

Exploration on the Teaching Reform of Ideological and Political Education in Cross-border E-commerce Course from the Perspective of New Productivity

-- Based on OBE-CDIO Concept

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Abstract: Under the background of globalization and digitization, cross-border e-commerce, as an important link connecting the global economy, plays an irreplaceable role in promoting the development of international trade and enhancing national economic competitiveness. From the perspective of new quality productivity, combined with OBE (Outcome-Based Education) and CDIO (Conceive, Design, Implement, Operate) education concepts, this paper discusses how to integrate ideological and political education into cross-border e-commerce courses, and adopts the 'double cycle' mechanism —— the OBE external cycle driven by social needs under new quality productivity and the CDIO internal cycle of cross-border e-commerce courses integrated with new quality productivity. To cultivate high-quality technical and skilled talents of cross-border e-commerce that meet the needs of socialist modernization.

Keywords: New Quality Productivity; Cross border e-commerce; Course ideology and politics; OBE; Dual circulation.

1. Introduction

With the development of emerging technologies such as information technology, big data and cloud computing, knowledge, information, technology and innovation have become new productivity driving economic and social development. As one of the typical applications of new productivity, the rapid development of cross-border e-commerce requires the continuous innovation of the education system to adapt to social and industrial changes. At the same time, the cross-border e-commerce industry has become a new bright spot in the growth of foreign trade. The "14th Five-Year" e-commerce development plan points out that the demand gap for e-commerce talents is expected to reach 70 million in 2025, and the cultivation of high-quality skilled cross-border e-commerce talents has become an urgent need of the country.

However, at present, cross-border e-commerce education, through enterprise visits and research, finds that enterprises have put forward many problems for cross-border e-commerce talents trained by colleges and universities, such as disconnection between theory and practice, lack of practical basis for cross-border e-commerce, too narrow knowledge, weak communication ability with customers, lack of professional quality (poor stability, etc.). Therefore, how to carry out cross-border e-commerce curriculum teaching under the background of new quality productivity, and combine OBE and CDIO concepts to carry out curriculum ideological and political education reform, cultivate cross-border e-commerce talents needed by enterprises, has become an urgent problem to be solved.

2. Analysis of the Current Situation of Cross-Border E-commerce Course Teaching

2.1. Cross-border e-commerce courses are not mature enough

According to the data of 'Sunshine College Entrance Examination' website, there are 742 colleges and universities offering international economy and trade majors, 538 colleges and universities offering e-commerce majors, and 108 colleges and universities offering cross-border e-commerce majors. It can be seen that major colleges and universities have successively separated cross-border e-commerce from related economic and trade majors and began to attach importance to the training of cross-border e-commerce talents. The Ministry of Commerce's "14th Five-Year Plan for High-Quality Development of Foreign Trade" takes "accelerating the development of new trade formats" and "promoting the sustainable and healthy development of cross-border e-commerce" as key tasks, and the society's demand for high-quality cross-border e-commerce talents is urgent. However, due to the late opening of cross-border e-commerce majors (2020), and most of the professional curriculum structures refer to the international economy and trade majors (1998) and e-commerce majors (2000), the curriculum theory is out of touch with social practice, and the knowledge is too narrow. Problems such as poor maturity of curriculum construction and lack of practical teaching modules (environment) make it difficult to meet the growing demand for enterprise talents.

2.2. The teaching staff of cross-border e-commerce courses is weak

In view of the cross-border e-commerce-related financial and commercial majors, they have a relatively long school-

running time and a relatively perfect echelon of teachers and talents. Therefore, many colleges and universities, when setting up cross-border e-commerce majors, one is to draw teachers from the original financial and commercial teaching and research section to form a new cross-border e-commerce teaching and research section ; one is to share teachers with other professions to form a professional group teaching and research office. These temporary teaching and research teams have different research directions and interdisciplinary disciplines. In the professional construction, it will inevitably lead to the lack of systematic and forward-looking cross-border e-commerce majors. Teachers of cross-border e-commerce courses are mostly school-to-school experience, which cannot meet the practical teaching needs of cross-border e-commerce courses. The weak teaching staff and the lack of professional teachers with rich practical experience will ultimately affect the quality of professional personnel training, and students' professional ability cannot meet the needs of enterprises.

