

# Research on Practical Teaching of E-commerce Art Design Course

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**Abstract:** In view of the problems existing in the practical teaching of e-commerce art design course, this paper applies the school-enterprise cooperation visual design hybrid teaching based on the job position to the teaching of this course, and describes in detail the design method of the gold medal shopping guide detail page - the teaching design of art practical skills as an example of the course teaching reform. After years of practice, it has been proved that the effect of the course reform is significant, improving the quality of e-commerce art talent training.

**Keywords:** A-commerce art; Hybrid; Resource construction

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## 1. Current situation of e-commerce art courses

### 1.1 Course characteristics and teaching status

Electronic Commerce Art Design in Higher Vocational Colleges is a compulsory core course for electronic commerce majors, which aims to cultivate application-oriented professional skilled personnel and is derived from the rapidly developing network economy and electronic commerce needs. This course is geared towards professional talent cultivation goals and is aimed at art design jobs. Through learning this course, students should have the ability to process graphics and images and design online shop art. To cultivate students' basic professional ability to engage in e-commerce and art design, and improve their employability in art design.

According to the 2019 Survey Report on China's E-commerce Talent Status, 80% of e-commerce enterprises have a talent gap<sup>[1]</sup>. E-commerce enterprises also have a greater demand for art jobs, and many higher vocational colleges have opened "E-commerce Art Design" courses, cultivating a large number of art talents for e-commerce enterprises. However, many e-commerce companies often complain that it is difficult to recruit art talents. The reason for this is that teachers have not clearly defined the core competencies required for the corresponding professional positions in this course, so there is a certain deviation in the design of teaching objectives. Moreover, traditional classroom teaching methods are single, with teachers as the dominant factor in the classroom, students are indoctrinated in learning, and students' learning enthusiasm is poor, which is very detrimental to the cultivation of students' innovative thinking<sup>[2]</sup>. Generally, students can only master theoretical knowledge and simple skills of art, but their adaptability and comprehensive application ability are poor, and they cannot well meet the needs of art positions in e-commerce enterprises<sup>[3]</sup>.

Therefore, the practical teaching of e-commerce art design must build online course resources and design and enrich integrated course resources from the perspective of system and scientific construction, e-commerce art technology, art job processes, and curriculum ideological and political aspects. According to the problems existing in the practical teaching of e-commerce art, the concept of online and offline hybrid teaching based on task based work scenarios is introduced to cultivate students' practical and problem-solving abilities, and improve their innovative thinking abilities. Next, take the design method of the five gold medal shopping guide details page for e-commerce work scenarios - Artistic Practical Skills as an example to describe in detail the reform of online and offline hybrid practical teaching design based on real work scenario task-based collaboration between schools and enterprises.

## 2. Hybrid teaching design based on the vision of school-enterprise cooperation

### 2.1 Overall design

#### 2.2.1 Task-based teaching in work situation

The teaching of e-commerce art design course is prepared in the form of work scenario task-based teaching materials. It is

mainly aimed at the daily task operation of e-commerce art. Each module is designed around the task objectives of the imported real work situation, so that students can practice in learning and practice in learning. Then, through the designed after-class practice link, repeatedly operate the practical training skills in the work situation, and finally achieve the goal of mastering the relevant design skills<sup>[4]</sup>.

## 2.2 Teaching strategies

In view of the shortcomings of traditional teaching, such as students' passivity, single teaching means, and poor teaching effect, we should improve it, focusing on "student-centered", students' autonomous learning, and using online and offline hybrid teaching on the network teaching platform to carry out teaching activities. Through the use of information-based teaching methods, we have created an online and offline hybrid "one body, three sections and four links" teaching mode, extending classroom teaching into three stages: pre-class independent learning, in-class knowledge internalization, and post-class consolidation and upgrading. Practice to improve students' ability to communicate, cooperate and solve problems.

(1) Integration: the integration of science and practice, engineering and learning, the combination of science and practice, and the combination of engineering and learning "student-centered, capability-based," carry out practical teaching<sup>[5]</sup>, and arrange e-commerce students to take classes in the e-commerce art training field, learn by doing, learn by doing, and effectively improve students' learning interest and practical ability. Integrate the actual post work process with the school learning and teaching process, and cultivate skilled talents and skilled craftsmen with both moral and technical skills.

