

Research on the Reform of E-commerce Visual Marketing Course Based on Innovation and Entrepreneurship

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Abstract

With the rapid development of e-commerce, visual marketing plays an increasingly important role in the whole process of electronic commerce operation. How to cultivate innovative creative talents in the field of visual marketing has become the focus of the reform of the e-commerce professional curriculum system. This article examines how to upgrade the traditional webstore art designer course to the e-commerce visual marketing course, and carry out in-depth exploration and reform of the teaching content, teaching mode and assessment methods, to improve students' practical ability of innovation and entrepreneurship, and get good results at present.

Keywords

E-commerce visual marketing, Course reform, Innovative and entrepreneurial ability.

1. Introduction

The purpose of e-commerce visual marketing is to convey selling points of products, brand information, commodity information and promotion information to customers through visual system so as to increase store flow and improve percent conversion of the store. With the rapid development of e-commerce, various online retail platforms have fierce competitions. As one of the essential marketing methods of e-commerce, visual marketing has a big industry prospect. Under the background, higher vocational colleges set up courses related to art design of online stores successively. However, since there are different majors, teaching contents and focuses of the courses are different. On March 17, 2017, the industry benchmark Taobao University, together with 11 famous e-commerce enterprises, issued the white paper of E-Commerce Talent Capability Model which regarded visual power as an independent module and provided the capability need model of e-commerce visual talents^[1]. Under the industry background, the focus of visual design talent cultivation was also transferred from operating skills for store design to more comprehensive e-commerce visual creative talents of higher capability requirements^[1]. In regard to how to cultivate e-commerce visual marketing creative ability of students and upgrade the course of store design to the course of e-commerce visual marketing, the essay put forward some schemes of course reform, and practiced and explored them as well.

2. Introduction to the current situation of the course

The traditional course of store design is generally taught by multimedia teachers or art teachers. Moreover, the teaching contents are mainly constituted by graphic image technology and fitment and operation techniques of online stores, and it only includes a few contents about visual marketing and planning. Through the course study, students can make beautiful pictures, but they cannot convey marketing intentions like brand information, product information and promotion information correctly. Students that are cultivated like this have favorable technical skills, but visual marketing is their weakness, thus they cannot meet the capability need model of e-commerce visual talents. In addition, since the course contents is divorced from the actual industry background and the teaching methods are too old-fashioned and inflexible, it cannot stimulate the enthusiasm of students to have self-study and thus it cannot cultivate creative practical talents. Therefore, to make students have e-

commerce visual creative design from the aspect to visual marketing instead of teaching them operating skills for store design, and to guide students try to start a business in fields related to e-commerce visual, the essay analyzed and practiced from the aspects of teaching mode, teaching content and assessment method to upgrade the course.

3. Reform of course content

The course contents focus on art design skills of online stores. However, to make students can truly learn how to use computer multimedia technology and plan e-commerce visual solutions so as to realize success through marketing, the course contents should be integrated with contents about visual marketing basis and visual marketing. The teaching contents after the reform is as shown in 0. First, training of graphic and image processing software operation and application can make students have the design skills. Then, discussion on basic knowledge of visual marketing in the aspects of brand marketing, product marketing and visual marketing can make students have optimal design from the marketing angle and promote “art design” to “design. Finally, students can have a comprehensive practical training through a complete real project of a company so that they can apply what they have learned in practice.

Table 1 Teaching contents

No.	Module	Unit	Class hour
1	Visual Marketing Overview	Theoretical system of visual marketing	3
2	Operation and application of graphic image processing software	①Basic concepts and learning methods of Photoshop	1
		②Photoshop common tools	5
		③Layers	3
		④Masks and channels	3
3	Brand vision	①Brand vision overview	3
		②Brand vision project practice	3
4	Product vision	①Product shooting	3
		②Clothing and footwear products shooting	3
		③Product image retouching	3
		④Make the main picture of the product	3
		⑤The planning and design of product details page	3
		⑥Online shop design and decoration	3
5	Marketing vision	①Marketing vision overview	3
		②Promotion poster design project practice	3
6	Comprehensive Training Project	E-commerce visual marketing VI manual project practice	6

