universities should focus on cultivating high-level application-oriented foreign trade talents suitable for social needs. Therefore, we should follow the trend of the times, adapt to the development trend of the foreign trade industry, and strengthen the training of cross-border e-commerce talents. According to the needs of cross-border e-commerce talent training, we should timely adjust the talent training program, optimize the curriculum system, integrate cross-border e-commerce curriculum modules including theory, experiment and practice, and conduct systematic cross-border e-commerce training for students, so that they can master the knowledge of cross-border e-commerce platform operation, data operation, independent station operation and cross-border e-commerce live broadcast.

### **4.2 Establish a systematic incentive mechanism for innovation and entrepreneurship education<sup>[5]</sup>**

Establish an effective incentive mechanism to improve the enthusiasm of professional teachers and students to participate in discipline competitions. In terms of teachers' enthusiasm, the college and the teaching and research office need to further encourage teachers to participate in cross-border e-commerce course teaching, discipline competition and entrepreneurship practice with the help of the school's innovation and entrepreneurship incentive mechanism, and clearly take the award results of discipline competition as an important basis for workload identification, annual assessment, professional title evaluation and post appointment. In terms of students' enthusiasm, in addition to providing cash rewards, it is also necessary to consider taking full account of the results of cross-border e-commerce competitions in terms of innovation credit recognition and excellence evaluation. After the establishment of the incentive mechanism, it should be determined in the form of documents to maintain certain policy continuity. Publicize the annual contest results and award results to teachers and students through various channels, especially the need to publish them on the college website and official account and keep them for a long time, so that the majority of teachers and students can see that there are awards in subject

competitions, and it is not as difficult as imagined, so as to guide more and more teachers and students to participate in subject competitions. In addition, on the basis of the existing incentive system of the school, students can also be encouraged to participate in the cross-border e-commerce competition by taking advantage of the opportunity of classroom teaching reform in the assessment of cross-border e-commerce training courses, competition courses and other related courses, and taking the award of cross-border e-commerce competition at the provincial and ministerial level as the usual result, unit test result or final result.

#### **4.3 Integration of courses and competitions to strengthen cross-border e-commerce skills**

From the initial promotion of learning by competition, to the opening of independent competition courses, and then the integration of discipline competition and innovation and entrepreneurship training in professional courses, to maximize the enthusiasm of students to participate in the discipline competition. Thanks to the incentive policy of the school's innovation and entrepreneurship policy for teachers and students to participate in the discipline competition, the enthusiasm of students to participate in the discipline competition has been greatly improved, and more and more teachers have participated in the competition guidance. At present, the biggest problem is the need to straighten out the competition management system. National-level and provincial-level cross-border e-commerce competitions basically need to be organized by the department to participate by teachers and students, which not only takes time and effort, but also needs to coordinate funds and venues. In addition, the teaching of competition courses cannot follow the traditional way, and must be reformed: first, there are many teachers who jointly undertake the teaching task, and each is responsible for a competition; Secondly, teaching should be supplemented by drills, and practice should be used instead of teaching to strengthen practical ability; Finally, on the basis of practice, all students are required to register for various competitions, and each student is required to participate in at least one cross-border e-commerce competition, and the awards will be an important basis for the course results.

#### **4.4 Industry-university cooperation to build cross-border e-commerce teaching staff**

In order to achieve excellent results in cross-border e-commerce competitions, a high-level competition guidance team is also needed. This team should include full-time teachers and corporate tutors outside the school. Among the full-time teachers in the school, in addition to cross-border e-commerce course teachers, other professional teachers can also be competent for guidance through learning. It is necessary to improve the cross-border e-commerce innovation and entrepreneurship ability of full-time teachers by encouraging teachers to participate in cross-border e-commerce special training and go to enterprises for temporary employment; Based

on the establishment of a large number of off-campus internship bases, we will use the cross-border e-commerce talent resources of cooperative enterprises to establish a corporate mentor pool. Finally, an innovation and entrepreneurship teacher team consisting of in-school teachers and corporate mentors will be formed. It is better to have full-time teachers and corporate mentors jointly guide students when participating in various cross-border e-commerce competitions. Such a combination is convenient to play the role of in-school and out-of-school mentors, ensure the venue, time and efficiency of students' participation in online competitions and pre-competition training in the school, and corporate mentors can provide guidance in technology.

#### **4.5 Collaborate between schools and enterprises to cultivate cross-border e-commerce talents**

The cross-border e-commerce model is constantly innovating, from the initial online release of supply and demand information, to the cross-border e-commerce platform sales, to the short video, live broadcast and independent station models, resulting in the development of teaching materials and teaching software can not keep up with practice. Therefore, it is necessary to cooperate with relevant enterprises, such as Alibaba International Station and other cross-border e-commerce platform enterprises, and use the free course resources and internship practice opportunities provided by Alibaba International Station to cultivate cross-border e-commerce talents, so that students can obtain Alibaba certification during school and obtain internship practice and employment opportunities in Alibaba International Station user enterprises; It can also cooperate with other enterprises to provide students with learning, internship and employment opportunities for independent station operation and cross-border e-commerce data operation. Establish a system for entrepreneurs to enter the classroom, and regularly invite business mentors to give lectures for students; When guiding students to participate in cross-border e-commerce training, actual combat and competition, invite corporate mentors to participate in the guidance, and invite cooperative enterprises to set up cross-border e-commerce business incubation fund to promote entrepreneurship of students in school.

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