

# Research on Cross-border E-commerce Practical Teaching Mode Against the Background of Internet Plus\*

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**Abstract**—According to incomplete statistics, the talent gap in the relative field of cross-border e-commerce in China is as high as 4.5 million, which is still increasing at the rate of 39% in 2017. On the one hand, the use of cross-border e-commerce platform is becoming more and more popular, and there is a shortage of cross-border e-commerce composite application talents. On the other hand, the students who are majoring in economics and trade in colleges and universities do not have corresponding cross-border e-commerce practical experience, which results in the graduates are unable to compete for the corresponding jobs, and the contradiction between supply and demand of the employment market is increasingly growing. Therefore, it is urgent to construct a new cross-border e-commerce practical teaching mode.

**Keywords**—Internet plus; cross border e-commerce; practical teaching mode; integration of teaching-learning-doing

## I. INTRODUCTION

According to "Research Report on China's Cross-border E-commerce Talents" (see "Fig. 1") from Ali research institute, current enterprises is more tended to choose the students majoring international trade, e-commerce and other related majors when recruiting cross-border e-commerce talents. As far as the current training situation is concerned, there are more than 700 international trade specialties and more than 1100 e-commerce undergraduate specialties in universities all over the country, the number is huge. However, according to incomplete statistics in 2017, the gap of cross-border e-commerce talents is still as high as 4.5 million. Cross-border e-commerce needs to cultivate a large number of composite talents who well know both technology and business. They also need to have the background of international trade with strong ability to express in foreign languages. There are great differences in language, customs, religion, culture and so on between the two sides of the transaction in different countries and regions and face to face is achieved through the terminal. Especially, cross-border e-commerce needs to the network to sale and pay, which requires higher professional qualification and comprehensive quality of the practitioners.

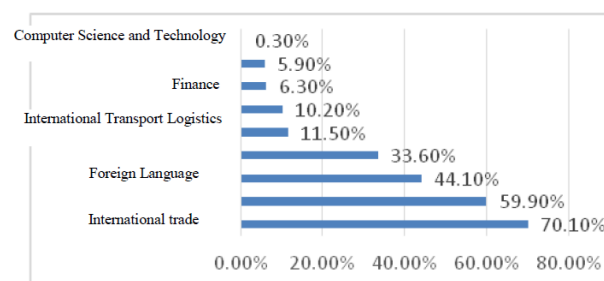


Fig. 1. Majors that are enterprises' preference for cross-border e-commerce talents.

## II. ANALYSIS OF CORE COMPETENCE OF CROSS-BORDER E-COMMERCE TALENTS IN THE CONTEXT OF INTERNET PLUS

### A. Familiar with Import and Export Trade and International Logistics Operating Skills

From the perspective of business nature, cross-border e-commerce is in line with import and export trade, and needs to complete a series of business processes from financing, procurement, transportation, storage, inspection and quarantine, customs clearance, logistics, settlement, tax rebate, etc. [2], which puts forward higher requirements for staff's ability of import and export foreign trade, and needs to learn to choose the most reasonable mode of transport for import and export goods in order to enhance the operational efficiency of e-commerce.

### B. Communicative and Expressive Skills of Foreign Languages

The both sides of cross-border e-commerce transactions are located in different countries, which need staff to be able to describe their products in English on the online platform, communicate with customers in foreign languages, and understand the customs and business etiquette of customers' countries to deal with customers' foreign business correspondence. Therefore, graduates with foreign trade knowledge need to have a strong ability of written and oral expression in foreign languages.

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### C. E-commerce Skills

Online trading is the most basic feature of cross-border e-commerce. Whether it is using existing third-party platforms or enterprises developing their own platforms to engage in cross-border e-commerce activities, it is necessary to complete data analysis of product display, web page editing, online marketing, and website operation on the Internet. This requires our practitioners to have the basic skills of e-commerce, and to be able to operate online through the foreign language interface.

### D. Cross-border E-commerce Online Marketing Skills

Because of the great differences between both sides in political, economic, legal and cultural environments, practitioners need to meet the global multi-level cross-border marketing skills, which requires to train students' ability of international market research and analysis, so that they can accurately carry out online party platforms such as Alibaba, Express or Amazon to understand the most basic cross-border e-commerce marketing skills.

