

“Project + Case” Driven E-commerce Curriculum Reform and Practice

Shengjun Wang *

School of Economics and Management, Huzhou University, Huzhou 313000, China

* Corresponding author: Shengjun Wang (Email: 03023@zjhu.edu.cn)

Abstract: With the rapid development of e-commerce industry, the teaching reform of e-commerce courses is particularly important. The purpose of this paper is to discuss the reform and practice of e-commerce courses driven by “project + case”, in order to provide new ideas and methods to improve the teaching quality and effect of e-commerce courses. By following the principles of novelty, practicability, systematicity and consistency in introducing actual projects and cases, students can understand and master the core knowledge and skills of e-commerce more intuitively, and cultivate their ability to solve practical problems. At the same time, the teaching mode also helps to stimulate students' interest and enthusiasm in learning and improve the teaching effect.

Keywords: Case and Project Driven; E-commerce Course; Teaching Reform.

1. Introduction

With the rapid development of information technology and the popularization and application of the Internet, e-commerce has become an important part of economic activities on a global scale. As one of the important courses for economic management majors, e-commerce course plays a key role in cultivating modern business talents with innovative thinking and practical ability. However, the traditional e-commerce course teaching method focuses on teaching theoretical knowledge, but neglects the cultivation of students' innovative thinking and practical ability. In this regard, this paper explores the introduction of “project + case” driving method into e-commerce course teaching for college students, aiming to enhance students' participation in the course and cultivate their innovative thinking and practical ability by analyzing actual e-commerce cases and carrying out project practice.

In the e-commerce curriculum reform, project-driven [1-3] and case study teaching [4-6] are commonly used by the majority of management workers and educators in their work and teaching practice. Project-driven as a project-oriented behavior-led teaching, through the establishment of specific project tasks, the implementation of the project design, implementation and evaluation of a series of processes to complete the teaching work, so that students in the process of solving the actual problem of e-commerce to deepen the understanding of the theoretical knowledge and cultivate their practical ability; case study teaching is an open-ended, interactive teaching methods, through the construction of the case library, teaching design, and teaching evaluation, such as well-prepared for the case study. Case teaching is an open and interactive teaching method, through the construction of the case library, teaching design and teaching evaluation, etc., so as to simulate the e-commerce real transaction scene in classroom teaching practice, and to improve their e-commerce problem analysis and solving ability by using the case study. The teaching reform of e-commerce course driven by “project + case” is aimed at breaking the traditional classroom single teaching mode, combining the theory and practice of e-commerce, and comprehensively improving the

comprehensive quality and employment competitiveness of students.

2. Principles of “Project + Case” Driven E-Commerce Curriculum Reform

Based on the characteristics of e-commerce courses, the “project + case” driven e-commerce teaching mode can not only stimulate students' thinking ability, but also cultivate their problem solving ability. In this regard, this course will be driven by “project + case” as the core, following the principles of novelty, practicability, systematicity and consistency.

2.1. Novelty

The selection of teaching projects needs to consider the novelty of e-commerce issues, and hot issues with depth and breadth should be introduced into the classroom teaching. By introducing the latest cases in the field of e-commerce, students can be inspired to think in the classroom and cultivate a keen insight into the theoretical basis and practical operation of e-commerce courses. Selecting projects with timeliness and foresight ensures that students are exposed to the latest developments and trends in the field of e-commerce, thus stimulating their interest in learning and desire for exploration. At the same time, the novel cases and projects can also reflect the actual needs of the e-commerce industry, so that the students can be closer to the reality in the learning process and enhance their employment competitiveness.

2.2. Practicality

The principle of practicality emphasizes that the design of e-commerce courses should focus on combining theoretical knowledge with practical operation. The projects and cases in the course should be derived from real business environments or simulations of real business situations. By involving students in the planning, execution and evaluation of real projects, they can apply what they have learned in practice, understand the actual operational processes of e-commerce, and develop the ability to solve practical problems. In

addition, the principle of practicability encourages students to come into contact with the e-commerce industry through internships and practical training, to understand the dynamics of the industry and to accumulate practical experience, so that they can be more competitive in their future employment and career development.

2.3. Systematicity

The principle of systematicity emphasizes that the design of e-commerce courses must reflect a complete and coherent teaching system to ensure that all teaching links from goal setting, content selection, methodology application to evaluation and feedback are interconnected and interact with each other to form an organic whole. In content selection, should focus on the systematic and coherent knowledge, to ensure that the project and case can cover the main knowledge and skills of e-commerce courses. In addition, the establishment of a scientific evaluation and feedback mechanism, timely collection of student learning feedback, the teaching effect of the project and the case of assessment, in order to continuously adjust and optimize the course design.

2.4. Consistency

The principle of consistency requires that the cases and projects selected and designed should be centered on the teaching objectives and content of e-commerce principles and applications to ensure the consistency of teaching content and teaching objectives. The design of cases and projects need to take into account the existing knowledge structure and cognitive level of students to ensure that the coherence and progressivity of the teaching content, to avoid the emergence of too difficult or too easy, affecting the learning effect and enthusiasm of students. In the teaching process, teachers should pay attention to the students' learning feedback in time, adjust the teaching content and methods according to the students' learning situation, ensure that the teaching activities are always centered on the teaching objectives, and realize the maximization of teaching effect.

