



Research on the Path of Integrating Ideological and Political Education Elements into E-Commerce Courses

Take the Course of Rural E-Commerce and Entrepreneurship as an Example

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Abstract. Rural e-commerce and entrepreneurship is an important professional course for e-commerce majors, based on the teaching practice of rural e-commerce and entrepreneurship, this paper discusses how to integrate ideological and political education elements into professional courses from five aspects: course introduction, teaching design ideas, specific implementation process, characteristics and innovation, and the perception of ideological and political education in curriculum, in order to meet the objectives and requirements of ideological and political education in e-commerce professional courses.

Keywords: Rural e-commerce · Ideological and political education in curriculum · Path research

1 Course Introduction

The course “Rural E-commerce and Entrepreneurship” is a compulsory course for the major of e-commerce in our school. It is a new course involving the direction of rural e-commerce under the background of the rural revitalization strategy. The purpose of this course is to study, research and analyze the theory and practice of rural e-commerce. Through learning, students firstly understand the rural revitalization strategy and the concept of rural e-commerce, the classification and characteristics of rural e-commerce, the development status and trend prospects of rural e-commerce, and cultivate students’ feelings of home and country. Rural e-commerce planning and operation, focusing on mastering the operation methods and skills of rural e-commerce platforms, improving students’ hard-working spirit, understanding the classification and development trend of rural e-commerce logistics models, understanding the incentive methods of rural e-commerce teams, and training The spirit of teamwork, excellence and striving for first-class will improve students’ theoretical literacy and practical ability to engage in rural e-commerce in the future [1].

2 Ideological and Political Classroom Teaching Design Ideas for the Course “Rural Ecommerce and Entrepreneurship”

Our school’s e-commerce major practices the task of cultivating applied talents and serving local economic development, establishes the training concept of “service-oriented, moral education first, ability first, and labor education as special”, and defines the training goals of rural e-commerce talents [2]. In the course ideological and political construction of this course, a three-dimensional and multi-dimensional system of “teaching objectives - course content - ideological and political elements - typical cases” is constructed. Incorporating the elements of ideological and political education, making the classroom a position for ideological and political education, and focusing on cultivating students to form correct values at the four levels of “country, law, team, and individual”.

2.1 Study Situation Analysis

2.1.1 Advantage

- (1) Based on daily life, students have a general understanding and preliminary understanding of e-commerce.
- (2) The content of this course has the characteristics of linking theory with practice; The teaching examples are rich and interesting, and most of the students have high learning initiative.
- (3) As a first-year university student, you have a certain foundation in reading and expression skills, and have the ability to consult materials, and be able to conduct cooperative discussions on current economic hotspots.

2.1.2 Insufficient

- (1) Students do not have a deep understanding of the course “Rural E-commerce and Entrepreneurship”, and their cognition of rural e-commerce only stays at the level of Taobao shop opening, and has little understanding of its function and its important role and significance in rural revitalization strategies;
- (2) Insufficient awareness of deeper concepts and lack of ability to apply knowledge and skills to practice in complex economic environments;
- (3) Some students are not highly motivated to study, cannot take the initiative to study, are not very interested in theoretical classes, and lack the initiative and enthusiasm for learning in the classroom.

2.1.3 Preview Task

Combining the textbook cases, sort out the e-commerce model by yourself. Before the class, students are guided to discuss the concept of e-commerce and rural e-commerce, and preview the basic knowledge of rural revitalization strategy.

2.2 Set Teaching Goals

The teaching objectives of the “Rural E-commerce and Entrepreneurship” course are mainly set from “knowledge objectives”, “ability objectives” and “quality objectives”, so that the process can be implemented.

2.3 Develop Teaching Strategies

The classroom teaching of “Rural E-commerce and Entrepreneurship” mainly adopts heuristic teaching strategies. Construct a three-dimensional and multi-dimensional system of “teaching objectives-course content-ideological and political elements-typical cases”, based on the teaching objectives of knowledge, ability and quality, optimize the course content system, accurately excavate, refine, and integrate ideological and political elements to make the classroom a ideological and political element The effective position of political education focuses on cultivating students to form correct values at the four levels of “country, law, team and individual”.

3 The Specific Implementation Process of Curriculum Ideology and Politics

3.1 Selection of Teaching Content

- (1) Course: “Rural E-commerce and Entrepreneurship”.
- (2) Knowledge point: Chapter 1 of the textbook: Rural revitalization strategy and rural e-commerce [3].
- (3) Teaching time: 45 min.

3.2 Teaching Objectives

See Table 1.

3.3 Ideological and Political Elements

See Table 2.

Table 1. Teaching Objectives

1. Knowledge goal	(1) Understand the connotation of Rural Revitalization Strategy. (2) Grasp the relationship between Rural Revitalization Strategy and rural e-commerce. (3) Understand the rapid development of rural e-commerce in China, enhance students' determination to help rural revitalization, and highlight the "four self-confidence".
2. Capability objectives	(1) Knowledge building ability: be able to build the content of each chapter according to the teacher's explanation. (2) Summary ability: the ability to completely summarize the relevant knowledge taught by the teacher. (3) Application ability: have the application ability of applying the knowledge learned by the equipment to solve practical problems.
3. Quality goal	(1) Cultivate students' innovative spirit, innovative thinking and entrepreneurial ability. (2) Temper students' will to work hard, down-to-earth and willing to work. (3) Cultivate students' feelings of home and country.

