Research on the Construction of Course System for E-Commerce Majors Based on OBE Concept

Lu Ding

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[Abstract] This article takes Huizhou City Vocational College as an example, combined with the daily teaching practice of the college, to explore and study the practice and strategy of constructing an e-commerce professional course system based on the OBE concept. Based on the needs of society and enterprises, formulate training goals for e-commerce professionals, propose occupational job groups, decompose typical e-commerce work tasks, analyze professional abilities, match e-commerce professional support courses, and construct a new curriculum system.

[Keywords] OBE concept; Electronic Commerce; Curriculum system

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With the advent of the 5G era, the "home economy" under the epidemic has led to the rapid rise of the e-commerce live streaming industry, and the talent structure of e-commerce has undergone significant changes. The entire industry chain of e-commerce live streaming in China is in a state of talent shortage. If the e-commerce major in vocational colleges does not keep up with the changes of the times, it will seriously restrict the construction and development of the major. At present, many domestic and foreign enterprises and frontline social units urgently need high-quality comprehensive technical talents with broad knowledge, strong practical ability, innovative awareness, and dedication spirit, as well as management talents with communication, coordination ability, and rich experience. At present, vocational colleges in China have similar professional courses and focus solely on the teaching of traditional theoretical courses, which cannot fully meet the needs of enterprises facing fierce market competition; Some universities also lack cutting-edge and forward-looking curriculum design, and do not adapt well to future development needs. Students feel high employment pressure during employment, and theoretical learning in school is not in line with practical work in enterprises, which highlights the phenomenon of insufficient efforts in cultivating students' comprehensive literacy in the teaching process. Based on the supply-demand contradiction in the cultivation of e-commerce talents, vocational colleges should closely follow the changes in society, technological progress, and the practical needs of enterprises, reform the traditional e-commerce course system structure, in order to cultivate more e-commerce talents that meet the needs of the country, society, and the market.

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1.The necessity and feasibility of constructing a curriculum system based on the OBE concept

The OBE (Outcomes Based Education) concept is student-oriented and originated in the 1990s. It appeared in the field of basic education reform in developed countries such as the United States, the United Kingdom, and Australia in the early stages, and gradually emerged and applied to many subject education systems. The results oriented concept highly emphasizes that educational structure and curriculum are only teaching methods, and learning effectiveness is the ultimate goal.

In the context of the Internet era and the big data era, the Chinese e-commerce industry has undergone rapid changes in recent years. Traditional e-commerce has transformed to live streaming e-commerce, and new media forms such as live streaming and short videos have opened up a new track in the e-commerce industry. Nowadays, the "live streaming+e-commerce" marketing model has driven domestic vocational colleges to establish a talent training and evaluation system for e-commerce majors, and to explore an integrated model of "industry, academia, and research". In China, the reform of higher vocational education is increasingly receiving attention and attention from the whole society. The OBE concept education model not only provides new ideas for the reform of vocational education, but also provides a path to explore the cultivation of high-quality skilled talents for e-commerce majors in vocational colleges. The e-commerce major in vocational colleges actively explores the curriculum reform based on the OBE education concept that is in line with their own development, and constructs an e-commerce major curriculum system that meets the needs of society and the market. This is a necessary problem that urgently needs to be solved in current higher vocational education.

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After incorporating the OBE concept, the current teaching mode will undergo significant changes in the reform of the curriculum system for e-commerce majors in vocational colleges. In terms of student learning outcomes, the "learning outcomes oriented" emphasized by OBE will reflect that any teaching content and organization should take into account the actual needs of students and revolve around their learning outcomes. In terms of students' acquisition of professional abilities, the OBE education model advocates cultivating students' professional abilities based on industry standards. Teachers should develop curriculum outlines and standards based on the premise of cultivating students' professional abilities. Students will change their passive obedience to the teacher's teaching activities in the past and participate more actively in the curriculum teaching design activities, which can better unleash the imagination and creativity of vocational college students.

