Research on the teaching reform of school enterprise course of E-commerce Major Based on OBE

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Abstract: with the rapid development of big data and new media technology in the e-commerce industry, it also puts forward the requirements of keeping pace with the times for the cultivation of e-commerce professionals. The traditional e-commerce professional courses are facing problems such as the lagging construction of the curriculum system, the relative lack of teaching resources, and the lack of practical teaching environment. This paper analyzes the school enterprise cooperation teaching reform mode of e-commerce Majors Based on OBE, It is proposed to formulate talent training plan through school enterprise cooperation, optimize the curriculum structure, innovate teaching methods, establish a shared teaching resource base, expand the training platform through school enterprise coordination, innovate the evaluation system, optimize the "teacher + enterprise mentor" teamAdhere to the teaching reform of "promoting construction through competition, adhering to the teaching mechanism of combining competition with training", deepen professional construction, and improve the quality of e-commerce professionals.

Key words: OBE; E-commerce major; School enterprise courses; Teaching reform

Introduction

Driven by the rapid development of information technologies such as big data, cloud computing, the Internet of things, and artificial intelligence, the development of China's e-commerce industry is also changing with each passing day. It integrates with the primary, secondary, and tertiary industries, presenting new formats and models, promoting the innovation and transformation of business models and business concepts, and the demand for talents in the e-commerce industry is also keeping pace with the times. E-commerce is an applied major. Once the talent training and curriculum system of e-commerce major are separated from practice, the students' employment will face practical problems. The training mode and course teaching of e-commerce majors in Colleges and universities call for results oriented teaching. Although the state attaches great importance to the construction of first-class disciplines and first-class specialties, there is still a gap between the actual effect and expectation. It is self-evident that it is necessary to promote the combination of production, study and research, and cultivate e-commerce professionals guided by social needs. The author is concerned that the OBE concept teaching is valued and promoted by more and more educators, which is very consistent with the practicality of e-commerce major. Therefore, this paper takes the school enterprise cooperation as the breakthrough point to explore the current situation and development direction of school enterprise curriculum teaching reform of E-commerce Major Based on OBE.

1 Introduction to OBE concept

Outcome based education, or OBE for short, is outcome oriented education, which focuses on improving students' ability. The OBE concept was first proposed by American educator Spady in the 1980s. In his article "results oriented teaching management: from a sociological perspective", he first used the concept of "results oriented education". OBE mode is an advanced education paradigm innovation, which includes clear focus, expanding opportunities, improving expectations and reverse design. Educators develop a clear and quantifiable blueprint for the results of the course, design courses, teaching and evaluation based on this, and carry out teaching in the form of students' display of learning results. We should fully consider students' differences, design flexible learning methods, and give each student equal opportunities to achieve learning outcomes with time and resources. Educators should have relatively high expectations for students and develop challenging implementation standards, which is in line with the challenge of "gender first" in the "golden class" and guide students to improve their abilities. The starting point of reverse design of courses and teaching is the peak performance and achievement needs of students, rather than the wishes of teachers. Such a student-centered, learning achievement oriented new education mode of gradual, timely feedback and continuous improvement.

2 Problems in traditional e-commerce course teaching

2.1 Curriculum system construction lags behind

With the close integration of the e-commerce industry and the primary, secondary and tertiary industries, the market demand for e-commerce professionals is also more diverse. In order to provide talents who keep pace with the times for society and enterprises, training courses such as e-commerce platform drill and new media e-commerce live broadcast have been included in the curriculum system of e-commerce, e-commerce and e-commerce in Colleges and universities. The traditional curriculum system for e-commerce majors, such as compulsory courses and elective core courses, gives students a broad but not deep impression. The e-commerce industry requires students

not only to have basic theoretical knowledge, but also to have practical qualities, such as online marketing, content operation, online store management, precision drainage and other professional abilities, and to learn more effectively in combination with specific enterprise platforms or simulation platforms. However, the traditional courses lack leading courses and follow-up courses, the system lags behind, the professional positioning is vague, and the curriculum is not perfect, so it is difficult to cultivate talents that meet the needs of enterprises.

