

Research on the Reform of "Introduction to E-Commerce" Course for Economics and Management Major under the Background of Job Seeking in the Era of "Internet Plus"

Yuxiang Pan^{a,*}, and Jie Peng^b

No.1, Keji Liu Road, Yanta District, Xi 'an, China

^apanyuxiang2012@163.com; ^b13364392150@163.com

* The corresponding author

Keywords: Employment; Students majored in economics and management; "Introduction to E-commerce"; Course reform

Abstract: Under the background of "Internet Plus", the employment intention of college students majored in economics and management shows the characteristic of diversification. The number of students who pay attention to the traditional fields of employment and whether they can find a job related to their majors has decreased year by year. In contrast, the Internet industry has gradually become the preferred field of employment for economics and management major students as this field is featured with innovation and high salary. In this context, the course "Introduction to E-Commerce" has also become a compulsory basic course for most economics and management majors. Electronic commerce (e-commerce) is the product brought along with the development of Internet technology. At present, the Internet applications are undergoing rapid changes, so the theoretical knowledge of electronic commerce needs to be updated quickly. Under the background of "Internet Plus", this paper conducts reform of the course "Introduction to E-commerce" oriented by improving students' ability of Internet applications, and explores the application of modularized teaching content and diversified teaching methods in the "Introduction to E-commerce" course.

1. Analysis of the Necessity to Reform the "Introduction to E-Commerce" Course Under the Employment-Oriented Background

1.1 Economics and Management Major Students Tend to Find Jobs in the Internet Field.

According to the statistics from the Ministry of Education, the number of college graduates reached 8.2 million in 2018. In recent years, the college graduates have been experiencing increasing pressure to find a job, and students majoring in economics and management is the main force of college graduates every year. A survey by Wutongguo, a campus recruitment platform, shows that the Internet industry has become the most favored industry for graduates in 2018. Recently, as the "Internet Plus" model has been initiated with the information technology driving the development of traditional sectors, the demand for talents in the Internet industry is also constantly increasing, thus creating more employment opportunities for college graduates. Those who were born in the 1990s grew up in the era of Internet. Their thinking modes and behaviors have been deeply influenced by the Internet and they are more familiar with and be fond of the Internet industry. Therefore, these graduates are more inclined to look for jobs in the Internet industry. Most application-oriented undergraduate colleges and universities aim at cultivating talents with applicable skills for regional economy, so their employment level also reflects their talent cultivation level to some extent. Consequently, in order to improve the employment rate of undergraduates, it is necessary to reform the teaching of existing courses with the orientation of improving students' employability.

1.2 Internet Applications are Undergoing Rapid Changes, and the Knowledge of E-Commerce is Also Updated Quickly.

E-commerce has emerged as the result of the application of Internet technology in the business realm. At present, the Internet technology is developing rapidly. The integration of technology and commerce is deepening, which has imposed a great subversive effect on the entire trade and retail industry chain. The maturity and popularization of the mobile Internet, Internet of things, big data and cloud computing technology have given birth to more e-commerce models. As the "Internet Plus" process is pushed forward and further developed, the enterprises' concept of applying e-commerce has gradually developed from the single sales channel in the past to a broader business platform. "Big e-commerce" has become a new concept of e-commerce in the "Internet Plus" era [1]. The course "Introduction to E-commerce" systematically summarizes the knowledge about electronic commerce, which is the basic course for network marketing, electronic commerce and other economics and management majors, as well as the introductory course for economics and management major students to learn and grasp knowledge about electronic commerce. Therefore, the contents covered in the course "Introduction to E-commerce" should also keep pace with the times, follow the latest development and application of electronic commerce in the "Internet Plus" era, pay attention to the synchronization of theoretical knowledge and practical application, and carry out educational activities based on the thinking mode of "big e-commerce".

1.3 More Abundant Teaching Resources have become Accessible in the "Internet Plus" Environment.

In the "Internet Plus" environment, online education is not only the integration of e-commerce and the education industry, but also lays a foundation for e-commerce education and teaching. Firstly, the network provides more extracurricular e-commerce knowledge and information for students to deeply understand this subject. With the help of search engines and platforms like Zhihu (an online knowledge-sharing platform), classroom knowledge can be supplemented. Secondly, by resorting to online platforms like Zhihuishu and Chaoxing Fanya, teachers can build online courses on the network platform and carry out flipped classes among the students they teach by integrating online teaching with offline guidance. Thirdly, professional third-party online education platforms such as Chinese University MOOC (www.icourse163.com), MOOC China (www.mooc.cn) and IMOOC (www.imooc.com) can provide open classes from prestigious universities and famous professors, so that students can choose and learn courses on their own majors or other majors according to their own needs and interest. In short, more abundant network teaching resources are accessible in the "Internet Plus" environment, which enables the teachers to carry out online teaching and guide students to consciously supplement professional knowledge.