2.Construction of Course System for E-commerce Majors Based on Enterprise Needs

（1）Developing Talent Training Objectives for E-commerce Majors Based on Market Needs

According to published statistical data, the total number of ordinary college graduates in China in 2021 reached over 9 million, an increase of 350000 compared to 2020. However, in the field of e-commerce, the talent gap in e-commerce enterprises is still very huge, and the demand for talent recruitment in this area is still very strong, making it difficult to recruit suitable talents. According to the 2020 China E-commerce Talent Survey Report, 51.02% of the surveyed enterprises have a demand gap for traditional online store operators such as Taobao and JD.com; 47.96% of enterprises have a demand gap for talents in new media operations, copywriting and directing, and community marketing; 46.94% of enterprises have a demand gap for talent in the direction of live streaming e-commerce and internet celebrity influencers; 39.8% of enterprises have a demand gap for talents in areas such as promotion, online marketing, and customer service; 22.45% of enterprises have a demand gap for data analysis and application talents. Especially in the past two years, the demand for talent in the direction of live streaming e-commerce and internet celebrity influencers has grown rapidly, increasing by 11.94% compared to 2019. In addition, the demand for versatile talents in enterprises is also constantly increasing. All of these fully demonstrate that the rapidly developing e-commerce industry requires a greater number of e-commerce talents with comprehensive abilities supported by disciplinary knowledge and skill structure.

In summary, there is currently a serious shortage of business talents in 80% of e-commerce enterprises. There are seven related professional positions, namely anchor (assistant), network marketing, operation promotion, cross-border e-commerce specialist, copywriter editor, art design, and customer service specialist. Therefore, this study concludes that the training objectives of e-commerce professionals in vocational colleges are: this major needs to cultivate students with good ideological quality and professional ethics, a resilient entrepreneurial spirit, a pioneering spirit, knowledge and basic skills in economics, law, e-commerce operations, and management, as well as good e-commerce application and market development abilities, targeting domestic and foreign internet enterprises E-commerce enterprises, traditional enterprises in transition to Internet plus, and other modern high-quality technical and skilled talents who can engage in live broadcast, operation promotion, copywriting, art design, cross-border e-commerce, online marketing, customer service and other work.

（2）Analyzing the Professional Competence of E-commerce Based on Job Requirements

To enhance the cultivation of professional abilities for students majoring in e-commerce, vocational colleges must accelerate the pace of curriculum system construction and reform. According to the requirements of the "Guiding Opinions on Promoting the Pilot Work of the 1+X Certificate System" issued by the Ministry of Education and other three departments, vocational colleges actively cooperate with enterprises to build and provide high-quality training resources to students in a timely manner. Based on job requirements, they reform the curriculum system and teaching content, highlight core courses and expand courses in the construction of the curriculum system to strengthen professional abilities, implement curriculum integration, and improve the assessment and evaluation system.

After determining the training objectives for e-commerce professionals, referring to professional skill level standards such as e-commerce 1+X online store operation and promotion, and 1+X new media technology, specific job positions are extracted, typical work tasks and professional abilities are decomposed, and supporting courses for e-commerce majors are set up. Finally, a curriculum system is formed based on professional abilities. (See Table 1 for details)

To achieve the expected learning outcomes of the OBE concept, flexible and diverse teaching methods and models are needed, with a focus on cultivating and forging students' professional abilities. The professional abilities of students majoring in e-commerce include general professional abilities and professional practical abilities. General professional abilities mainly include self-directed learning, business communication, teamwork, writing and language use, logical thinking, psychological endurance, and other abilities; Professional practical abilities mainly include the practical abilities of grassroots e-commerce personnel in market research, online marketing, art, customer service and management, as well as the practical abilities of

senior e-commerce management personnel in platform operation and promotion, event planning, data analysis, and visual marketing.

Table 1

Corresponding Job Groups and Supporting Courses for E-commerce Majors

Serial number	post	Typical work tasks	vocational ability	Supporting courses
1	Anchor (Assistant)	Live streaming planning; Live script writing; Pre live streaming drainage; Construction of live streaming rooms; Selection of products; Live room interaction; Live replay	Oral expression ability; New media operation capability; Team collaboration ability	New media technology, online live streaming practice, video shooting and processing
2	Operational promotion	SEO optimization; SEM promotion; Information flow promotion	Platform operation capability; Platform promotion and management capabilities	Online store operation promotion, introduction to e-commerce, and business data analysis
3	Copywriting editor	event planning; Content planning and promotion; Content production; Platform Content Operations	Writing ability; Event planning and promotion capabilities	Practical Writing in the Workplace，Business copy
4	Art Design	Collect information and materials, edit and beautify the webpage	Aesthetic ability; Design capability	Graphic design, visual marketing, product shooting and processing
5	Cross border electronics（Business Specialist）	Utilize the internet to develop international markets and conduct cross-border e-commerce operations	Cross border e-commerce operational capabilities; Data analysis capability	Cross border e-commerce practices, cross-border e-commerce English, and cross-border e-commerce data analysis
6	network marketing	Research on the online retail market; Online store operation and management; APP marketing; social marketing	Online store promotion and promotion capabilities; Online marketing capabilities	Marketing, online marketing
7	Customer	Handling customer	Customer service	Customer service