2.2 Relative lack of teaching resources

In the process of formulating curriculum standards, many colleges and universities that have newly opened e-commerce courses lack the practical experience of the course, and can only refer to the textbook content for lesson preparation. The writing of the syllabus has been inconsistent with the society. E-commerce platforms, especially those in the live broadcasting industry, continue to emerge, and the entry rules and operating standards of each platform change with the changes of e-commerce laws and markets, resulting in serious lag in textbook content. The rules, operating characteristics and target customer groups of each e-commerce platform are different, and classroom teaching cannot be comprehensive. The use threshold of many platforms is set higher and higher, and the qualification requirements for sellers are strict, which makes it almost impossible for college students to get the opportunity to practice on various platforms.

2.3 Lack of practical teaching environment

One of the important means of cultivating high-quality talents in Application-oriented Colleges and universities is to incorporate practice into the teaching process. The development of various practical activities cannot be separated from the support of various software and hardware. At present, there are basically two ways for the training of e-commerce courses: one is to register students to complete relevant exercises on the real platform without using the training software platform. However, the current platform has already passed the pre run period. Personal stores and small sellers have basically been excluded and are no longer qualified to participate in the operation of the real platform; The second way is to conduct comprehensive training through the e-commerce simulation platform. As the school, usually only one simulation software will be selected, and the simulation software is basically to simulate a certain platform, not a collection of multiple platforms. Therefore, students can only complete the practice of a few platforms in the process of training, which cannot be fully carried out.

3 Analysis on the reform of e-commerce school enterprise cooperation curriculum based on results

The talent cultivation of colleges and universities should not only focus on the local economic construction and local social development, but also on the global market economy. Timely cooperation between colleges and enterprises and the combination of production, study and research are the effective mode for colleges and universities to cultivate e-commerce talents with "supply and demand in the right direction". The school enterprise cooperation based on OBE can deeply integrate the advantages of both schools and enterprises, assess students' learning effect by the way of student achievement display, and fundamentally reform the new mode of e-commerce professional training by visual assessment.

3.1 School enterprise collaboration to develop talent training programs

Determine service-oriented, in-depth industrial research, interconnection between schools and enterprises, and clarify the training objectives of e-commerce talents. Guided by achievements, combined with the school's objectives and the orientation of talent training, and taking into account the needs of society, industry and enterprises for talents, we should include not only professional knowledge and skills, but also transferable soft skills, such as students' goal management ability, time management ability and interpersonal relationship processing ability, into the training program and assessment indicators, Students' achievement oriented consideration. On the basis of extensive and sufficient research, scientific and reasonable relevant standards are formulated to achieve the harmonious unity of supply and demand.

3.2 Optimize the course structure and Curriculum

Based on the in-depth analysis of the ability and quality of the job group, a scientific curriculum system is constructed. E-commerce has actually formed a major. Enterprises have relatively fixed requirements for positions, abilities and qualities in the actual operation process. The assessment of the curriculum should not only include professional knowledge, but also infiltrate the relevant curriculum ideological and political education, cultivate the indicators related to students' transferable soft skills, and base on the development of local industries through extensive research, Sort out the requirements of the employment group for ability and quality, and on this basis build a scientific and reasonable curriculum system suitable for e-commerce talent training and in line with the requirements of structural learning theory.

3.3 Innovative teaching methods and training modes

Change the task driven to business driven, student achievement driven, closely combine the teaching content with the time of e-commerce industry, and guide the training direction with business needs; Quantify business assessment, innovate classroom teaching assessment methods, pay attention to process assessment, lengthen the assessment line, refine the assessment points and pay attention to the process;

Bring in the enterprise culture, innovate and enrich the classroom teaching content, so that students can contact and understand the forefront of the development of e-commerce industry as soon as possible, master the essence and connotation of e-commerce enterprises, and form a realistic cognition as soon as possible; Appropriate simulation of enterprise related interviews and meetings. Results oriented throughout the whole process of training activities, teaching design reverse thinking, starting from the "needs" of society, considering the coordination between current and long-term needs, and the diversity of needs matches the orientation of school running and talent training.