Table 2. Ideological and political elements

Knowledge points	Ideological and political elements
1. Connotation of Rural Revitalization Strategy	1. Family and country feelings and responsibility
2. Strategic significance of Rural Revitalization	2. Targeted poverty alleviation and Rural Revitalization Strategy
3. Significance of rural e-commerce	3. The importance of E-commerce Major
4. Relationship between Rural Revitalization Strategy and rural e-commerce	4. Teamwork

3.4 Teaching Process

The classroom teaching of this course includes three processes: preparation before class, interaction in class and feedback after assessment.

3.4.1 Preparation Before Class

Teachers push relevant resources to let students prepare for learning courses in advance and check the learning instructions; Watch teaching videos; Master the knowledge of knowledge memory and discuss in groups on platforms such as rain class or wisdom tree; You can also use access to expansion materials to enrich the course. Let students have team consciousness and complete team spirit.

3.4.2 Interaction in Class

In the classroom teaching, the teacher pointed out that in the Rural Revitalization Strategy, rural e-commerce plays the role of value and expectation. Inspire everyone to think about the significance of the Rural Revitalization Strategy to the three rural issues. Let students understand the national strategy and have the spirit of great power and craftsmanship. Supplement and elaborate on key and difficult points; Answer the questions fed back by the class; Teachers and students interact to deepen understanding and comment on students' homework. Teachers introduce case-based, task driven, research-based and other teaching methods to give full play to students' subjective initiative and make students feel the usefulness and value of their major. Cultivate students' awareness of giving full play to their professional advantages and serving their hometown, be a conscientious person, and have a sense of national mission and responsibility.

3.4.3 Feedback After Assessment

Students have passed the platform and basic characteristics of solving rural e-commerce operation; Master the rural e-commerce operation methods based on Taobao platform and use them in the practice of helping villagers sell agricultural products, reflecting the craftsman spirit and innovation spirit. Select the cases of e-commerce helping agriculture for many years, expand students' learning horizons, guide students to think deeply about the importance of integrating theory into practice, and exercise students' practical ability. Through the feedback of classroom teaching, it can not only consolidate the learned knowledge, but also help students solve the problems in practice, establish the future and devote themselves to the cause of rural revitalization, which reflects the sports spirit.

4 Characteristics and Innovations

4.1 Immersive Virtual Simulation Teaching

Make full use of the platform resources of the provincial class I course "virtual simulation experiment of agricultural products to help rural revitalization", improve teaching means and teaching methods, present the real unsalable problems of agricultural products to students in the form of virtual simulation, and build a "simulation experiment on the treatment of unsalable problems of agricultural products", so that students can feel the "immersive" unsalable scenes of agricultural products in their territory, Thank you for accepting the important theoretical and practical significance of the course, and enhance students' patriotism and responsibility. Closely connect the practical theoretical knowledge with the unsalable problem of actual agricultural products, truly achieve the purpose of learning for practical use.

4.2 Practice Teaching to Achieve Real Problems

With the help of the resource advantages of e-commerce professional services for local economic development, in particular, a number of horizontal topics are transformed into teaching projects, and classroom teaching is introduced to allow students to do real

questions. During the epidemic prevention and control period in 2020, by inviting government leaders into the live broadcast room, and using the new format of e-commerce live broadcast to help rural revitalization, students will turn the knowledge learned in the course into practice, and they will be used in event planning, image processing, copy-writing creation, etc. Play an active role and apply the knowledge learned to poverty alleviation and rural revitalization. Through course learning, students can apply what they have learned and feel the value and power of knowledge. On the other hand, they can feel the importance of participating in poverty alleviation and rural revitalization.

5 Course Ideological and Political Implementation Perception

According to the training objectives of applied talents, combined with the characteristics of e-commerce major and graduation requirements, focus on carrying out characteristic teaching oriented to the problems in the field of rural e-commerce, focusing on the course team, course content, teaching methods, practical training, assessment and evaluation, etc. Ideological and political elements are subtly or explicitly integrated into all aspects of teaching, enriching the teaching resource library, and building the course “Rural E-commerce and Entrepreneurship” into a course ideological and political demonstration course.

5.1 Multi-dimensional Mining of Ideological and Political Elements to Reform the Teaching System

After much thinking and discussion, teachers integrate and excavate more than 20 ideological and political elements of the course, adhere to the OBE teaching concept, take output as the guidance, and pay attention to students’ mental health development by using a variety of teaching methods, adhering to the principles of combining online and offline, combining theory and practice, and combining virtual and reality, so that students can feel ideological and political elements from professional knowledge, combined with case teaching method and discussion teaching method, Highlight the depth of the case and let students experience the spirit of hard work and the noble quality of honesty and trustworthiness in the process of thinking [4].

5.2 Strengthen Practical Teaching and Organically Integrate Construction Goals into the Teaching Process

In order to stimulate students’ industry cognition and entrepreneurial passion in the field of rural e-commerce, combined with the experience of 28 counties and districts in 9 prefecture-level cities jointly supported by Shandong Management University, professional teachers guide students to “have the courage to explore”, in practical teaching, innovation and entrepreneurship, social practice and other aspects to lead students to “real problems”, relying on the characteristics of local agricultural products, help local villagers to carry out e-commerce entrepreneurial activities, and truly “apply what they have learned”, students also feel that their majors are more grounded in the process of helping villagers, thereby enhancing self-confidence in learning. In the process of

learning, the weight of procedural assessment is increased, focusing on the shaping of students' feelings of home and country, responsibility, hard work and other qualities in the course learning, and comprehensive evaluation of course objectives in combination with knowledge mastery and ability improvement.

6 Conclusions

In the future education and teaching process, professional teachers should continue to combine the actual situation of the curriculum and the characteristics of the students, relying on the curriculum to achieve teaching and educating people, and encourage outstanding graduates to actively participate in the cause of rural grass-roots services, so as to provide ideological and political support for colleges and universities. Work to make more and greater contributions.

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