2.3. Cross-border e-commerce courses are less ideological and political

As an important economic engine for the development of China's "14th Five-Year Plan" construction period, cross-border e-commerce practitioners not only need to promote high-quality products manufactured in China, but also need to be familiar with foreign laws and regulations, institutional rules of cross-border e-commerce platforms, etc., and be skilled in coping with the rapidly changing payment (settlement) and logistics (customs clearance) environment in the world. They must be young people with "four self-confidence" and socialist core values. While selling high-quality products made in China to overseas, they also spread China's excellent traditional culture overseas. Therefore, in the construction of cross-border e-commerce courses, we should pay special attention to the cultivation of students' ideological and moral character and social responsibility. However, at present, in the training of talents in colleges and universities, this aspect is lighter. It is true that some colleges and universities will begin to carry out the ideological and political construction of cross-border e-commerce courses,

but the ideological and political construction of courses is mostly based on theoretical teaching. How to integrate the professional ability of social needs with the ideological and political integration of courses into teaching is less discussed, which leads to the lack of professional quality (poor stability) of cross-border e-commerce graduates. It can be seen that the ideological and political construction of cross-border e-commerce courses combined with the needs of enterprise posts is imminent.

3. The OBE-CDIO Curriculum Ideological and Political Education Reform Mode Under The 'Double Circulation' Mechanism

Cross-border e-commerce is a professional core course of cross-border e-commerce major. Through the research on the teaching reform mode of ideological and political education in this course, it is helpful to the construction of ideological and political education in the course of this major, and provides reference for the ideological and political construction of relevant practical courses. In view of the inextricable relationship between new quality productivity and cross-border e-commerce industry, this paper, from the perspective of new quality productivity, relies on the industry-education integration environment coordinated by 'government, industry, school and enterprise' and the 'double-qualified' teaching team inside and outside the school, combined with OBE (Outcome-Based Education) and CDIO (Conceive, Design, Implement, Operate) education concepts, through the OBE-CDIO teaching reform model under the 'double circulation' mechanism. That is, the OBE external circulation driven by social needs under the new productivity and the CDIO internal circulation of cross-border e-commerce curriculum ideological and political education integrated into the new productivity, and the integration of ideological and political education into the cross-border e-commerce curriculum to achieve the cultivation of cross-border e-commerce high-quality technical and skilled talents that meet the needs of socialist modernization (Fig.1)