In the design teaching link, considering the local business atmosphere and industry characteristics and to promote students work or start a business in the local area after graduation and improve the ratio of graduates who remain in Wenzhou, try to cite local industry cases in course development and use real projects of local enterprises to make them get familiar with enterprise environment in Wenzhou as soon as possible for the convenience of future employment and entrepreneurship. At present, the course has real materials of several cloths, shoe and appliance companies of Wenzhou, for example, Wenzhou Xuege Apparel Co., Ltd in the clothes industry, Yueqing Wosituo Electric Co. LTD in the low-voltage electric appliance industry and Aokang Group Co., Ltd in the shoe industry. By taking the planning and design of the product detail page in part 5, unit 4 in 0, in the training, real case-based discussions and plans were introduced to realize the purpose of cultivating students to

plan, design and marketing. The knowledge objectives, capability targets, training methods and the results of the teaching module are as shown in 0.

Table 2 Teaching units design

Learning contents	Ability objects	Knowledge objects	Training modes, methods and procedures	Results
Planning and design of the product detail page	① Can plan module layout and contents in the product detail page. ② Can use PS technology to make complete detailed pictures of products.	① Understand the significance of the product detail page. ② Grasp the main contents of design of the detail page. ③ Grasp general procedures of module design of the detail page.	① Teachers introduce layout and module contents in the product detail page. ② By analyzing the real successful case of “details of Xuege’s cloths in Tmall.com”, discuss how to design the detail page which can attract buyers with students. ③ Students use the mind map XMind to plan the module layout and contents for product details. ④ Teachers demonstrate how to use PS to make the label selling point module. ⑤ Students use PS to make complete pictures in the detail page.	① Planning of the product details based on the mind gap XMind. ② Complete pictures of the detail page.

4. Teaching mode reform

4.1 Make use of the online Mooc platform, improve teaching quality

Make use of the online Mooc platform, have information construction for the course of Visual Marketing of E-Commerce, construct online classes and provide an open internet-based independent study platform to students. Teachers can extract the knowledge points and skills in the course, make them into a series of short videos and then upload them in the internet. In addition, teachers can establish a question bank which includes analysis of classic cases, assignment book of practical training, unit test, after-class exercise and expanded exercise. According to progress of the course and learning effects of students, teachers can assign video learning tasks and question bank tasks, and students must finish and submit the tasks with appointed time. Moreover, teachers can have feedbacks directly online and evaluate students in time, thus realizing timeliness and dynamic interaction of online teaching, supplementing traditional classroom teaching, making students study the course anytime and anywhere, improving teaching efficiency and stimulating their learning interest to a certain degree^[2].

4.2 Make use of mind map tools, stimulate innovation consciousness of students

Mind map is an effective graphic thinking tool to express divergent thoughts. Being simple and effective, it is a revolutionary thinking tool. To train the multimedia picture processing skills of students in knowledge teaching and practical training and encourage them to have divergent thinking in limited time, give full play to their imagination, and plan and design creative works, mind map is introduced into teaching development. For example, in the teaching unit of “practice of promotion poster design”, there is a practical training which requires students plan a promotion poster for an online store under the given situation in groups. Group members discussed and planned, and recorded the planning contents with the mind map tool XMind. The planning contents are as shown in 0. Application of mind map will be benefit to logical thinking of students, save time of practical training,

improve the planning efficiency and make students create and innovate in visual design projects and thus design excellent e-commerce visual works.