3. “Project + Case” Driven Teaching Reform of E-commerce Courses

3.1. Teaching Resources Reform

In the reform of teaching resources, we focus on building a set of teaching resources system that matches the “project + case” driven teaching method. First of all, we have carefully selected a series of representative and current e-commerce cases, which not only cover various fields of e-commerce, but also closely match the latest trends of the current industry development. Through in-depth analysis of these cases, students can intuitively understand the actual mode of e-commerce operation and business processes, thus deepening their understanding of the theoretical knowledge. At the same time, we have designed a series of challenging and practical project tasks, which are designed to allow students to apply what they have learned to solve practical problems in a simulated or real e-commerce environment. By participating in the process of project design, implementation and evaluation, students can exercise their innovative thinking, teamwork and practical skills, laying a solid foundation for their future career development. In addition, we also focus on updating and optimizing teaching resources. With the rapid development and changes in the e-commerce industry, we constantly update the case base and project library to ensure

that the teaching content is always synchronized with the industry development. At the same time, we also actively introduce advanced technological means, such as virtual reality, big data analysis, etc., in order to enrich the form and content of teaching resources and enhance students' learning interest and participation.

3.2. Reform of Teaching Methods

In the “project + case” driven e-commerce course teaching method reform, we have taken a series of innovative measures. First of all, we have introduced the teaching mode of flipped classroom, so that students can learn theoretical knowledge independently through pre-study materials before class, while class time is mainly used for discussion and practice. This approach not only improves the efficiency of classroom time utilization, but also enhances students' independent learning ability and teamwork ability. In the classroom, the teacher is no longer a mere knowledge transmitter, but a guide and supporter of the students' learning process, stimulating the students' interest in learning and vitality of thinking by organizing group discussions, case studies and other activities. In addition, we also focus on combining practical teaching with theoretical teaching. Through cooperation with enterprises, we provide students with a series of real e-commerce project practice opportunities, so that students can deepen their understanding of theoretical knowledge and develop practical operation ability in practice. At the same time, we have also established school-enterprise cooperation training bases, so that students can experience the operation process of e-commerce in a real working environment and enhance their knowledge and understanding of the industry. These practical opportunities not only enhance students' comprehensive quality and employment competitiveness, but also lay a solid foundation for their future career development. In terms of assessment methods, we have also carried out corresponding reforms. The traditional assessment method often focuses on memorization and recapitulation of theoretical knowledge, while ignoring the examination of students' practical ability and innovation ability.

3.3. Reform of Assessment and Evaluation

In the reform of assessment and evaluation, we emphasize the combination of process evaluation and result evaluation. The project report and case study report not only examined students' mastery of theoretical knowledge, but more importantly evaluated their innovative thinking, problem solving ability and teamwork ability in the process of project practice and case study analysis. The classroom discussion performance reflects students' participation, communication skills and critical thinking. In addition, we have introduced peer and self-evaluation mechanisms to encourage students to learn from each other, evaluate each other, and reflect on their own learning process so as to continuously improve themselves. Through the implementation of diversified assessment methods, we aim to break the limitations of traditional assessment and evaluate students' learning outcomes and abilities in a more comprehensive and objective manner. This kind of assessment not only helps to stimulate students' learning motivation and innovative spirit, but also promotes their all-round development and lays a solid foundation for their future career. At the same time, the diversified assessment methods also put forward higher requirements on the teaching level of our teachers, prompting us to constantly update our teaching concepts and methods to

adapt to the latest trends in the development of the e-commerce industry.

4. Conclusions

Based on the characteristics of e-commerce courses, this study follows the principles of novelty, practicability, systematicity and consistency to conduct in-depth exploration and practice of the teaching reform of e-commerce courses driven by “project + case”. In terms of teaching resources, the case and project libraries constructed not only enrich the teaching content, but also closely match the latest development of the e-commerce industry, so that students can be exposed to the most cutting-edge knowledge and skills in the learning process. Reforms in teaching methods, especially the introduction of the flipped classroom and the strengthening of practical teaching, have greatly enhanced students' interest and participation in learning, as well as practiced their independent learning ability and teamwork ability. In terms of assessment and evaluation, the implementation of diversified assessment methods not only evaluates students' learning outcomes and abilities more comprehensively and objectively, but also stimulates their innovative spirit and desire for knowledge.

To summarize, the teaching reform of e-commerce course driven by “project + case” can not only solve the problems existing in traditional teaching, but also improve the teaching quality and students' learning effect. In the future, we will continue to deepen this teaching reform mode, and constantly explore and practice more innovative teaching methods and means, with a view to making greater achievements in

cultivating modern business talents with innovative thinking and practical ability.

Acknowledgments

This work was financially supported by the research project achievements of the "Four New" Educational Teaching Reform of Huzhou University (JG202334).

References

- [1] X. Zhou, X. Gao, Z. Zhong, X. Chen, X. Zhou, F. Song, Exploration of integrated experimental teaching reform based on task-oriented and micro-project mode, *Journal of Holistic Integrative Pharmacy*. 2 (2021) 90-95.
- [2] K. Zhu, P. Sun, Pharmacy experiment teaching reform based on task mode, *New Curric Res (midmonth)*. 6 (2011) 76-77.
- [3] FY Hu, JM Ban, CH Cheng, et al. The teaching mode of “micro-project” in digital image processing course, *Comput Educ*. 12 (2016) 106-108.
- [4] Y. Fang, School-based teaching research and lesson-case study in mediating the second-cycle curriculum reform in Shanghai, *International Journal for Lesson and Learning Studies*. 6 (2017) 293-305.
- [5] Q. Li, Y. Ni, Impact of curriculum reform: Evidence of change in classroom practice in mainland China, *International Journal of Educational Research*. 50 (2011) 71-86.
- [6] D-I. Belinda, Curriculum reform and ‘Quality Education’ in China: An overview, *International Journal of Educational Development*. 29 (2009) 241-249.