	Service Specialist	issues; Transaction facilitation; Customer Relationship Maintenance	management capabilities; communication skills	and management, business communication, management studies, and the use of commonly used office software

（3）Reconstructing the Curriculum System of E-commerce Majors Based on Work Process

In the context of "deep integration of industry and education, dual education between schools and enterprises", the e-commerce major in vocational colleges has restructured its curriculum system based on work processes. The specific path is to develop e-commerce professional talent training goals based on social and corporate needs, propose occupational job groups, identify seven relatively determined occupational positions, analyze typical e-commerce work tasks and professional abilities, design corresponding professional support courses, and cover the OBE concept for all courses, ultimately forming a new curriculum system. In addition, in addition to cultivating students' professional abilities, it is also necessary to increase the cultivation of students' professional awareness and literacy, such as a sense of responsibility and a strong sense of job responsibility, to meet the needs of enterprises. The curriculum system of e-commerce major in vocational colleges consists of five parts: ideological and moral education courses, general education courses, basic courses, core courses, and expansion courses, as shown in Figure 1.
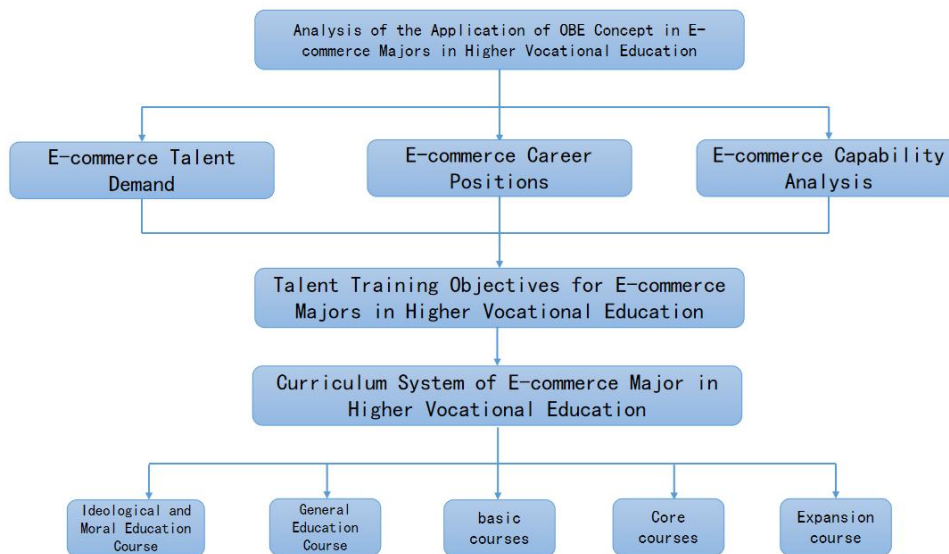
Figure 1

Application of OBE Concept in E-commerce Majors in Higher Vocational Education

3. Practical Research on the Course System of E-commerce Majors

Based on OBE ConceptUnder the guidance of the OBE concept, the e-commerce courses of Huizhou City Vocational College are student-centered and based on ability development, actively exploring the construction of a scientific and reasonable curriculum system. Based on the fact that the cultivation of technical and skilled talents in vocational colleges is more practical and practical, the curriculum system of e-commerce majors should aim to cultivate five abilities and set up five parts of courses. The five abilities are humanities literacy, vocational basic ability, business basic ability, career expansion ability, and