## III. PROBLEMS EXISTING IN THE PRACTICAL TEACHING MODE OF CROSS-BORDER E-COMMERCE IN THE CONTEXT OF INTERNET PLUS

### A. Blurred Training Goals

According to the Research Report on Cross-border E-Commerce Talents in China, cross-border e-commerce enterprises need talents who is multi-disciplinary people, which integrates international trade, e-commerce, foreign languages and other specialties. These enterprises hope that graduates will be trained in cross-border e-commerce in the course of graduation practice. At present, the major of cultivating such talents in colleges and universities is still in the traditional sense of decentralized training. And there are indeed many majors such as international trade, e-commerce, and foreign language and so on. However, there is a mismatch between the training goals of each major and the needs of cross-border e-commerce enterprises for talents. In order to meet the needs of cross-border e-commerce talents, almost all schools have added several cross-border e-commerce practical courses on the basis of the traditional professional course system. However, the update of textbooks lags behind the speed of technological change, and the simulation of "being an armchair strategist" mode which separates from the actual needs and cannot meet the practical application needs of enterprises.

### B. Limited Strength of Practical Teaching Team

As far as it goes, most colleges and universities have offered the course of cross-border e-commerce training. If the practical teaching is taught directly by part-time person from enterprises, the effect of improving students' professional skills is certainly the best. But for the sake of the interests of enterprise personnel, the energy of part-time teachers from enterprises in teaching is very limited, and many technical personnel lack teaching experience, which leads to the failure to achieve the expected teaching effect. Therefore, many schools adopt the method of inviting part-time teachers from

enterprises to give academic lectures to teachers and students, and there are few cases of direct in-depth training. In addition, if colleges and universities employ corporate teams to carry out teaching for a long time, and the cost is higher that is huge pressure for colleges and universities. Therefore, the task of practical teaching falls more on the full-time teaching body. Because full-time teachers lack working experience in cross-border e-commerce industry, and if colleges and universities send them out for more formal business training and the high training cost cannot be approved, which seriously affects the effect of practical teaching.

### C. The Construction of Practical Teaching Platform Is Not Yet Mature

As far as it goes, there are three practical teaching platforms in colleges and universities. The first is the experimental teaching center platform. The experimental courses of all specialties are carried out in this experimental teaching center. However, the main problem is that the equipment is updated slowly, which limits the speed of visiting international websites during the course of teaching, and the teaching effect is common. In addition, some schools have purchased simulation accounts of cross-border e-commerce, but many key operational data cannot be consulted, which leads to the simulating operation of cross-border e-commerce platform is still unable to carry out. The second is cross-border e-commerce start-up studio. This way has been approved by many teachers, but the whole studio needs corporate operation that the human, material and financial resources that need to be invested are large, which brings great pressure to colleges and universities. Therefore, on a large scale, the establishment of studios only exists in the construction of theory, and the developmental potential is insufficient. The third is school-enterprise cooperation to build training bases. At present, school-enterprise cooperation in practical teaching activities is mainly carried out through enterprise participation in teaching, enterprise participation in the formulation of personnel training programs and off-campus training bases. As far as off-campus training bases are concerned, most colleges and universities transfer senior students to small and medium-sized cross-border e-commerce enterprises for practice through cooperation with third-party training institutions such as Ali. However, due to the third-party training institutions do not provide pre-job training for students, there is also a lack of business mentors to guide students in small and medium-sized enterprises, which leads to the low harvest of students' internship.

## IV. CONSTRUCTION OF CROSS-BORDER E-COMMERCE PRACTICAL TEACHING MODE AGAINST THE BACKGROUND OF "INTERNET PLUS"

### A. Principles of the Design of Practical Teaching Model of Cross-border E-commerce

The construction of cross-border e-commerce practical teaching mode needs to first define the basic goals of teaching. At the same time, it should combine with the needs of enterprises, and pay more attention to the improvement of the operational ability of cross-border e-commerce platform on the

basis of training students' professional knowledge. In order to achieve this teaching goal, we advocate the construction of integrated "teaching-learning-doing" practical teaching mode and follow the idea of "integration of teaching-learning-doing", which aim at cultivating students' post competence, as shown in "Fig. 2". In the integrated "teaching-learning-doing" model, we should focus on practical teaching model that is divided into three different modules according to the progressive relationship to integrate basic theory training, stage intramural training and school-enterprise cooperation practice, and make these separate parts organically connected in series, which finally form a complete and systematic teaching system. This paper analyses the teaching mode of "teaching-learning-doing" integration from the surface level, and "teaching" and "learning" cooperate with "doing". The main body of teaching

