Teaching Research on "Analysis of E-Commerce Cases" from the Perspective of Comprehensive Ability Improvement

Wang Hongyan
Wuhan Business School
Wuhan 430060, China

Abstract—**"Analysis of E-Commerce Cases" is a comprehensive application course for the specialty E-commerce, aiming to develop students' ability to comprehensively analyze and solve problems. In view of the problems in the teaching of this course, this paper explored the closed-loop and systematic teaching mode from the aspects of teaching content design, teaching process control and teaching assessment implementation, with the purpose to enhance students' initiative and enthusiasm for learning, cultivate their sense and ability of teamwork, and ultimately exercise their ability to analyze and deal with real-world problems in e-commerce.**

Keywords—analysis of e-commerce cases; teaching process; teaching content; teaching assessment

I. INTRODUCTION

"Analysis of E-Commerce Cases" is a comprehensive course for e-commerce majors in applied undergraduate colleges. It aims to analyze, discuss and summarize e-commerce cases with professional knowledge related to e-commerce, and then explore the experience and enlightenment or countermeasures and programs in e-commerce cases. Through the analysis of different types of e-commerce cases, it is expected to cultivate students' independent thinking and comprehensive application of professional theoretical knowledge, laying the foundation for their applied analysis and decision making in the actual work in the future. This course is not traditional case teaching or pile of mass cases. It should focus on case selection, research on breakthrough points and the design of the case analysis process, thereby finally developing students' ability of self-learning and comprehensive analysis. However, there are still some problems and deficiencies in the current teaching process. In view of this situation, the author conducted research and exploration on the closed-loop and systematic teaching mode in combination with teaching objectives of the course, hoping to further improve the teaching quality of the course.

II. TEACHING OBJECTIVES OF "ANALYSIS OF E-COMMERCE CASES"

With the continuous advancement of "Internet+", supporting facilities and environment for e-commerce have been continuously improved in China, and it has penetrated into different market segments. In this context, e-commerce has maintained a good development trend. According to the data of the E-Commerce Research Center, the scale of e-commerce transactions in China reached 28.66 trillion Yuan in 2017, with a year-on-year increase of 24.77%.-- the volume of B2B transaction was 20.5 trillion Yuan; online retail transaction was 7.17 trillion Yuan, and life service e-commerce transaction was 0.9886 trillion Yuan. In the process of e-commerce practice in various industries, e-commerce applications and models continue to innovate and develop, resulting in a wealth of e-commerce cases. These vivid cases and their inspirations have not only further improved the subject system of e-commerce, but also become important research objects for e-commerce majors to connect theory with practice and improve their comprehensive application ability of e-commerce.

The teaching objectives of this course include the following three aspects [1]. The first one is to select representative cases in the development of e-commerce and then deepen students' understanding of related theoretical knowledge through case analysis. The second is to enable students to learn how to apply theoretical knowledge on the basis of analyzing cases and teach them to formulate solutions and countermeasures for practical problems with theoretical knowledge, ultimately realizing the organic combination of theory and practical application. The last one is to inspire the inspiration of all participants in the process of discussing and summarizing the cases to cultivate their creative thinking, so as to benefit both teaching and learning.

III. ANALYSIS OF PROBLEMS IN THE TEACHING OF "ANALYSIS OF E-COMMERCE CASES"

A. Unreasonable design of teaching content

Due to the rapid development of e-commerce, a large number of innovations have been generated in e-commerce practice, and a wealth of cutting-edge cases has been accumulated. However, in view of the long time cycle of Textbook compilation, many cases in textbooks are outdated and cannot adapt to the latest e-commerce development [2]. This brings certain difficulties to the design of teaching content. Some teachers mainly apply analysis on classic cases based on textbooks, while some focus on cutting-edge cases and analyze the innovative cases of e-commerce, putting aside the textbooks. According to the author, both the two kinds of teaching content design are not reasonable enough. The

teaching content design for the course "Analysis of E-commerce Cases" should be a systematic integration of classic cases and cutting-edge ones. It is expected to deepen students' understanding of e-commerce applications and mode innovations in the comparative analysis of the two kinds of cases.

