Research on the "Student-Centred" Teaching Model of E-Commerce Courses

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Abstract: Introduction to E-commerce is an emerging cross-cutting course, which integrates computer technology and network communication technology, involves finance, management, economics and other disciplines, and is a comprehensive discipline, the penetration of arts and sciences, and the combination of theory and practical application. From the perspective of "student-centred", this paper describes some problems in the teaching of "Introduction to E-commerce", and puts forward some reform proposals from the aspects of talent training, teaching materials construction, teaching content reform, teaching methods, teaching tools, practical teaching, examination reform and so on, according to the characteristics of this course.

1. Introduction

E-commerce is committed to cultivating "builders and successors of the socialist e-commerce cause with strong ideals and beliefs, as well as the all-round development of morality, intellectuality, physicality, aesthetics and labour". With the rapid development of Internet technology, AI artificial intelligence technology, e-commerce and new technologies to create a new consumer world, e-commerce professional talent demand has increased, the structure of talent has undergone profound changes, e-commerce majors are facing the challenges of the social talent market changes and the pressure of the school's internal teaching reform. Deepen the reform of the internal curriculum system of e-commerce professional, combined with the actual scientific and systematic planning and design of professional practice, innovative methods of training, and gradually promote the high degree of integration of professional skills and vocational qualities of higher education personnel training new model has become the mainstream of the reform of e-commerce

professional trend.

More scholars have studied this, Qing et al [1]. In today's continuous development of network technology, e-commerce majors have become popular majors, in order to bring a brighter future to the e-commerce industry, strengthening the content of ideological and political education for college students is particularly urgent;Yang et al [2]. According to the talent cultivation programme of professional courses, optimize course resources, select cases, apply PBL teaching method, combine classroom interaction with course ideology, and enhance the quality cultivation of students while improving the level of professional knowledge to make students become responsible talents; Sha et al. [3] The integration of cross-border e-commerce professional ideological and political courses can further enhance students' professionalism and ideological and political, and play a positive role in promoting students' development from the perspective of culture and moral education;Tang et al. [4] pointed out that only by transforming the traditional teaching concepts, enhancing teachers' innovative consciousness and actively responding to various challenges in teaching can we promote the deepening reform of the teaching mode of e-Commerce in Higher Vocational Education; Xing et al. [5] Analysed the status quo of e-commerce teaching in colleges and universities, explored the impact of the international education environment on teaching reform, and put forward relevant measures for the reform of e-commerce teaching in the context of the international education environment;Gao et al. [6] Starting from the professional research, innovative project teaching reform. Proposed "one-to-one" spiral e-commerce professional talents training spiral mode; Xiong et al [7]. taking the campus mall operation-product uploading course of higher vocational e-commerce major as an example, we discuss the application of computer micro-course in teaching e-commerce in higher vocational education.

Through combing the related literature, this study finds that most of the related literature on teaching settings based on students' needs tends to focus on a certain research, i.e., adopting quantitative methods to investigate students' specific needs for a certain type of major and a certain type of course, or focusing on the exploration of students' motivation for needs and the stimulation of their interest in learning for a certain type of major, and lacks the design of systematic processes for certain courses, especially the design of teaching contents for e-commerce The design of teaching content of professional courses. Students' needs change with the deepening of learning, and teachers need a set of processes to analyse the needs of students at various stages, which is of great practical significance for the implementation of teaching content.

2. Significance of the Study

(1) "Student-centred" is the basic requirement for the development of higher education in the new era

The implementation of "student-centred" in higher education institutions in the new era can not only meet the requirements of all-member, all-process and all-round education, but also help the cultivation objectives of socialist higher education institutions to be achieved smoothly, and the value-led function of professional courses to be strengthened, so "student-centred" for e-commerce professional courses is the basic requirement for the development of higher education in the new era. Therefore, the "student-centred" e-commerce course is the basic requirement for the development of higher education in the new era.

(2)"Student-centred" is the real need of e-commerce professional ideological education

At present, under the background of rapid social change, comprehensive development of Internet and information technology, and rapid expansion of new media on the Internet, most of the post-00 e-commerce students are active in their thinking, but the severe employment situation and the intense pressure of competition force them to pay more attention to the reality and material level of

their value orientation, which results in the lack of some students' spirituality and ideals; the source of information for many students is mostly through the Internet, and their thinking and discernment ability is lacking, which makes their ideological education more difficult. Many students get most of their information through the Internet, but they lack the ability to think and discriminate, and the mixed quality of Internet information may influence their cognition and emotions. Only through the organic combination of "student-centred" and the ideological and political courses, can the effectiveness of the ideological and political education of e-commerce majors in colleges and universities be effectively guaranteed.

