

Project-Oriented Curriculum Reform based on Entrepreneurial Orientation

-- Take the "Mobile E-Commerce" Course as An Example

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Abstract

This Mobile e-commerce is an emerging e-commerce model, and also a new trend and trend of e-commerce development. In the era of mobile Internet, how to combine innovation and entrepreneurial spirit and technology in the course of "Mobile E-commerce" to carry out curriculum reform, and complete the goal of training innovative and entrepreneurial talents is extremely urgent. Based on the analysis of the existing problems in the teaching status of the "Mobile E-commerce" course, this article puts forward several suggestions for the course reform based on entrepreneurial orientation.

Keywords

Curriculum reform, Mobile e-commerce, Innovation and entrepreneurship.

1. Introduction

Mobile e-commerce is an emerging e-commerce model, as well as a new trend and trend of e-commerce development. With the continuous development of information technology and network technology, various communication technologies, the Internet and computer technologies have finally merged to form mobile e-commerce. Mobile e-commerce has been applied to all aspects of society, including service industries, finance, and communications industries. With the continuous popularization and development of mobile Internet, my country's mobile commerce industry has rapidly occupied the mainstream market in conformity with the trend of the times. The introduction of mobile e-commerce into e-commerce professional teaching in higher vocational colleges is of great significance to the cultivation of application-oriented talents. As a core course for e-commerce majors, "Mobile E-commerce" is the most intense course in which emerging technology and business activities collide. Only when the course is reformed into projects based on entrepreneurship can it be trained to truly meet the needs of economic and technological development. Of professionals. In the era of mobile Internet, how to combine innovation and entrepreneurial spirit and technology in the course of "Mobile E-commerce" to carry out curriculum reform, and complete the goal of training innovative and entrepreneurial talents is extremely urgent.

2. The Current Situation of "Mobile E-Commerce" Course Teaching

2.1. The Course Design Is Unreasonable

The teaching of the course "Mobile E-commerce" in many universities is extended on the premise of traditional e-commerce teaching, combining the characteristics of "mobile". However, the overall content design has many overlaps with courses such as "E-Commerce Fundamentals" and "Network Marketing", and mobility and innovation cannot be prominent. In addition, the separation of course design from the needs of enterprises and practical

application platform enterprises is limited to how to enable students to better master the book knowledge of mobile e-commerce, which is basically meaningless.

2.2. The Timeliness of Teaching Materials Is Poor and the Teaching Content Is Poor in Practice

The content of textbooks has poor timeliness, the content of teaching emphasizes theory rather than practice, and the actual task setting is not enough. At present, there are many kinds of teaching materials for "Mobile E-commerce" on the market, but basically all have the same problems. The practical content is very time-sensitive. Basically, using the platform or software two years ago, or simply using simulation software for experiments, the effect is more It's a big discount.

2.3. Teachers Lack of Practical Experience

The content of mobile e-commerce operations is updated very quickly. From mobile e-commerce store operation, VLOG shooting to short video shooting and operation, etc., no teacher can master all the latest practical skills, and some teachers do not even have any experience in mobile e-commerce actual combat. Actual combat experience is very scarce.

2.4. The Curriculum Teaching System Is Still under Construction, and the Teaching Infrastructure Is Incomplete

The current curriculum teaching system is not perfect, and the teaching infrastructure is incomplete. Most of the laboratories used in this course of colleges and universities are mainly traditional computer rooms. Many computer rooms are not equipped with wireless Internet hardware. Students can only use their mobile phones to participate in mobile e-commerce practice and are limited by traffic and network speed. Many real e-commerce platform accounts require funds and require long-term operation. Objective conditions make the school unable to meet the conditions. Many university computer rooms have installed mobile phone bags to manage the phenomenon of students playing mobile phones in class, and students are required to hand in their mobile phones during class. Students have big opinions; the training teaching resources are various simulation software, the training content is simple, and the real business environment is quite different, and the practicality is poor.

2.5. The Teaching Methods Are Backward, the Teaching Methods Are Outdated, and the Students' Learning Enthusiasm Is Quickly Lost

The traditional "mobile e-commerce" course teaching is mainly based on classroom lectures. The teaching process assists multimedia teaching and case teaching. After class, the knowledge of students is consolidated by assigning exercises. This teaching method ignores the student's dominant position and treats students as the object of knowledge instillation. The trained students can only learn theories in books, lack the ability of independent thinking, analysis and problem-solving, especially the practical ability. Due to the limitations of various real platform training conditions, many students can only use simulation software operations during training, which has great limitations and is seriously out of touch with reality, which leads to low enthusiasm for students.