3.4 Establish and improve the shared teaching resource database

Make full use of network resources, mine, enrich and build teaching resource database through a variety of information acquisition methods. Use micro lecture, MOOC and other platforms and teaching forms to carry out as many teaching activities as possible. Online resources are constructed and used at the same time. For example, by using the form of flipped classroom, students can become the center of the classroom. Students can search learning resources on the Internet, analyze social practice cases, form and display learning results, and give full play to the advantages of Internet + education in application and teaching.

3.5 School enterprise coordinated development training platform

Let the training practice be more simulated and closer to the actual operation process. The simulation of training platform usually can not realize the integration of multiple platforms. In the process of simulation practice based on a certain platform, the update of simulation software can not be accurately connected with the real platform due to the change of platform rules. Therefore, it is necessary to jointly expand the training operation with enterprises. For example, building a live broadcast training room with enterprises can allow students to directly contact the real-time data of enterprise marketing and sales, and have a deeper and intuitive understanding of the operation logic and business data analysis of e-commerce. The rule deviation during platform simulation can be corrected in time.

3.6 Innovate and improve the evaluation system

Rich assessment indicators, from the results oriented assessment, require attention to what students can have after graduation. It can be used in the interview to accurately evaluate the students' learning and practice based on multi angle and all-round aspects. Through investigation and communication with enterprises, the author found that enterprises pay more attention to students' learning ability, interpersonal skills, professional attitude and other transferable soft skills, not just professional knowledge and skills, so the assessment system should also focus on covering transferable soft skills indicators.

3.7 Optimize the "teacher + enterprise mentor" team

The teaching team is composed of university teachers and experienced personnel engaged in operation work in enterprises to jointly guide students' theoretical knowledge learning and practical training. The results oriented teaching team can be carried out through lectures by enterprise tutors, professional courses by enterprise tutors, and enterprise training. Students can learn through "encirclement and suppression", Immerse yourself in the atmosphere of e-commerce enterprises, so that students can master the underlying logic of the e-commerce industry, learn the soft skills that e-commerce practitioners need to possess, and improve the learning effectiveness in the whole process of tracking and counseling learning and achievement display of campus teachers.

3.8 Adhere to the teaching mechanism of combining competition with training

Actively participate in various e-commerce competitions, such as the three innovation competition, Challenge Cup and other e-commerce professional gold content competitions, promote the transformation of students' learning achievements through the competition, test the learning effect at the same time, and continuously improve the curriculum construction; Through enterprise platform training, students can master the skills of platform operation in a more direct way, form and display the results of entrepreneurial project declaration and enterprise data analysis report, revise their understanding of the industry, improve their industry skills, and form a practice driven "continuous improvement" e-commerce practice education system.

4 Conclusion

The e-commerce industry is facing the huge challenge of lack of professional talents. In this situation, through school enterprise cooperation, production and education integration, and through the combination of schools and enterprises, various methods and means are adopted to build branded projects and teams, so as to provide effective solutions to the problems in the process of professional construction and teaching. The teaching reform of school enterprise cooperation course based on OBE is oriented by the achievement display and assessment of students' professional skills and transferable soft skills: on the one hand, the school obtains more resources in the construction of teaching staff, student skills training, social services, scientific research and other aspects; On the other hand, enterprises can harvest excellent professional and skilled talents, and local industry development can also receive continuous intellectual support and professional services. The most effective way to achieve a win-win situation for schools, enterprises, industries, teachers and students is to jointly cultivate e-commerce applied talents between schools and enterprises.

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