is school and enterprise, the main body of learning is students, and the main body of doing is completed by three parties. From a deep analysis of the integrated "teaching-learning-doing" practical teaching mode, it closely links theoretical teaching with practical teaching. In the process of theoretical teaching, it integrates basic course training, gradually desalts the teacher's status as the main body of traditional education, and strives to enhance the initiative and enthusiasm of students' learning. Intramural training can be carried out through the cooperation with the third party such as Ali, conduct the co-construction of course and utilize the simulation account to teaching in order to effectively combine with off-campus practice, improve the interest of learning, and greatly improve the efficiency of teaching and learning at the same time.

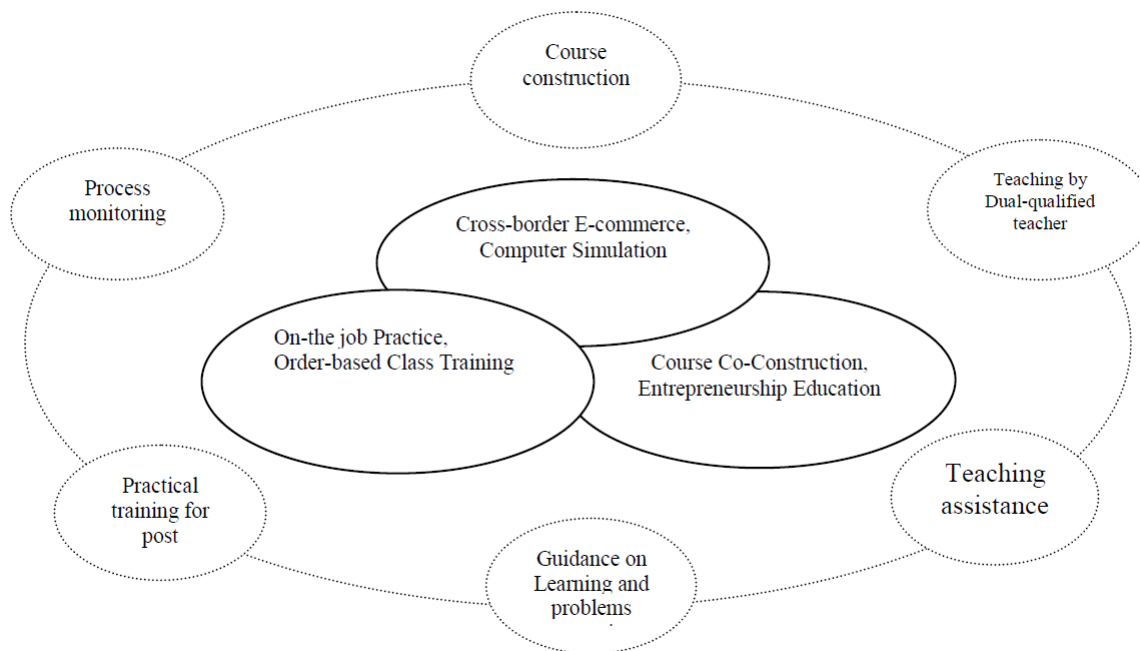


Fig. 2. Integration of "teaching-learning-doing".

### B. Construction of Three-level Practical Module System

In the cross-border e-commerce talents training, especially in the multi-disciplinary integration of career developmental needs, the master of training skills can largely determine the career growth of students, so we use the "three-level practical module system (see "Fig. 3")" to implement the integrated teaching-learning-doing teaching model.

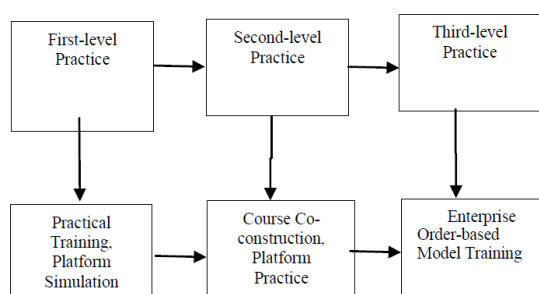


Fig. 3. Three-level practical module system.