(3)"Student-centred" is the inherent requirement of e-commerce professional education

Tracing back to the original meaning of the professional curriculum, the new era of higher education in addition to focusing on the accumulation of students' professional skills, but also for their ideals and beliefs, national sentiment, value orientation, sense of social responsibility, etc. Colouring. To innovate e-commerce professional training mode, re-examine and revise the professional training objectives, through the higher e-commerce professional courses "student-centred" teaching reform, can carry forward the spirit of China, the dissemination of the core values of socialism, can improve the student's "resistance to change and corruption" ability. "The ability to resist change and corruption can be improved.

3. "Student-Centred" E-Commerce Teaching Reform Programme

(1)Reform objectives

Strengthen the professional teaching reform of e-commerce courses, actively introduce the student-centred teaching concept, constantly improve and innovate the teaching mode, and ensure that the professional teaching of e-commerce courses is of high quality. Different from the traditional teaching concept, the student-centred teaching mode gives full play to the master spirit of students, giving students more autonomy in teaching, so that students can carry out learning activities according to their own needs, and better stimulate students' learning enthusiasm.

(2)Reform content

① Constructing a good learning situation, learning and discussion in small groups

In practice, students can be divided into multiple groups, each group as a whole, looking for business opportunities, gathering the strength of many people to start a business, so as to transform the abstract teaching content into a substantive entrepreneurial project. Different groups have their own entrepreneurial activities, the teacher should give the right guidance in the process of student entrepreneurship. During this period, the teacher should teach the students professional knowledge and important concepts, and then gradually guide the students to express their own opinions and views. Through continuous practice, students can have a deeper understanding of knowledge.

② Reasonable use of task-driven method to strengthen students' independent learning ability

Teachers in the professional teaching process, on the one hand, we should focus on teaching students theoretical knowledge, on the other hand, we need to strengthen the cultivation of students' practical ability, to help students master a variety of skills. Therefore, the teacher should link the knowledge teaching of e-commerce courses with the enterprise e-commerce courses, adopt the task-driven teaching mode to reform the practical teaching system of e-commerce courses, and better exercise the practical ability and awareness of students.

③ Scientific introduction of problems to help students master practical knowledge

In the professional practice teaching, the teacher should pay full attention to cultivate students' practical ability. Enterprises through the e-commerce platform can use the funds raised to strengthen their own economic efficiency, to achieve greater value, so the opening of online shops is a professional e-commerce students must master the content. In this part of the practical teaching, the

teacher can be based on the feasibility of the online shop to assess the teaching activities to improve the motivation of students to participate in it. As this part of the knowledge is relatively obscure and difficult to understand, the teacher can design a realistic hypothesis according to the content.

(3) Reform Measures

① Awaken students' subjectivity and stimulate students' participation

In the "student-centred" undergraduate teaching reform, teachers are no longer the transmitters of traditional classroom, but the participants of students' learning, the inspirers of students' thinking, the planners of the interactive environment, and the collaborators of the interactive process. Teacher-student relationship becomes two-way interaction, students' independent learning ability becomes stronger, cooperative learning ability becomes stronger, which greatly awakens students' subjectivity and stimulates students' mobility in the teaching classroom.

② Smooth teaching and learning to create a two-way interactive mechanism

Teaching and learning means that students "learn by following the teacher" and "learn consciously", which is beneficial to the growth and development of students. The "student-centred" undergraduate teaching reform breaks the one-way input mode of traditional undergraduate teaching, insists on taking students' learning needs as the guide, realises the mutual benefit of teaching and learning, creates a benign interactive relationship between teachers and students, and encourages teachers to constantly find and solve various problems encountered in the process of undergraduate teaching. In addition, the "student-centred" undergraduate teaching reform also promotes the continuous growth and renewal of "teaching" and "learning", and realises the "teaching" and "learning" concepts. It also realises two-way interaction between "teaching" and "learning", further stimulates teachers' enthusiasm for teaching and releases students' potential for independent learning.

③ Build a harmonious relationship and cultivate qualified talents of the times

Teacher-student relationship is the most important and basic interpersonal relationship in school education activities, is a multi-natured, multi-level relationship between teachers and students to achieve educational goals, through the exchange of teaching and learning activities. The "student-centred" reform of undergraduate teaching closely links teachers and students, increases the frequency of interaction and communication between teachers and students, provides a feasible teaching method for universities to cultivate personalised and innovative talents, promotes two-way interaction between teachers and students, makes the relationship between teachers and students more harmonious, and has an important role in the development of students' thinking and the shaping of their personalities, ability cultivation and personality shaping is of great significance.