transfer and upgrading ability, which correspond to the courses of ideological and moral education courses, general education courses, basic courses, core courses, and expansion courses. Therefore, this article takes Huizhou City Vocational College as an example to explore and practice the construction of a complete curriculum system for e-commerce majors and design course modules with different professional abilities (as shown in Figure 2).
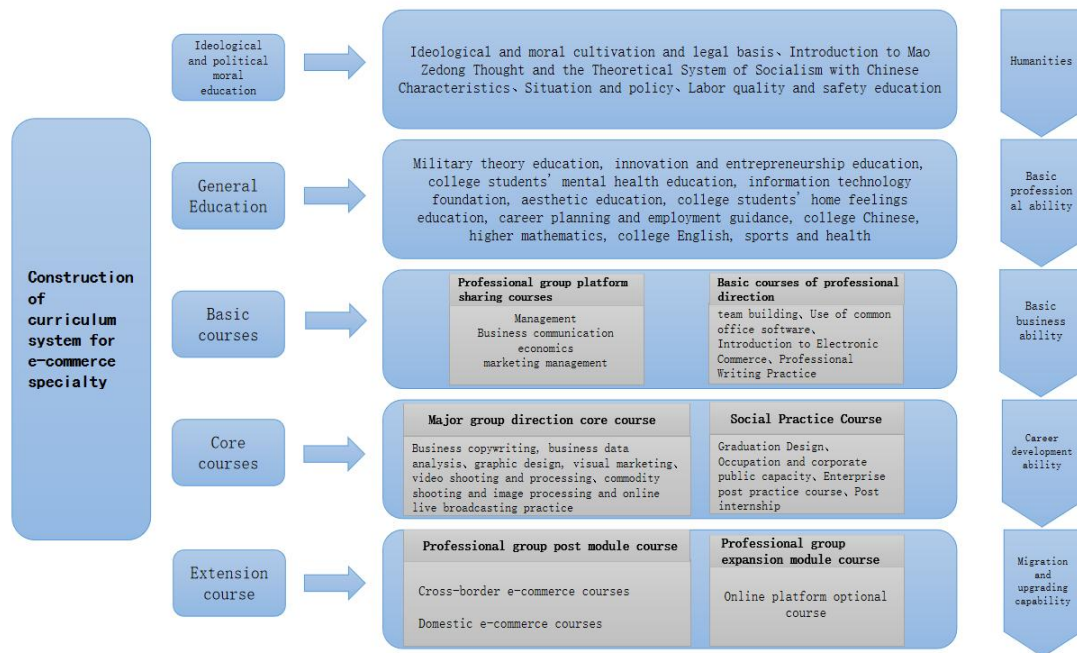
Construction of curriculum system for e-commerce specialty			
Ideological and political moral education	→	Ideological and moral cultivation and legal basis、Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics、Situation and policy、Labor quality and safety education	Humanities
General Education	→	Military theory education, innovation and entrepreneurship education, college students' mental health education, information technology foundation, aesthetic education, college students' home feelings education, career planning and employment guidance, college Chinese, higher mathematics, college English, sports and health	Basic professional ability
Basic courses	→	**Professional group platform sharing courses** Management Business communication economics marketing management / **Basic courses of professional direction** team building、Use of common office software、Introduction to Electronic Commerce、Professional Writing Practice	Basic business ability
Core courses	→	**Major group direction core course** Business copywriting, business data analysis、graphic design, visual marketing、video shooting and processing, commodity shooting and image processing and online live broadcasting practice / **Social Practice Course** Graduation Design、Occupation and corporate public capacity、Enterprise post practice course、Post internship	Career development ability
Extension course	→	**Professional group post module course** Cross-border e-commerce courses Domestic e-commerce courses / **Professional group expansion module course** Online platform optional course	Migration and upgrading capability

Figure 2

Construction of the Course System for E-commerce at Huizhou City Vocational College

The cultivation of humanistic literacy takes ideological and political moral education courses as the carrier to cultivate students' political core literacy. In the talent cultivation of vocational colleges, humanistic literacy and ideological and political courses are complementary and interconnected. Ideological and political courses should not be regarded as a single course, but rather as a concept. In educational and teaching activities, ideological and political education should be subtly integrated into all courses, integrated into the curriculum system of e-commerce majors, and comprehensively improve students' ideological and political concepts and humanistic literacy.

The cultivation of vocational basic abilities includes general education courses and is a public compulsory course. One is related to courses in college Chinese, college English, advanced mathematics, and information technology fundamentals, which aim to lay the foundation for students' college life and professional learning. The second is career planning and employment guidance, innovation and entrepreneurship education courses, with the aim of guiding students to design their careers, cultivate their innovative abilities, and improve their career development and employment abilities through learning these courses; The third is college physical education and mental health education. These two courses are important for implementing quality education, and physical exercise itself will play a positive role in promoting the mental health of college students. The fourth is aesthetic education and national sentiment education, with the aim of shaping students' beautiful souls and enhancing their humanistic literacy.