1) *First-level practice: practical training teaching, platform simulation:* In the first-level practice, the basic theoretical knowledge practice can be completed through the form of experimental courses in colleges and universities. The learning goal is to give students a general understanding of the basic operational process of cross-border e-commerce. In this link, the main goal of students is to study theoretical knowledge, which is mainly through the explanation of school teachers, and its content includes the basis of e-commerce, international business English, the basis of foreign trade and so on. For students majoring in international trade, e-commerce and business English, the task design of cross-border e-commerce practical teaching is decomposed (as shown in "Table I").

TABLE I. DECOMPOSITION OF POST-BASED PRACTICAL TEACHING TASKS

Post	Teaching Contents of Practical Training
Cross-border E-commerce Commissioner	(1) Publishing, Updating and Off-shelf Commodities on Cross-border E-Commerce Platform (2) Grasp the basic rules of the platform
Operational Promotion	(1) Making Inside and Outside Network Marketing Strategies to Promote the Marketing of Products (2) Choosing proper tools to plan advertising and promotional activities (3) Analyzing the operational status of the commercial platform and putting forward optimization suggestions.
Online Customer Service	(1) Skillful use of communication tools to communicate with customer (2) Learn to maintain the relationship with customers and manage customers effectively.
Web Editor and Artist	(1) Can carry out web editor of E-commerce (2) Understand photography skills, have visual marketing knowledge, skilled operation of PS software
Warehousing and Logistics	(1) Purchasing appropriate products according to the characteristics of consumers in different countries (2) Ability to choose inventory management, distribution and logistics modes (3) Master the delivery process and have the ability of customs declaration and inspection.

The teaching methods in schools are recommended to use the teaching methods of separate classes. First of all, the teacher will give a detailed lecture and leave a note, and tell the students what to learn, why to learn and how to learn. After class, students are given a certain amount of time to read materials and complete homework. According to individual interests, abilities and needs, they can understand deeply and internalized absorb in the most proper way. Internalized absorption requires independent completion of their homework and cannot discuss and communicate with classmates or teachers. Finally, the discussion in the training class is conducted that requires students to learn from each other and solve problems together focusing on their own operation and their own gain, confusion and difficulties. During the group discussion, the teacher urged all the students to take part in the discussion seriously and not to get involved too much. At the same time, students put forward the problems that the group could not solve and asked the teacher about these questions. This way of learning that combines teaching with interaction can greatly improve students' autonomous learning ability and innovative learning ability, and enable them to master basic knowledge such as cross-border shop registration, e-commerce platform rules and so on.

2) *Second-level practice: course co-construction, entrepreneurship education:* The practice in the second stage is mainly to in-depth master the basic theoretical knowledge, and learns to gradually change to practical ability. At this time, what we need is the cross-border e-commerce practical training of individuals or groups under the guidance of teachers, which requires students to master the whole process of cross-border e-commerce operation. In order to effectively carry out the second stage of practice, colleges and universities need to train a number of dual-qualified talents. Teachers who can deliver majors can be sent to cross-border e-commerce headquarters of Alibaba in Hangzhou for irregular training, learn the operational process of Alibaba

international station and express, actively participate in the examination of cross-border e-commerce talent certification, and obtain relevant qualification certificates.

In order to enable students to have real access to cross-border e-commerce platform, colleges and universities should actively co-build cross-border e-commerce courses with third-party service providers such as Alibaba. Enterprises that build courses together can provide such services as discipline co-construction, teacher training, application-oriented talent incubation and employment for colleges and universities, which effectively solve the problems of backwards in-school training software and mismatching of teachers. In the teaching design of the second-level practice, we can use the teaching security account plus the real enterprise account to operate the platform. At the same time, the enterprise tutor will give the students a completely closed training every semester, which lays a good foundation for students' independent entrepreneurship. The so-called security teaching account refers to a lower search weight account that "does not encourage arbitrary transactions". These accounts are real fully functional Alibaba accounts, but in the background greatly reduce the search weight of these stores, commodity information in search engine search results can hardly be found by buyers, so it will not be easy to conclude transactions. The security account effectively controls the teaching risk in the large-scale practical teaching, which makes the teaching of Alibaba platform possible. At the same time, in order to make up for the incompleteness of the experience of safe account, the tutor will bring real account to demonstrate the operation. In a controllable range, students can complete the experience of e-commerce transactions from product on-shelf, pricing, promotion, execution of orders, after-sales and other processes under the real account.

