

Analysis and Research on Examination Mode of E-commerce Specialty Entrepreneurship Course in Higher Vocational Colleges

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Abstract: This paper discusses the teaching evaluation system, evaluation method and evaluation index of e-commerce entrepreneurship course, and provides feasible plans for the opening of e-commerce professional entrepreneurship course, so that students can realize the cultivation of e-commerce professional knowledge and skills in online shop operation, and achieve direct docking with employment.

Keywords: Entrepreneurship; E-commerce; Assessment model; Evaluation index

E-commerce major has high requirements for students' practical and creative ability. If students only stay in the book level of professional learning is not to cultivate qualified professionals. The traditional evaluation method of "usual score+final score" can not adapt to the requirements of the society for electrical talents. Therefore, to explore the appropriate teaching evaluation system, evaluation methods, evaluation indicators and other factors, for the successful application and implementation of e-commerce professional teaching mode based on online entrepreneurship plays a very important role.

Assessment is an important part of teaching work and the main basis for testing teaching achievements. For e-commerce specialty in higher vocational colleges, due to its development speed is much higher than people imagine, popularize more unbelievable speed, with rapid development of e-commerce in the fast lane, therefore in electronic business professional teaching often theoretical knowledge in the process of updating speed can't keep up with the development of the electronic south business, The methods of assessment can not really test the knowledge of students.

According to the teaching process and characteristics of online entrepreneurship, a new teaching evaluation system is designed to adapt to this innovative teaching mode, provide a good evaluation standard for the course combining work with study, and gradually form an innovative course assessment mode oriented to ability cultivation and job employment.

1. Specific evaluation ideas, evaluation indicators and other contents are as follows:

E-commerce teaching department combined with the actual situation of the major, skills competition, professional teaching, and project courses. Explore a teaching evaluation mode of "promoting teaching by competition, promoting boxing by league, promoting training by competition". One is the professional curriculum project teaching competition----to achieve everyone participation; Second, professional skills league----to achieve good selection; Three is the provincial competition secret business training elimination----to achieve excellent in the selection of strong.

Actively guide students to participate in e-commerce entrepreneurial skills competition, through participating in various kinds of e-commerce entrepreneurial skills competition held by the state, enterprises and colleges, so as to carry out a more comprehensive assessment of students' ability. On the one hand, it can comprehensively test students' grasp of theoretical knowledge, on the other hand, it can also better cultivate students' teamwork spirit, stimulate each student's creativity, promote e-commerce students to better become e-commerce practitioners from students, and improve students' ability to adapt to the society.

2. Evaluation of graduation project

The graduation project is the last comprehensive practice and respect link of higher vocational students' learning period, and an important part of practical teaching.

2.1 Assessment method

The total score will be evaluated by the five-level scoring system; 90>good≥80 points; 80>medium≥70; 70>pass≥60 points; Unqualified<60 points. The proportion of requirements for excellent is generally controlled within 10%-15%, the proportion of assessment of excellent and good is controlled within 60%, and the rest is medium, pass and fail.

The weight distribution of the total score is composed of the instructor, the evaluation and the defense team, the proportion of the three parts is 40%, 30%, 30% respectively.

The graduation thesis (design) grade will not be assessed if one of the following situations occurs

- (1) Did not complete the graduation thesis (design) task as required.
- (2) The design specification (paper) form examination is unqualified.
- (3) the cumulative delay time is more than 1/3 of the total time of graduation thesis.

Graduation thesis (design) results are not qualified students, can apply for extension of time to study, the extension of time according to the provisions of the school management, after the assessment (supplement defense) qualified, issued the corresponding certificate.

2.2 Assessment requirements

When supervising teachers, evaluating teachers and members of the defense committee evaluate students' graduation projects or

theses, they are required to do: 1. When evaluating students' graduation thesis results, we must strictly grasp the standards, seek truth from facts, and correctly reflect students' working attitude, professional level and ability quality. Do not start from the impression, let alone the reputation of the instructor as the basis for the evaluation of the student's performance. In grading, students should not only look at the materials they hand in, but also consider their performance in the process of graduation thesis (design). Full attention should be paid to students' independent working ability, scientific attitude and style of work.

3. Skill certificate Examination

Carrying out multi-certificate system is the characteristic of higher vocational education itself and the requirement of realizing training goal. Higher vocational education is to train higher technical applied talents facing production, construction, service and management. Multiple certificates are the embodiment and proof of the knowledge, skills, ability and quality level of highly skilled talents, especially vocational qualification certificate or technical grade certificate is the proof that the graduates of higher vocational colleges can directly engage in certain vocational positions. According to "Zibo Vocational Skill Assessment System", I participated in social vocational skill appraisal and national vocational qualification examination.

3.1 Foreign Language level certificate

The students of this major are required to obtain the Certificate of English Proficiency test of Shandong Higher Vocational college before middle school. Or to obtain the national Non-English major room College English Level certificate W organized by the National Secret Department Examination Center is the minimum standard bilge college organized foreign language level test.

3.2 Computer level certificate

Students of this major are required to obtain the national Computer Rank examination certificate of Shandong Province (national) for non-computer majors organized by the Examination Center of the Ministry of Education or intermediate certificate of computer Vocational qualification organized by the Ministry of Labor and Social Security before graduation.

3.3 Examination of vocational skill certificates

The students of this major are required to have the certificate of E-commerce Department, certificate of Professional Direction and Putonghua Li certificate before graduation.

4. Assessment of practical training projects

(1) The selection of practical training projects focuses on the cultivation of students' professional ability and professional training, and the cultivation of students' professional ability. Based on a large number of surveys, the requirements of relevant positions (groups) of the major are formed through scientific analysis and integration, and the practical training courses are set through the analysis of professional ability. In order to meet the need of cultivating the ability of e-commerce professional core career, we chose several real projects, the teaching unit 1, in line with the higher vocational college students' cognitive regularity, student entrepreneurship as the main line, from the campus set up shop on the net, the enterprise website project startup, the enterprise website alliance to customize project, targeted development, the ability to strengthen gradually, Complete the cultivation of core professional competence.

(2) Focus on cultivating students' innovative consciousness and entrepreneurial ability. In the arrangement of practical training projects, students' entrepreneurial career as the main line. In the entrepreneurial chapter, through the online shop, to cultivate their entrepreneurial ability and online store through xiong ability; In the practical part, students build and operate a small business website, enabling them to master how to conduct market research. Find market opportunities, how to build and manage small business website, mainly to cultivate its management ability and practical ability; In the expansion chapter, through the enterprise information release and enterprise alliance with Alibaba, China's largest portal website, to further expand the visibility of the enterprise, further expand their own entrepreneurial road; In the innovation part, students choose different e-commerce projects or mobile commerce projects according to their professional ability and level, mainly under the guidance of technical experts in enterprises, using new technologies, according to the market situation and the new trends of e-commerce development, innovation and development.

The exploration of the examination model of e-commerce entrepreneurship course can provide students with a good entrepreneurial environment and challenge teachers' professional level. The diversification of teaching methods, teaching means and the enrichment of teaching content, not only improve the teaching requirements for teachers, expand the teaching vision, but also enhance students' cognition of professional positions and strengthen the cultivation of professional quality.

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