1.4 The Students Who are the Audience of the Course are Equipped with a Good Knowledge Reserve About E-Commerce Applications.

E-commerce has been developing in China for more than 20 years and young people at the age between 18 and 30 are the major audience of most applications that target at individual users. Nowadays, college students are exposed to computers and networks at an early age, and the emergence of smart devices also reduces the application cost of e-commerce users. Most students have rich experience of online shopping and other e-commerce applications. Therefore, for these college students, basic knowledge and applications can no longer satisfy their learning needs. The course should be designed to improve their ability of applying the Internet and information technology and focus on cultivating their Internet thinking mode, their comprehensive application ability and their capability of innovation and entrepreneurship.

2. The General Thought of Reforming the "Introduction to E-Commerce" Course for Economics and Management Major Under the Cackground of Job Seeking in the "Internet Plus" Era

Generally speaking, the course should be designed to improve students' Internet application ability, with "knowledge understanding"—"skill application"—"ability improvement" as the main task line, with "learning knowledge points before class"—"digesting knowledge points in class"—"applying and thinking about theoretical knowledge after class" as the teaching process, relying on the Internet teaching resources and platforms, and adopting diversified teaching methods such as sharing, task-driven approach and heuristic teaching by videos. The teacher needs to improve the course content through the construction of network resources and enhance students' ability of knowledge application and practice through task-driven approach, so that students will have a systematic, comprehensive and clear understanding of e-commerce activities and related knowledge, thus to lay a foundation for students to engage in e-commerce related work, expand their Internet thinking mode, and carry out entrepreneurial activities in the future. Through the key courses reform of "Introduction to E-commerce", the teaching system in undergraduate colleges and universities which aims at improving students' application ability is explored.

3. Reform on Modularized Teaching Content

On the premise of ensuring the integrity of the course content, the content system of the course is further optimized, and the course content is processed into two types: the core knowledge and practical knowledge. The teaching of the core knowledge is guided through the construction of network resources while tasks are designed for the practical knowledge in which students will be guided to analyze and complete these tasks by comprehensively applying e-commerce knowledge and the Internet thinking mode. According to this system of course content, the teaching content can be divided into four modules: e-commerce basic knowledge, e-commerce basic technology, e-commerce supporting services and e-commerce applications [2] (as shown in Fig. 1).