3) *Third-level practice: enterprise order-based training:* The order-based class is a special class which meets the needs of the enterprise and selects a certain number of students from the school students through a certain written examination or interview link, and set up special class that meets the requirements of the enterprise. There are two ways to train "order-based class" students (as shown in "Fig. 4"). One is to organize "order class" by taking part in the interview of enterprises when students first enter school. About this way of training, in the formulation of the "order-based class" four-year talent training plan, it is necessary to communicate with enterprises and the requirements of enterprises will integrate into the whole teaching plan. The other is to teach the students according to the normal talent training planning. At the beginning of the seventh semester, students will take part in the interview and assessment of enterprises, thus forming a "3 plus 1 order-based class" [5]. About this way of training, students who come from order-based classes are scattered in different teaching classes, and not concentrated.



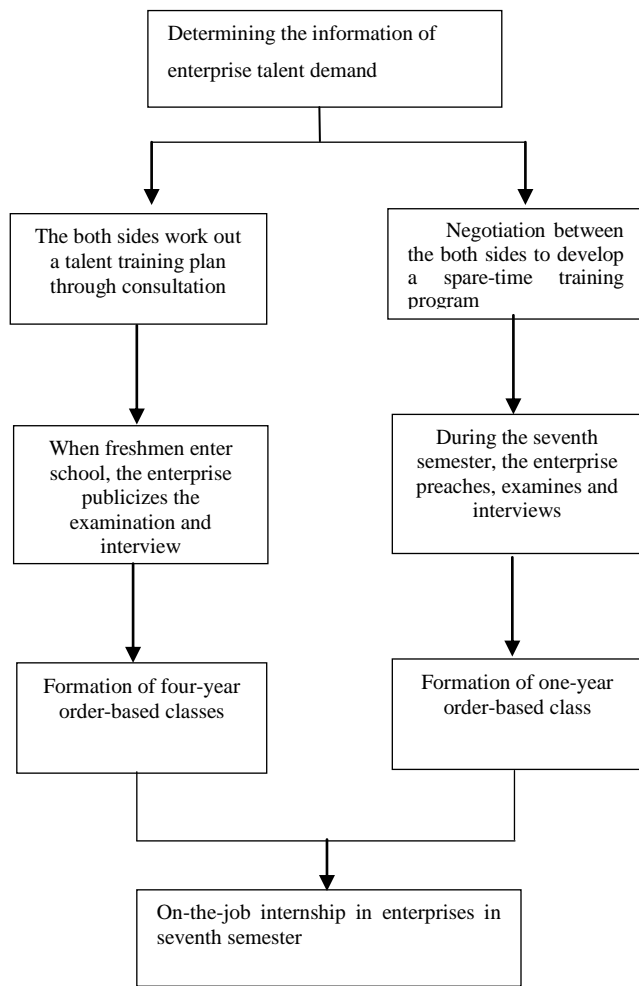


Fig. 4. Enterprise order-based training model.

The author advocates the adoption of the second way of cooperation, which can effectively use the results of course co-construction and carry out in-depth cooperation with the third party service company such as Ali. In the seventh semester, according to the students' choice, they are divided into two different directions: one is to study in school; the other is to conduct on-the-job internship after passing the examination and interview of enterprises. Students participating in the on-the-job internship of cross-border e-commerce can first enter the third party service company that cooperates with the school for centralized training, and obtain professional training in product development, operational promotion, and customer relationship management in order to further improve students' platform operational ability. Then, through the special recruitment fair organized by enterprises, the double selection of talents between enterprises and schools is completed, and the half-year off-campus internship is carried out, which lays a solid foundation for the smooth employment of students after graduation.

## V. CONCLUSION

With the rapid development of cross-border e-commerce and the increasing demand for talents, it is necessary to reform the traditional practical teaching mode and train a group of

talents with both theoretical basis and strong ability of network trade operation. The three-level practical system of "teaching-learning-doing" integration and the combination of actual combat simulation and practical teaching can effectively realize the transformation and upgrading of practical teaching from simulation to actual combat, give full play to the respective resource advantages of schools and enterprises, and conduct personnel training in more stable and effective way.

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