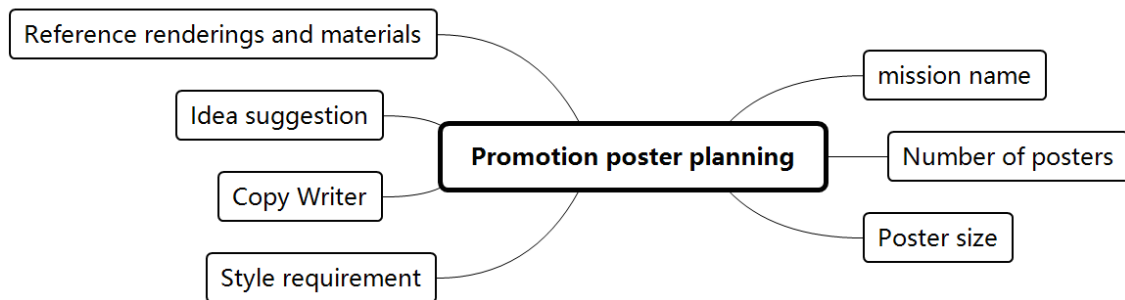


Fig. 1 Promotional poster planning based on mind map

4.3 Rely on e-commerce visual innovation studio, integrate entrepreneurship into classroom

Under the tendency that e-commerce majors carry out creation and innovation education, it is the hotspot of educational reform to introduce real visual marketing projects of enterprise into course teaching. It is an effective attempt to stimulate entrepreneurial practice of students in relevant fields by introducing real visual marketing projects of enterprises into course teaching and cultivating ability of students in relevant working posts unconsciously. Since mating textbooks of e-commerce visual marketing are relatively deficient in the market, teaching cases or contents of practical training break away from the current situation of actual e-commerce platforms, and materials of practical training are old-fashioned or just rest on the simulation stage, students do not have a strong learning initiative and the knowledge they learn is divorced from the reality, which goes against entrepreneurship education. Therefore, the course connects students with enterprises through Wenzhou vocational college e-commerce visual innovation and creative studio and introduces real projects into the course to make student be exposed to real cases, understand enterprise demands and try business of the real post of visual design. Main business of the studio includes brand visual design, product visual design, marketing visual design and monthly e-commerce visual design, and it provides visual solutions to several big e-commerce platforms like Tmall, Taobao, JD and AliExpress. Parts of the cooperated enterprise projects can be seen in 0.

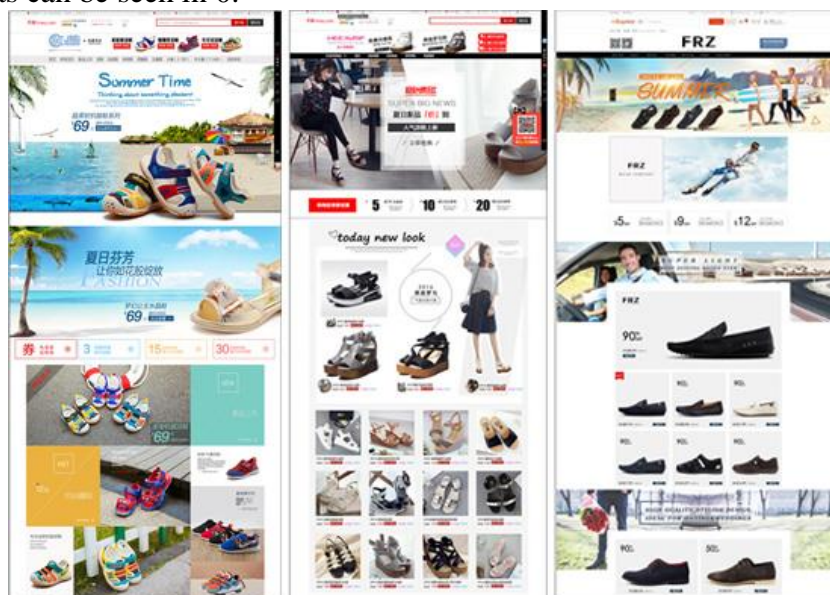


Fig. 2 Studio cooperation projects

Teachers can obtain real project materials of enterprises from the studio, collect them and develop, form question banks and convey real demands and resources of enterprises to students to make them can have training of e-commerce visual post as soon as possible, understand the environment of e-commerce entrepreneurship, enhance their skills and thus stimulate their entrepreneurial enthusiasm. In this way, teachers can provide a widow for students to contact with real projects of enterprises and

a chance to try the real post, make students know the latest industry information, bridge the gap between students and enterprises, and make students lay a solid foundation for entrepreneurship.

5. Reform of evaluation mode

The course will be evaluated through process assessment. Process assessment will run through the whole learning process, which can make students have certain tensity in the whole process, promote their initiative, inspire their creative thinking, enhance knowledge understanding, grasping and application, and cultivate their professional skills and the comprehensive ability to solve practical problems gradually. The standard for process evaluation of the course can be seen in 0.

