

Research and Practice of University-enterprise Collaboration to Build Cross-border E-commerce Talent Training Model

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Abstract

This paper first understands the trend of cross-border e-commerce talent training model, then conducts preliminary research through various forms, then reforms the training model according to the results, and finally evaluates the reform effect, so as to build a pragmatic talent training model in collaboration with the university and enterprise.

Keywords

School-enterprise Collaboration; Cross-border E-commerce; Talent Training Model.

1. Introduction

The development of cross-border e-commerce needs more professionals. How to cultivate talents to meet the requirements of enterprises? School-enterprise cooperation should focus on the needs of enterprises to develop down-to-earth and feasible talent training programs, so that students can be competent for enterprise posts after graduation.

2. Know the Trends

2.1. Establish Competence-oriented Training Mode

The cultivation of cross-border e-commerce talents should focus on the cultivation of competence. The university's talent cultivation program and curriculum design should take competence as the core, and the theory and practice content should also pay attention to the penetration of competence and quality in all links.

2.2. Establish the Training Model based on the Survey Data

At present, the research on talent training mode of cross-border e-commerce is mainly based on theory, and lacks cooperation with enterprises. Due to the lack of support from enterprises, the present research has not pointed out specific training indicators and corresponding inspection standards. The model or system of higher vocational talents training should be closely related to the enterprise, centering on the talent demand of the enterprise, rather than being built behind closed doors. Therefore, we need to cooperate with more enterprises, conduct research, adjust the training program according to the data, and establish a more scientific and reasonable teaching model.

2.3. Multi-party Cooperation to Improve the Training Mode

The cultivation of cross-border talents cannot be separated from the support of the government, schools, associations and industries, etc. Only by mobilizing the strength of all parties can the cultivation mode be truly implemented and sustainably adjusted and developed. The government has provided some policy support at the macro level. For example, government agencies provide free training on cross-border e-commerce for social workers, or support universities to carry out corresponding activities. Enterprises and associations participate in the development of talent programs and meet regularly to constantly adjust the programs

according to the development of the industry. The school implements the plan, finds out the problem, raises the problem during the meeting, and solves the problem through discussion.

3. Preliminary Research

After understanding the trend of cross-border e-commerce, we should find relevant enterprises to conduct research and understand their needs according to this trend. In the early stage, the team learned about the current situation and existing problems of cross-border e-commerce talent training in higher vocational colleges through questionnaire collection, visits to higher vocational colleges, and participation in industry association meetings.

The specific investigation process is as follows:

- A) Determine the survey content and design the questionnaire;
- B) Set up an investigation team for investigation and data analysis and collation;
- C) Visit higher vocational colleges to learn about the construction and teaching of cross-border e-commerce direction or specialty in each school;
- D) Cooperate with the cross-border e-commerce industry association to learn about the employment situation of students in the cross-border e-commerce industry;
- E) Through questionnaires and field research, summarize the current situation of cross-border e-commerce talent training and analyze the existing problems.

The survey results show that the talents cultivated by schools do not match with the needs of enterprises. Cross-border e-commerce has high requirements for talents and needs interdisciplinary talents. Students' practical operation ability is weak, and the school's evaluation system is single, which needs to be reformed from the training system, and then infiltrated into the relevant courses.

4. Medium-term Reform

Under the guidance of the integration of production and education, according to the results of the survey, the corresponding personnel training mode reform, macro, starting from the curriculum system, micro reform from the curriculum teaching, and then overcome the weak links.

4.1. Macro: Curriculum System Reconstruction.

According to the general ability and quality to set up the general curriculum system; According to the professional ability and quality of each position to set up the professional curriculum system; In addition, courses related to industry can be added according to the industrial advantages of different regions, so that students can have some understanding of the local industry, so as to promote the advantageous products to overseas.