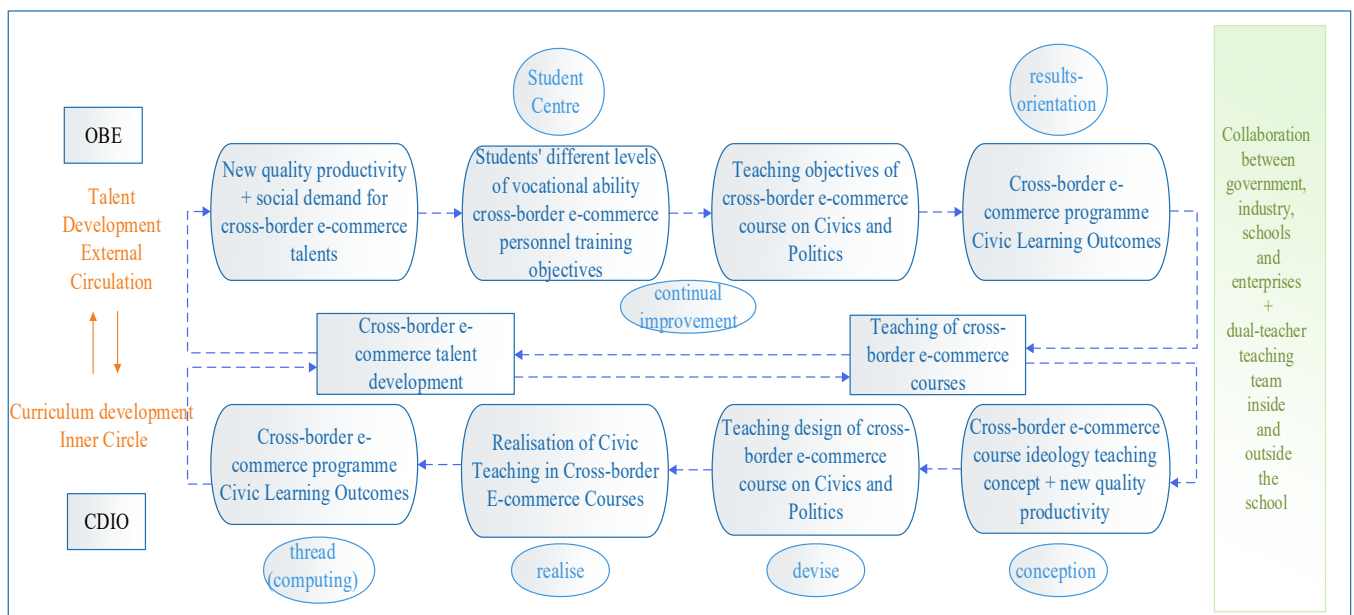


Figure 1. OBE-CDIO teaching reform mode under the 'double cycle' mechanism

3.1. OBE talent training external circulation— —social demand-oriented curriculum ideological and political goal setting

OBE, the full name of Outcome-Based Education, is an educational model based on learning outcomes, also known as outcome-oriented education, ability-oriented education, goal-oriented education or demand-oriented education. It is an advanced educational paradigm. In the OBE education mode, students become the center of teaching activities, rather than the traditional teaching content or time as the center, and the expected learning output as the center to organize, implement and evaluate the structure of education mode.

Research on the social needs of cross-border e-commerce talents under the new productivity

The research group conducted research by visiting school-

enterprise cooperation enterprises, participating in industry and industry conferences, and conducting regular follow-up training for enterprises to understand the latest developments and development trends of the cross-border e-commerce industry and clarify the needs of society and enterprises for cross-border e-commerce talents.

Through research, it is found that the new quality productivity represented by intelligent technology and green technology has led a new round of technological revolution and industrial transformation. With the continuous progress of technology and the increasing maturity of the market, the cross-border e-commerce industry is undergoing a transition from labor-intensive to technology-intensive. The job demand can be subdivided into 'three-terminal-seven types' job groups (Fig.2)