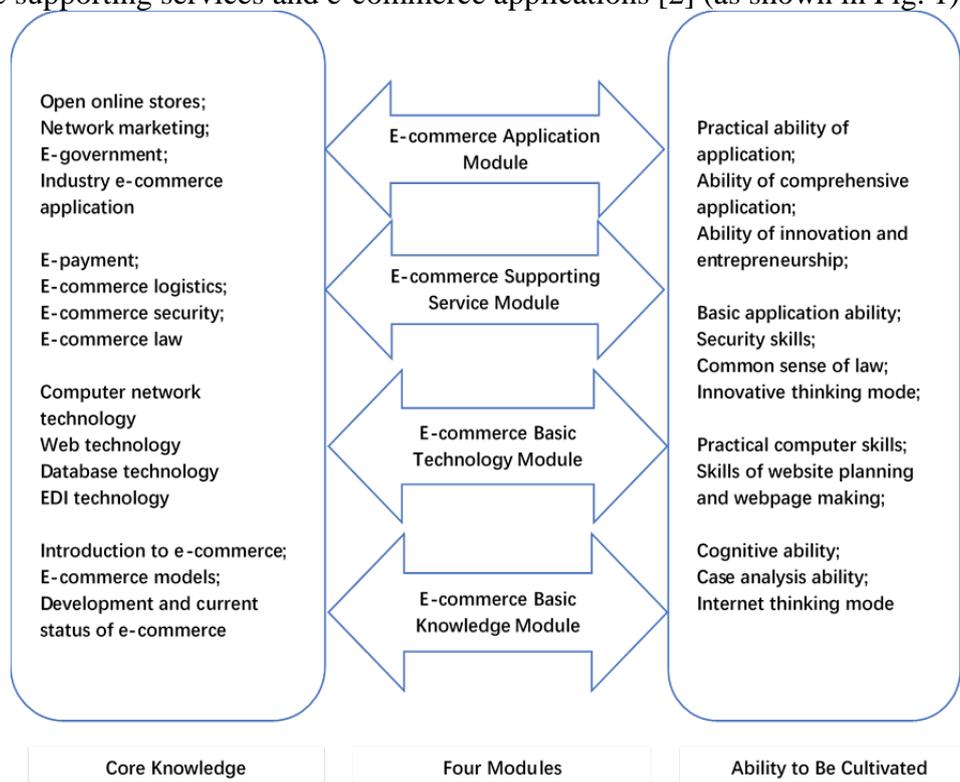


Figure 1. Modularized Content of the "Introduction to E-commerce" Course

3.1 E-commerce Basic Knowledge Module.

The main contents of the e-commerce basic knowledge module include an overview of e-commerce, e-commerce models and the development of e-commerce. Students are required to master major points such as the birth and development of e-commerce, the basic concepts and characteristics of e-commerce, the characteristics and typical applications of different e-commerce models, and the overall development of e-commerce at home and abroad. For this module, the teaching method of combining knowledge explanation with case analysis is adopted, to guide students to pay attention to the development of e-commerce industry, to strengthen students' understanding of e-commerce business models through case analysis, and to cultivate students' basic cognitive ability, case analysis ability and Internet thinking mode.

3.2 The E-commerce Basic Technology Module.

The main contents of the e-commerce basic technology module include computer network technology, Web technology, database technology and EDI technology. Students are required to master the basic knowledge of network and information technology and fully understand the development of computer network, topology structure, Web architecture, the relationship between database and e-commerce, the characteristics and applications of EDI. Computer knowledge will be popularized among students who will cultivate the ability of computer applications and gain skills like website planning and webpage making. This module can resort to the approach of theme discussion to guide students to pay attention to the application of the latest network and information technology, for example, the mobile Internet technology and big data technology, and to lead them to think about issues like privacy protection in the big data era.

3.3 The E-commerce Supporting Service Module.

The e-commerce supporting service module mainly includes contents such as e-payment, e-commerce logistics, e-commerce security and e-commerce law. Students need to master major points like the third-party payment and mobile payment, common logistics technology, e-commerce security requirements and security strategies, to understand the relationship between e-commerce and logistics, and to know about legal provisions related with e-commerce. Teaching methods like theme discussion and heuristic teaching by videos can be adopted. For example, the discussion on "cyber manhunt" can be conducted to cultivate students' right values of network application, their consciousness of security and legal awareness.

3.4 The E-commerce Application Module.

The e-commerce application module mainly consists of four aspects: personal e-commerce application, the enterprise's e-marketing, the government's e-government application and the industry e-commerce application. Task-driven approach is adopted for this module. With the help of practical teaching software, students are assigned with tasks such as stimulating different e-commerce models, opening online shops, selling second-hand goods on Xianyu (a secondhand exchange site), practicing marketing on micro-blog and WeChat and planning e-commerce innovation and entrepreneurship projects. In this way, students' ability of carrying out practical applications, ability of comprehensive application and ability of innovation and entrepreneurship will be cultivated.

4. Reform and Practice of Diversified Teaching Methods

4.1 The “Task and Sharing” Approach.

The “task and sharing” approach includes individual student's sharing of hot e-commerce issues and the group's sharing of the selected e-commerce-related topics. The content of individual sharing includes the summary and analysis of hot news, new trends, major events and real-time data concerning e-commerce, aiming at enabling students to pay attention to the development of

e-commerce industry, connect the basic knowledge of e-commerce with reality, and achieve mastery through a comprehensive study.

The group's sharing task is mainly designed to strengthen students' understanding of e-commerce business models. Students are required to analyze the major business models of existing large e-commerce enterprises, focus on the application of new technology and find out the problems existing in the application of new business models and new technology. The objective is to improve students' ability of analyzing and solving problems, and at the same time to enhance their communication and coordination ability by working as a team so as to lay a foundation for students to participate in the innovation and entrepreneurship projects.