2.6. Unreasonable Testing Methods of Course Teaching Effects

Existing course assessment basically takes the final examination paper, plus the usual attendance and written homework, and finally weights the student's overall assessment score for the course. Such a general evaluation score does not reflect the students' mastery and application ability of the course, and cannot objectively reflect the actual learning effect of the students. This kind of assessment method tends to make students pay too much attention to

the study of theoretical knowledge and neglect the cultivation of practical ability. It cannot effectively cultivate students' practical ability to solve problems and teamwork spirit.

3. Measures for Project-Based Curriculum Reform based on Entrepreneurial Orientation

3.1. Redesign the Curriculum to Incorporate Elements of Innovation and Entrepreneurship

Mobile e-commerce is developing rapidly, mobile e-commerce platforms are frequently updated, and mobile marketing methods and rules are unpredictable. Course design is separated from the needs of enterprises and practical application platform enterprises, and is limited to how to enable students to better master the book knowledge of mobile e-commerce, which is basically meaningless. The concept of course design is the soul of a course. The redesign and positioning of the mobile e-commerce course will enable this teaching reform to have a correct direction. The mobile e-commerce course is to cultivate high-end skilled talents in mobile e-commerce for social development, improve students' knowledge and application ability of mobile e-commerce, enrich students' comprehensive professional quality, and combine the talent demand model of small and medium-sized enterprises with the career of e-commerce majors in our school. Combine development plans. Incorporating the elements of innovation and entrepreneurship, so that students can better find employment and entrepreneurship in the era of mobile e-commerce.

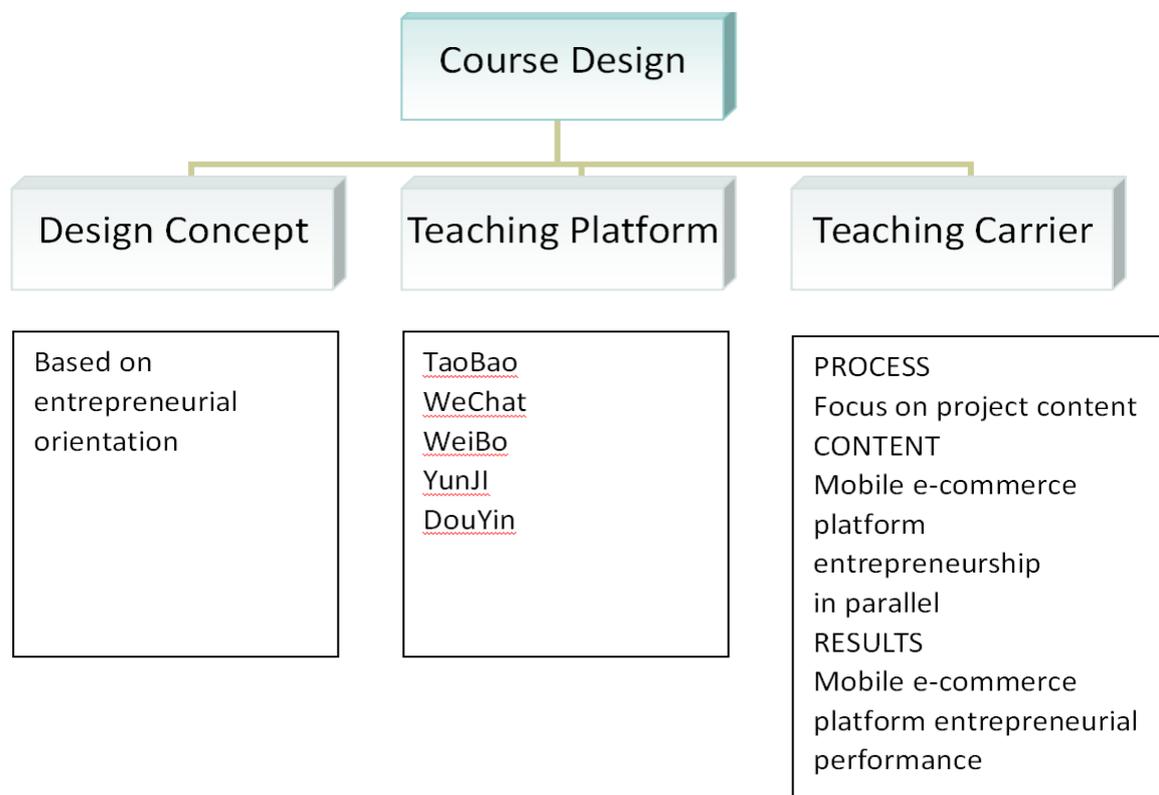


Figure 1. Course Design

3.2. Carry Out Project-Based Curriculum Content Setting based on Entrepreneurial Orientation Around the Needs of Corporate Positions

On the basis of extensive research on mobile e-commerce companies, this topic analyzes in depth the talents and related skills required for mobile e-commerce-related positions of

companies. Combining teacher interviews, student interviews, etc., summarized the shortcomings of the current traditional teaching model, and proposed a project-based reform of "mobile e-commerce" based on entrepreneurship. The content of the course closely revolves around the relevant knowledge and skills that students need to start their own business on the mobile e-commerce platform. The course is divided into five projects, namely mobile e-commerce overview, mobile application analysis, mobile marketing, and mobile entrepreneurial project operation planning , The actual combat of mobile platform entrepreneurship.