The cultivation of basic business skills includes two aspects of courses: professional group platform shared courses and professional direction basic courses. The high-level logistics management professional group of Huizhou City Vocational College includes five majors: logistics management, logistics engineering technology, international economy and trade, e-commerce, and business English. E-commerce is one of them. The five majors covered by the professional group must

learn the shared courses on the professional group platform. The shared courses include four courses: management, business communication, economics, and marketing. The purpose is to cultivate students' familiarity and mastery of new business models, new business concepts, and new management thinking, and to apply new marketing methods and new business concepts. And each major has its own professional direction and basic courses. The basic courses in the field of e-commerce include team building, commonly used office software usage, introduction to e-commerce, and practical writing in the workplace, with the aim of cultivating students' basic business skills.

The cultivation of career expansion ability mainly involves the cultivation of core competencies in the e-commerce profession, which is mainly manifested in enabling students to familiarize themselves with and master the basic processes and professional skills of the corresponding positions. The relevant courses include business copywriting, business data analysis, graphic design, visual marketing, video shooting and processing, product shooting and image processing, online live streaming practice, course certificate integration course 1 (1+X online store operation promotion), course certificate integration course 2 (1+X new media technology), and social internship courses. The social internship course promotes the complete transformation of students' abilities from "knowing" to "doing" in this major through four practical stages: graduation design, career and corporate public abilities, corporate job practice courses, and on-the-job internships.

The cultivation of migration and upgrading ability is a skill upgrading module based on professional ability cultivation, with the direction of vocational position oriented ability cultivation. The purpose is to enable students to master the e-commerce business operation, platform operation, and data analysis abilities of various domestic and foreign e-commerce platforms or internet enterprises with their own characteristics. In the direction of cross-border e-commerce career positions, students need to learn relevant courses on cross-border e-commerce platform business, including cross-border e-commerce English, cross-border e-commerce data analysis, cross-border e-commerce practice, etc., in order to cultivate students' mastery of cross-border e-commerce platform business methods, job skills, and professional literacy. In the direction of domestic e-commerce career, students need to learn relevant courses of domestic e-commerce platform business, including customer service and management practice, Internet plus e-commerce professional innovation integration courses, financial literacy, logistics and supply chain management courses, so as to cultivate students to master domestic e-commerce platform business methods, job capabilities and professional literacy.

4.Strategies for Constructing the Course System of E-commerce Majors Based on OBE Concept

（1）Optimize the curriculum system and strengthen curriculum construction

In the reform of the curriculum system and teaching content, the focus is on optimizing two aspects: firstly, combining the curriculum with the needs of enterprises. Insight into the practical needs of industry enterprises, strengthen the analysis and decomposition of job professional abilities, and set up relevant supporting courses according to the skill points in job professional abilities. OBE curriculum reform starts with core courses and high-quality courses, develops a new curriculum outline and standards, and finally covers all courses in the e-commerce major. The second is to combine the teaching content and process with the individual needs of students. In the teaching process, the formulation of personalized learning goals needs to break away from traditional unified learning goals and become the formulation of personalized learning goals that meet the actual needs of each student. Personalized learning content has also changed from the traditional "separation of knowledge and action" to the current "unity of knowledge and action". The cultivation of students' professional abilities requires a close combination of their personalized innovation ability and the cultivation of their practical abilities in enterprises.

（2）Innovate the talent cultivation model of industry education integration and collaborative education

Vocational colleges can integrate and utilize the resources of schools and enterprises to jointly establish vocational education groups. The school and enterprise participate in the development of talent cultivation plans, curriculum standards, etc.

together. In addition, experts and gold medal lecturers from enterprises can also be invited to teach relevant courses on campus or within the enterprise, or some real and suitable projects from the enterprise can be directly introduced to the school, allowing students to jointly complete enterprise projects in practice under the guidance of school mentors and enterprise experts, and learn cutting-edge knowledge and technology in the industry from them. In order to solve the contradiction between the shortage of talent demand in enterprises and the lack of practical experience among students in schools, the "True Problem" project of e-commerce enterprises has been introduced into classroom teaching practice. This not only fully stimulates students' learning enthusiasm, but also enables them to truly achieve the integration of learning and application. Teachers apply the standards of enterprises to require students to enhance their sense of honor and responsibility. At the same time, the "craftsmanship spirit" of enterprises is taught through words and deeds, and students are required to become technical professionals according to professional standards.

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