Table 1 List of Topics for the Group Sharing Task in the "Introduction to E-commerce" Course

Content Module	Topics	Corresponding Knowledge Points
Module 1: E-commerce Basic Knowledge	Current Development Status and Comparison of Regional E-commerce	Current Status of E-commerce
	Analysis of B2C and O2O Cases	E-commerce Models
Module 2: E-commerce Basic Technology	Development and Application of Mobile Internet	E-commerce Basic Technology
	Cloud Computing, Big Data Technology and Privacy Protection	E-commerce Basic Technology
Module 3: E-commerce Supporting Service	Comparison of Alipay and WeChat Payment	E-payment Technology
	Internet of Things Technology and Its Impact on Logistics Industry	Logistics Technology
	Prevention of Internet Scam	Security Technology
	Analyzing E-commerce Legal Cases	E-commerce Law
Module 4: E-commerce Application	Case Analysis of Online Games	Personal E-commerce Application
	Analysis of Successful Cases of Enterprise Network Marketing	Enterprises' E-commerce Applications
	Comparative Analysis of Government Websites	E-government
	Analyzing Applications of Internet Finance and Online Education	Industry E-commerce

4.2 The Project-Driven Approach.

The "project-driven" teaching method is one of the important forms to improve students' practical e-commerce skills. In the process of implementing this approach, simulated or real enterprise projects are adopted as the carrier, and the integrated teaching of theory and practice is conducted in the process of working on the projects. Through the entire teaching process, students are required to stimulate roles that really exist in practice and various approaches can be adopted in teaching the course like modularized tasks and role simulation [3]. For example, by resorting to the teaching software for practical training, different roles in C2C, B2C and B2B transactions are simulated. Team members are assigned with different roles according to their positions who circularly exchange positions to experience and adapt to the complete operation process of e-commerce. By requiring students to open online shops and start their own businesses on Taobao, or sell their own idle items on Xianyu, or innovate and start their own businesses for "Internet Plus", students can plan e-commerce projects in groups. All in all, the project-driven approach is adopted to deepen students' understanding of e-commerce operations and improve their professional knowledge and skills [4].

Table 2 List of Projects in the "Introduction to E-commerce" Course

Projects	Corresponding Knowledge Points	Corresponding Ability
Stimulation Experiment of E-commerce Models	C2C, B2B and B2C E-commerce Models	Cognitive Ability, Computer Application Ability, Teamwork Spirit
Open Your Own Online Shop	Personal E-commerce Application	Computer Application Ability, Operational and Promotional Capabilities
Microblog Marketing and WeChat Marketing Practice	E-commerce Application in Enterprises	Capability of Applying Network Technology, Network Marketing Capability
Planning E-commerce Innovation and Entrepreneurship Projects, Planning the "Internet Plus" Competition	E-commerce Application	Ability of Comprehensive Application, Ability of Innovation and Entrepreneurship

5. Conclusion

"Introduction to E-commerce" is an important core course. Under the background of "Internet Plus" strategy, it is also a course that more undergraduate college students should learn to understand and master. Due to the widespread application of e-commerce at the present stage, most students have a good knowledge reserve of e-commerce applications, so the teaching content and teaching methods of the course "Introduction to E-commerce" should follow closely the changes in the characteristics of the course's audience. The course should be designed to improve students' Internet application ability and be reformed with "knowledge understanding"—"skill application"—"ability improvement" as the main task line. The course content should be modularized, and the teaching methods should be diversified. Students' dominant position in the classroom should be highlighted and their ability of Internet application should be improved through task-based and project-driven approaches. Then the improvement in their ability of Internet application will lead to enhancing their ability of analyzing and solving e-commerce problems, thus to form a virtuous circle. In this way, students' ability of comprehensive application in the e-commerce field will be strengthened, so as to lay a good foundation for students to find satisfying jobs in the Internet field in the future.

Acknowledgements

This paper is supported by: Key Courses Project of Xi'an University in 2018 (No.KGB201868) and 2018 National Undergraduate Innovation and Entrepreneurship Training Program (No.201811080011)

References

- [1] Q.L. Wu: Journal of Nanjing University of Posts and Telecommunications (Social Science), 2016, Vol. 18(2016) No.1, p. 31. (In Chinese)
- [2] S.B. Shi: Journal of Zhejiang Shuren University (Acta Scientiarum Naturalium), Vol. 15(2015) No.3, p. 53. (In Chinese)
- [3] C.H. Chen: E-Business Journal, Vol. 11 (2013),p80. (In Chinese)
- [4] M. Fan, X.J. Fang: Journal of Hefei Normal University, Vol. 34 (2016) No.1:p.117 (In Chinese)
- [5] Liu Na, An Analysis of University Graduates Employment and a Research into Some Possible Instructive Education Measures to Deal with it — — Jiang Su University.[D] Jiang Su University,2010.