4.2. Micro: Reform of Teaching Implementation.

With students as the main body, the course is redesigned from the aspects of teaching content, teaching process, teaching method and teaching evaluation. Reconstruct the teaching content around the position demand; O2O information teaching, standardize the teaching process; Use a variety of teaching methods to stimulate students' enthusiasm for learning; Teaching evaluation is diversified, teamwork is emphasized and practical ability is emphasized. Knowledge, skills and comprehensive quality run through the whole teaching process, and finally realize the project-oriented teaching content, standardized teaching process, comprehensive teaching methods, diversified teaching evaluation, and the whole process of teaching and educating people.

4.3. Weaknesses: Integrated Practice Teaching.

For weak practical teaching links, the integration of production and education should be adopted to solve. In class, the comprehensive practical training project emphasizes the application of practical ability, which is taught jointly by teachers of higher vocational colleges and enterprise mentors. Weak links in practice are completed by enterprise mentors, and the learning effect is evaluated jointly at last. After class, based on the studio, select outstanding students, introduce enterprise projects to the school, and improve students' practical ability in real projects; Outside the school, in the form of school-enterprise cooperation virtual order class, enterprises come to the school to publicize, interview and select students, and enter the enterprise post internship. After the internship, excellent students can directly transfer to full-time work in the enterprise.

5. Late Evaluation

In order to evaluate the effect of the reform, we examine the effect from the curriculum, students, teachers, schools and other aspects.

5.1. Course Effectiveness

School-enterprise cooperation has carried out optimization reform in teaching content, teaching process, teaching method, teaching evaluation and other aspects, which has effectively improved the classroom teaching effect. At present, a set of perfect classroom teaching system has been formed, which can be used as a reference for the courses of innovation and entrepreneurship. The excellent entrepreneurial projects selected in the teaching can be participated in the entrepreneurial competition or transformed into feasible and profitable projects through cooperation with enterprises.

5.2. Students' Learning Effect

Centering on students in enterprise cross-border platform, promote and run shops, course content is a cross-border retail project implementation steps, can reflect innovation on product selection, can reflect business implementation process, the actual operation can exercise the students' ability to analyze and solve problems, helps to enhance students' practical ability in cross-border e-commerce. It can not only meet the needs of enterprises, but also have the ability of innovation and entrepreneurship talents, promote the employment and entrepreneurship of vocational e-commerce students.

5.3. Improvement of Teachers' Ability

Based on cross-border electricity, cross-border retail project of cultivating the ability of teaching requires the teacher must be familiar with cross-border retail platform each link and related operational skills, which makes the teacher must first in real practice platform, some difficulties actively consulting enterprise mentors, teachers can also choose to one's credentials the exercise directly to the enterprise, so can effectively improve teachers' ability of practice. The course content involves market research, art, operation, promotion, etc. Teachers with different specialties in the major can design and complete it together, which is helpful to improve the comprehensive ability of the teacher team.

5.4. School-enterprise Cooperation for Reference

The school-enterprise double division of labor and cooperation, give full play to the advantages of both sides, jointly complete the course, select outstanding students to the enterprise, achieve a win-win result, for the future school-enterprise cooperation to provide reference. After the cross-border platform practice, the university and enterprise teachers will select good projects and students to conduct in-depth innovation and entrepreneurship education in the cross-

border e-commerce studio. Outstanding students take part in summer practice or part-time jobs in cooperative enterprises to participate in the operation of cross-border enterprises, so as to further improve their knowledge and skills in cross-border e-commerce. Finally, students can choose to start their own business or join relevant enterprises.

6. Summary

First of all, we understand the current trend of cross-border e-commerce training mode, and have a certain basic understanding of the research content theoretically. Then, I conducted field research on cross-border e-commerce enterprises and associations to understand the problems existing in the training model. Then, according to the survey results, top-down reform is carried out, the whole curriculum system is modified, and then refined to the implementation of teaching, integrated teaching for weak links, etc. From the final evaluation results, in the curriculum, students, teachers, schools and other aspects have achieved some results.

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