(2) Three stages: Teaching implementation is divided into three stages: autonomous learning before class, internalization of knowledge in class, and consolidation and improvement after class.

(3) Four links: refer to the links in the teaching process where teachers guide students to appreciate and evaluate excellent works, students learn the links in which teachers guide copying, teachers guide students to design, and students improve their innovative design ability.

## 2.3 Teaching implementation

The implementation of this work scenario teaching is divided into three stages: autonomous learning on the front line, knowledge internalization in class, and consolidation and improvement after class. The specific implementation is as follows:

(1) Self learning stage on the front line of the class: Through online resources and learning platforms such as the National Smart Education Platform, Xueyin Online, and Superstar Learning Connect, teachers publish situational task based lists, learning course resources, product details page materials, and excellent work pictures. After students log on to the "Superstar Learning Connect" learning platform, they can obtain a list of teaching tasks for this work scenario, and independently learn teaching videos in advance before class.

(2) In-class knowledge internalization stage: The knowledge internalization stage in the class is divided into four sub-projects according to people's cognitive habits: introduction of work situation, ideological and political education in the education small classroom, appreciation of works on the detail page, copy of works, design and production of the detail page, and consolidation and improvement.

(3) Consolidating and improving the design ability after class. After the completion of the situational task course, the teacher can assign after-class practical tasks. For example, for this teaching situational task, select a product to make a detail page and upload it to the "Superstar Learning Link" platform. In the process of making the detail page, it should focus on avoiding the mistakes that occurred in the previous production; Or through the school-enterprise cooperation resource platform, contact the e-commerce enterprises that cooperate with the school and enterprise to complete the production of a real online store product details. During the production process, constantly communicate with the staff of the e-commerce enterprise, even communicate with the customer, constantly modify the work on the details page until it is uploaded to the e-commerce platform, so each team member can further improve the communication and design ability, To lay a foundation for entering e-commerce art jobs in the future.

## 2.4 Teaching effect

Since its operation, the course has received many favorable comments and recommendations from our school, other colleges and social learners. The course was officially launched in February 2020 and is a compulsory course for students majoring in e-commerce, mobile commerce and cross-border e-commerce. Up to now, 39 classes have participated in the study, with 1795 students selecting courses on campus. Through a questionnaire survey, it was found that students reported a high evaluation of curriculum teaching. Including a high degree of love for the course content, a higher interest in learning, improved self-learning ability, and a stronger sense

of teamwork; The teaching ability of the teaching team in this course has been significantly improved compared with the past; The number of employers who come to the university to recruit artists has increased year by year, and the recognition of students is high; This course has been affirmed by school leaders, colleagues and teaching supervisors. The excellent rate and selection rate of students' works have reached more than 90%, and 13 national and provincial awards have been awarded.

### **3. Characteristic innovation**

The features and innovations of this teaching design are as follows: (1) online and offline hybrid teaching based on the innovative teaching concept of curriculum ideological and political guidance, moral education and human cultivation; (2) Innovation in teaching implementation: teachers and students work together to improve the ability of "one body, three sections and four links"; (3) Based on the real work situation and job needs, reform the curriculum and cultivate innovative and applied art talents.

### **4. Conclusion**

The course team relies on the core course "Electronic Commerce Artistic Design" of our college's electronic commerce major, follows the working process and technical process of electronic commerce Artistic Design, combines the requirements of enterprise frontline resources and vocational and provincial skill competitions, takes project as the carrier, task driven, and integrates into the curriculum ideology, taking into account emotional education, knowledge points, and skills points, exploring the construction of curriculum resources and teaching practice research, and proposes to rely on the national intelligent education platform Learn from multiple online teaching platforms such as Powerful Power, carry out ideological and political guidance, and build online open courses with integrated curriculum resources. The course team will continue to timely understand and obtain the job requirements of the enterprise, the development trends of industry technology development and e-commerce skills competition, and adjust the work scenario tasks, teaching standards, etc. based on this, to provide more high-quality and rich teaching resources. Ensure that the teaching of e-commerce art design courses focuses on innovation, keeps pace with the times, flexibly applies new media technology, and improves students' marketing and visual design abilities.

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