(4)Implementation Steps

① Preparation stage

One week before the start of the class, qualitative analysis can be used to learn about the basic information of the students who have chosen the course, such as their names, ages, grades, credit bases, and experience in online learning from various sources, and then divide the students into leading students, mainstream students, and other students according to their credit bases and experience in online learning to build personas. The main purpose of this stage of requirements is to describe specific requirements for different categories of students. On the other hand, do some research on online courses similar to this course, for example, excellent courses from domestic and foreign universities will be provided on platforms such as China University Mucous Class (MOOC), NetEase Cloud Classroom, and MOOC China. These online courses are both supplements to teaching resources and competitors of offline courses, so these online courses are analysed.

② Implementation Stage

As the course proceeds, students have more knowledge about the course and have more and more clear ideas about what kind of knowledge they need to learn and what kind of teaching methods teachers need to adopt. At this stage, teachers can, on the one hand, investigate the specific needs of students at different levels through character interviews; on the other hand, design questionnaires through different demand theories, and quantitatively analyse students' needs by adopting a reasonable measurement model. The questionnaire generally includes the basic information of students, teaching content, design of teaching activities, teaching atmosphere, teaching methods, teaching resources, after-school tutoring and other aspects of the problem, through the collection and collation of data, the use of relevant software to analyse the data, and to give the appropriate recommendations based on the summary of the problem.

③ Summary stage

In the summary phase, for the problems that emerged from the research, especially the key problems, the interview method is used to investigate student representatives at different levels, so as to clarify the essence of the problem and recognise what the students' needs are. Finally, according to the problems presented by the research, make timely adjustments and think about the corresponding solutions.

4. "Student-Centred" E-Commerce Course Design

(1)Course Objectives

E-commerce is a new discipline developed with the development of computer networks, e-commerce makes the traditional concepts of services, commodity flows, domestic trade, international trade and other concepts of the connotation of the concept has changed. Through the study of E-Commerce course, students can master the basic theories of e-commerce, expertise, e-commerce system analysis and design methods and e-commerce operation and management capabilities, and have the basic skills and initial ability to engage in e-commerce practical work. As shown in Table 1.

Table 1 Objectives of the e-commerce programme

Professional Requirements	Professional Requirements Indicator Points	Teaching objectives of the programme	Weighting coefficients for indicator points for this course
Professional Theory	Master the basic theories and fundamental knowledge of economics, management, and e-commerce law.	Teaching Objective 2 Teaching Objective 3	0.25
Professional Competence	Mastery of e-commerce transaction processes and familiarity with e-commerce websites and other technologies.	Teaching Objective 2 Teaching Objective 3	0.25
Basic qualities	Good political literacy and literacy in humanities and social sciences.	Teaching Objective 1	0.25
Lifelong Learning	Ability and desire for self-directed and lifelong learning.	Teaching Objective 4	0.25

(2)Course Objectives

The course closely combines the development characteristics of information technology in the new era, covers a variety of e-commerce application scenarios, and comprehensively and systematically introduces the basic theories, fundamental knowledge and skills involved in e-commerce operation and management, technology and law. The course content has an important role in paving and guiding the development of undergraduate students of business administration who will take up management positions in the future. The university stage is an important period for the formation of students' outlook on life, values and worldview, and nowadays college students have a close connection with the Internet no matter in the process of learning or in their future jobs, and students of business administration disciplines are more likely to set up correct outlooks on life, values and worldviews in the management of Internet business applications and be qualified Chinese Internet people. As shown in Table 2.

Table 2 The way to reach the course objectives

Programme Objectives	Ways to achieve the objectives		Achievement Evaluation Methods
	Learning Methods of Students	Teachers' teaching methods	
1. Basic theoretical knowledge of e-commerce and related economic and legal aspects.	Pre-course Learning Course Interaction Group Discussion	Classroom Lecture Case Study	Classroom Performance Homework Final Exam
2. Ability to conduct preliminary market research and marketing planning in the information age.	Course Interaction Group Discussion Final Exam	Classroom Lecture Case study Project Evaluation	Classroom Performance Post-class assignments Final Exam
3. Ability to conduct e-commerce transactions, e-commerce platform operation and maintenance.	Course Interaction Group Discussion Final Exam	Classroom Lecture Case study Project Evaluation	Classroom Performance
4. Ability and desire for self-directed and lifelong learning.	Course Interaction Group Discussion Final Examination	Classroom Lectures Case studies Project Evaluation	Classroom Performance Post-class assignments Final Exam

5. Conclusion

In conclusion, through the implementation of the above methods, the teaching of this course has achieved certain results. In order to better complete the teaching of this course, there are still a lot of issues to be explored, and only through continuous thinking and research can we successfully complete the teaching purpose of this course. This will inspire us to constantly summarise and explore in the future teaching process, so that the theoretical teaching and specific practical

applications are better and more closely integrated, and more and more practical talents that meet the requirements of society are cultivated.

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Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

Conflict of Interest

The author states that this article has no conflict of interest.

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