B. Lack of guidance and interactivity in the teaching process

Because the textbooks for "Analysis of E-commerce Cases" are mostly based on cases and with few theories, teachers often implement "cramming education" to make some cases clear, leading to the lack guidance and inspiration. Therefore, there is little effective interaction between teachers and students in the process of case analysis [3]. At the same time, most students do not keep a watchful eye on the dynamics of the e-commerce industry and also lack active thinking about the development of this industry. This makes it difficult for students to find breakthroughs in solving problems and related theoretical knowledge in the face of actual cases to form a solution. Therefore, in the teaching process, teachers need to present students questions and related knowledge in a guiding way in advance, so that they can make preparation before class. This is helpful to ensure the classroom effect and achieve effective interaction.

C. Single assessment method

The assessment of the effectiveness of the course should be based on the teaching objectives to improve the students' practical ability. It should not only assess students' understanding of basic professional theoretical knowledge, but also highlight the improvement of their practical ability. However, as a comprehensive course with strong applicability for E-commerce majors, the course "Analysis of E-commerce Cases" is basically similar to most basic courses in the course assessment -- they are assessed by means of paper test or thesis at the end of the semester. This single assessment method cannot objectively reflect the true level of students, nor can it stimulate their enthusiasm in classroom learning. For comprehensive courses like "Analysis of E-commerce Cases", it will be more scientific and reasonable to design an assessment method more diversified.

IV. Reform measures of "Analysis of E-Commerce Cases" teaching

A. Selecting teaching cases and systematically organizing teaching content

The core object of "Analysis of E-commerce Cases" is the cases, and thus the selection of teaching cases plays an important role in the teaching effect and stimulation of students' enthusiasm in the classroom. The development of e-commerce is very rapid, while related new technologies and new models are emerging one after another. At the same time, the cases in textbooks are relatively lagging due to the long compiling cycle. Therefore, the organization of teaching content should reflect not only the representativeness of the cases but also their frontier. It is feasible to select the continuation cases in the new era related to the cased in the textbook, and then help students understand the reasons and

direction of e-commerce model and its innovative application through contrastive analysis. Teachers can also choose the e-commerce cases that students are familiar with, such as taking Starbucks as the object in the analysis of O2O practice innovation, the Smart Tree in the analysis of the online education platform operation, logical thinking in the analysis of the knowledge payment platforms, etc. Because students have had relevant experiences and concerns, it is easier to give full play to their initiative and inspire them to think deeply when they analyze the e-commerce cases where the innovative features are obviously familiar to them.

In addition to the selection of teaching cases, e-commerce case analysis should be systematically arranged in the organization of teaching content. There are generally two ways to organize this course: One is to organize according to various theoretical modules of e-commerce, such as case analysis of e-commerce model, case analysis of network marketing, case analysis of e-commerce logistics, and so on; the other is to organize according to different industries, such as the case of manufacturing e-commerce, the case of e-commerce in tourism, and the case of e-commerce of agricultural products. To a comprehensive course, the author believes that the latter teaching content organization can better enhance students' comprehensive ability to solve problems, so that they will have better development in future work. It has become one basic requirements of enterprises for senior e-commerce talents that they should be able to combine the characteristics of industry development to find out the problems in the development and operation of e-commerce and give solutions in combination with corresponding expertise. In addition, there should be not too many cases in one industry, and it is advisable to select 2-3 cases for detailed analysis according to the teaching objectives and the development rules of the industry.

B. Inspiring students' enthusiasm and designing closed-loop teaching process

Whether the design of the course teaching process is reasonable or not directly affects the effect of the class. In order to stimulate students' enthusiasm and initiative and carry out teaching activities better, it is better to adopt closed-loop teaching mode based on feedback control in course teaching [4]. The author designed a closed-loop teaching process for the course "Analysis of E-commerce Cases", including the following links.

1) Pre-class preparation.