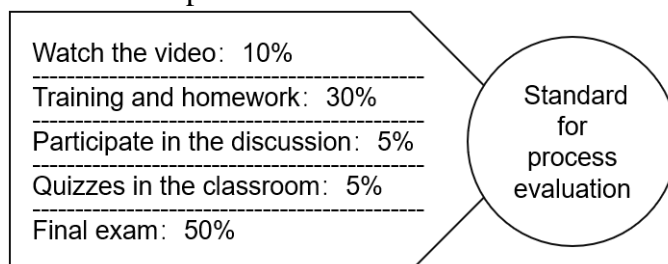


Fig. 3 Standard for process evaluation

The final exams are conducted in the form of group project practice. The students are divided into small groups to conduct the e-commerce visual marketing VI manual project practice, and finally submit the works and make open reply. The specific scoring standards are shown in 0. E-commerce visual marketing entrepreneurial potential score is to evaluate whether students can clarify the purpose of e-commerce visual marketing design, whether it conveys the correct marketing information in the works, and whether it can make a picture that attracts the eyesight form. The Creative Innovation Score is a way to evaluate whether a student's planned and designed work is innovative and eye-catching. Thereby comprehensively assess students' technical ability, marketing ability and innovation and entrepreneurial ability.

Table 3 Standards for final examination

Items of final examination			Score range	
Group score(90 points)	Content integrity score(30 points)	Deviate from the question meaning, less contents, unqualified format	0-10	
		Basically conform to the question meaning, less contents, basically qualified format	11-20	
		Conform to the question meaning, full contents, qualified format	21-30	
	E-commerce visual marketing entrepreneurial potential score (40 points)	Clear theme(20 points)	Prominent theme, unclear and inaccurate information spreading	0-10
			Prominent theme, clear target	11-20
		Beautiful appearance(20 points)	Unaesthetic form, improper size and indexes	0-10
			Beautiful form, normal size and indexes	11-20
	Creativity and innovation (20 points)		Ordinary design without innovation	0-10
			Innovative, creative, attractive	11-20
	Individual score (10 points)	Personal report expression (10 points)	Expression is unclear, too short and not rich	0-5
Good expressing ability, expression is clear, rich and complete			6-10	

6. Effect analysis of the course reform

The course reform is finished on the basis of teaching idea of entrepreneurial practice ability training. Through reform of teaching content, teaching mode, teaching method and evaluation method, students can have creative design independently and cultivate their consciousness of entrepreneurship. Compared with the traditional classroom teaching, it has many improvements in teaching mode and teaching effect. Moreover, by use of the online Mooc teaching platform, it can realize the teaching mode of in and after class, online and offline, seamless joint and effective learning. Through platform support, task expansion, network intelligent guidance learning and data tracking, it can contribute to realization of flipped classroom. In addition, effect analysis of the teaching after the course reform and the traditional training is as shown in 0.

Table 4 Analysis of the effect of curriculum reform

Content	Traditional teaching	Teaching after curriculum reform
Learning purpose	Learn for the purpose of earning credits	Learn to achieve the purpose of acquiring employment and entrepreneurship in related positions
Teaching content	Simple online shop art skills	Visual marketing basics, graphic image processing technology and visual marketing planning.
Teaching mode	Duck-filled teaching method, students passive acceptance	Online MOOC teaching, short video teaching, situational teaching, real-life case-based teaching, etc.
Teacher activity	Teaching, operating demonstrations, etc.	Scenario design, explanation, coaching, operation demonstration, Q&A, etc.
Student Activities	Listening, practicing	Teamwork planning and design
learning method	Independent study	Team learning together
Teaching effect	Can master graphic image processing technology, but visual marketing planning ability is not strong	Inspired students' awareness of innovation and entrepreneurship, the planning ability and practical ability of student e-commerce visual marketing were strengthened

7. Conclusions

Through integrating visual marketing knowledge, graphics and image technology and visual marketing planning, the traditional webstore art designer course has been upgraded to the e-commerce visual marketing course. As a result, students can learn more knowledge and skills that are more relevant to the real industry background, and students are more proactive. Through curriculum reform, students can enhance their entrepreneurial innovation ability in professional learning, and master professional skills in innovation and entrepreneurship. In the end, the students' ability to innovate and innovate has been improved and become a professional talent that the society really needs.

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