Table 1. Project design of mobile e-commerce teaching content

NO.	Project	Task	Class
1	Mobile e-commerce overview	Task 1: Overview of mobile e-commerce Task 2: Analysis of the status quo of my country's mobile e-commerce Task 3: Introduction to popular mobile e-commerce platforms	3
2	Mobile application analysis	Task 4 :Industry Application Analysis Task 5: Mobile e-commerce application analysis	3
3	Mobile marketing	Task 6: Mobile Advertising Task 7: micro marketing Task 8: Word of Mouth Marketing Task 9: Social Marketing Task 10 :Internet celebrity marketing and live broadcast marketing Task 11: Short video marketing	22
4	Mobile entrepreneurial project operation planning	Task 12 :New Thinking in Mobile Marketing Task 13: Analysis of mobile entrepreneurship opportunities Task 14: Operation of mobile entrepreneurship projects Task 15: mobile marketing planning	20
5	Mobile platform entrepreneurship	Task 16: WeChat Store Operation Supply preparation, platform selection and registration, shop decoration, product sorting and release, marketing promotion, online management, summary report	16

3.3. Innovative Teaching Methods and Methods

In terms of teaching methods, we mainly use multimedia teaching, and make full use of the Internet to establish a course resource database to provide students with conditions for self-study. We built this course on the Chaoxing platform, updated the content of the platform in time, provided students with a very good course learning platform, students can preview and review in time, and also achieved better class management. When building this course, we created a good interactive space. Not only did we set up a special discussion area on the Chaoxing platform, we also established a discussion group on WeChat and corporate WeChat, where teachers and students can communicate and communicate in real time. Cooperative teaching is adopted in the practical link, and some of the practical content hires front-line managers of the enterprise to teach, so that students can better understand the knowledge of mobile e-commerce, especially the practical operation skills. In terms of teaching methods, a variety of teaching methods are used to improve students' learning enthusiasm and attract them to participate in the classroom. The main methods are flipped classrooms, micro-classes, case teaching methods, interactive teaching methods, task-driven methods, project teaching

methods, and classrooms. Combination of teaching and extracurricular training, company visits, etc.

3.4. Integration and Improvement of Teaching Resources

The current training and teaching resource used in the course is "Aopai WeChat Marketing System". The software has simple training content, which is quite different from the real business environment and has poor practicability. Therefore, it is necessary to update the software of mobile e-commerce in time to make the training content closer to the actual operation; we have established a course resource library on Chaoxing to facilitate students' learning after class; WeChat and enterprise WeChat platforms have opened a course exchange group for teachers and students Real-time interactive communication; comprehensive training mainly adopts Yunji platform (social e-commerce, member invitation system), and teachers open accounts, and then invite students to open mobile e-commerce stores and conduct operation management. Through comprehensive training, students can master the entire mobile e-commerce operation process and closely integrate them with reality.

3.5. Construct A Complete Course Teaching Effect Detection Mode

The curriculum teaching evaluation system needs to be reformed, the original examination paper evaluation mode is changed to a process evaluation, and each item is fully presented from the mastery of skills to the effect detection. On the push platform, the actual completion of the "entertainment task" is used to detect the mastery of students' skills. Through the push of actual tasks and background data to monitor the effect of students' task completion. Such as small video shooting and dissemination, you can use the real task "Tik Tok with goods shooting", the shooting effect, the watching and like data of the Douyin platform can all be used as the detection data; Yunji platform operation, using the real sales data of students as the detection data One.

4. Conclusion

We conduct in-depth corporate research and analyze job requirements. Taking real entrepreneurial projects as the main axis and curriculum ability goals as the orientation, optimizing classroom teaching content, innovating classroom teaching methods, constructing a complete curriculum teaching effect detection model, and integrating classroom teaching resources can effectively improve classroom teaching effects. The formed set of classroom teaching system will be reproducible and can be applied in other courses of similar e-commerce. Teachers can better improve their teaching ability, especially practical skills during project implementation. It can effectively improve students' learning enthusiasm and better complete the course teaching objectives.

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