Since the e-commerce case analysis requires the collection and combination of various kinds of relevant information, students' pre-class preparation cannot be ignored in the course teaching, so as to better achieve the teaching objectives. Whether students have conduct adequate pre-class preparation directly affects the quality of a classroom. In the preview stage, the teacher can present some questions to guide students to find the problems in the case, which can help to prepare for the classroom study and avoid the students having no ideas in the classroom questioning and discussing.

2) Classroom teaching.

With the pre-class preparation, the teacher can start from the test of the preview effect when carrying out classroom

teaching. Based on the exchange of case problems with students, the teacher can extract the key issues of the case, which makes the two steps (preparation and classroom teaching) form a small closed loop. This part can be carried out by the teacher designing the classroom questioning. The problem design should be moderately difficult and enlightening to stimulate the students' initiative.

3) Group discussion.

The group discussion is a teaching method commonly used in e-commerce case studies. The phenomenon that often occurs in this link is that the students' analysis of the problem is not focused enough and the analysis depth is insufficient; the conclusion comes up is mostly the direction to solve the problem, not the specific method to solve the problem, without operability. Therefore, teachers should give prompt exchange and feedback on the unconventional and incomplete parts of students' conclusions and propose ideas and means for perfecting their conclusions and plans, thus enhancing their ability to apply knowledge and solve problems. In the group discussion, there is also a need to guide the team members to conduct sufficient exchanges and cooperation; groups that have in-depth and comprehensive thinking should be approved and praised to encourage them to enhance their ability of actively learning and thinking.

4) Experiment teaching

The experiment teaching link is used to test the results of theoretical teaching. The experiment cases must keep close to the knowledge points learned and be expansive, aiming at applying advanced training on students. Teachers can create experiment cases based on the teaching objectives by setting up scenarios, allowing students to conduct independent analysis and reporting. In students' independent analysis of cases, if there are obvious deep thinking and highlights especially flexible use of knowledge, teachers should highly appraise in the process assessment and comments.

5) Teacher summary

It is needed for teachers to sort out the key knowledge points and analysis methods after the case analysis of each chapter. On the other hand, it is necessary to summarize and analyze the shortcomings and difficulties encountered by students, so that the whole process of student learning can form a large closed-loop system.

C. Highlighting process, belittling results and developing a diversified course assessment system

To improve students' comprehensive practical ability, it is not suitable for "Analysis of E-commerce cases" to adopt the traditional test form, namely the closed-book exam; it should pay attention to students' ability of using knowledge comprehensively, which is mainly reflected in the usual pre-class preparation, class discussion and independent case analysis [5]. Therefore, the author holds that the assessment of this course should be "highlighting the studying process while belittling results and highlighting daily performance while belittling the final". There is a design for diversified assessment, and the assessment system is shown in the following TABLE.

TABLE I. FORM OF DIVERSIFIED ASSESSMENT FOR THE COURSE "ANALYSIS OF E-COMMERCE CASES"

No.	Item	Content	Percent
1	Formative assessment	Attendance: to assess the student's learning attitude; the mark will be 0 when absence is more than 2 times	10%
		Classroom performance: to assess the interactivity of students in class and the mastery of relevant knowledge	10%
2	Process assessment	Pre-class preparation: to assess students' preparation before class	10%
		Group discussion: to assess students' enthusiasm and initiative in group discussions	10%
		Written case report: to assess the completion of students' case analysis	20%
		Innovative ability: to assess students' ability of thinking deeply and solving problems in case analysis	10%
3	Final exam	Open-book written test: to assess students' ability of using professional knowledge for e-commerce case analysis	30%

V. CONCLUSION

Teaching of the course "Analysis of E-commerce cases" plays an important role in improving the comprehensive application ability of E-commerce majors. Related teachers need to accumulate cutting-edge e-commerce cases and update the case collection as well as related knowledge and skills in time. In terms of the teaching content, teaching method and teaching assessment design, it is significant to continuously explore and innovate to improve students' comprehensive application ability of e-commerce expertise, cultivate their independence and innovative thinking and enhance their employment competitiveness, thus achieving the connection with social needs and business needs.

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