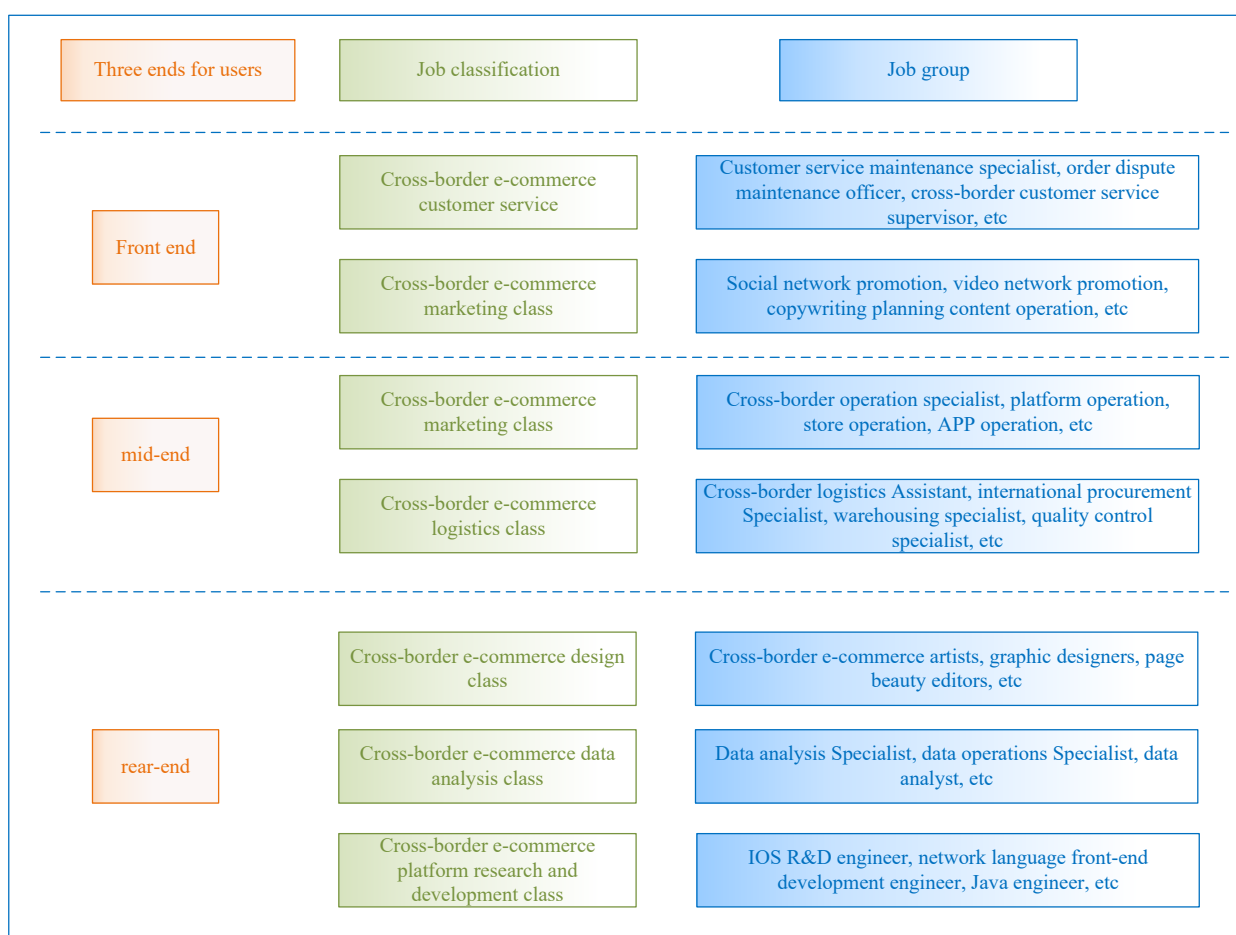


Figure 2. Cross-border e-commerce 'three-terminal-seven-category' job group

At the same time, the application of emerging technologies such as big data, artificial intelligence, and blockchain has significantly improved the operational efficiency, user experience, and risk management capabilities of cross-border e-commerce. With the continuous optimization and improvement of cross-border e-commerce platforms, it provides sellers and buyers with more convenient and efficient trading services. The demand for cross-border e-commerce talents also presents the following four new trends.

First, the demand for compound talents has increased, including diversified skills. Cross-border e-commerce involves many fields such as international trade, e-commerce, marketing, and logistics management. Therefore, compound

talents with multiple skills are needed. These talents should not only be proficient in the operation and management of cross-border e-commerce platforms, but also understand international trade rules, marketing strategies, logistics management processes, etc. Language ability is diversified. With the strengthening of the globalization trend of cross-border e-commerce market, the demand for talents with multi-language ability is increasing. These talents need to be able to use English, Russian, Spanish and other languages to communicate with customers in different countries.

Secondly, the demand for senior management talents is urgent, including strategic planning ability. Cross-border e-commerce enterprises need senior management talents to

formulate long-term development strategies and market planning to cope with the complex and changeable market environment. Team management ability, senior management personnel need to have excellent team management ability, can lead the team to complete the established goals and continuously improve the overall quality of the team.

Third, data analysis and mining talent demand growth, including data analysis capabilities. With the advent of the era of big data, cross-border e-commerce companies need professionals with data analysis capabilities to mine valuable information such as user behavior data and market trend data to provide strong support for corporate decision-making. Data mining ability, data mining talents can use advanced algorithms and tools to extract useful information from massive data, and provide strong support for enterprise product optimization and market promotion.

Fourth, the demand for risk management talents is strengthened, including risk management capabilities. Cross-border e-commerce involves many links such as international trade and cross-border payment, and there are great risks. Therefore, enterprises need professionals with risk management capabilities to identify, assess and control

potential risks ; legal and compliance knowledge, these talents also need to be familiar with international trade laws, cross-border payment regulations and other relevant laws and regulations to ensure the compliance of enterprises.

It can be seen that the cultivation of cross-border e-commerce talents needs to pay more attention to the cultivation of compound talents and stepped talents. It is necessary to reconstruct the curriculum module and use a variety of teaching designs to train students to master different professional abilities, so as to meet the talent needs of enterprises.

Curriculum ideological and political goal setting and learning achievement definition

Based on the principle of OBE, the cross-border e-commerce course takes the operation of cross-border e-commerce platform as the main line, combines the comprehensive vocational ability requirements of relevant post groups, takes students as the center, reconstructs the course module, and intends to define the knowledge goals, skill goals, ideological and political goals and learning results that students should have after completing the cross-border e-commerce course (Fig.3)

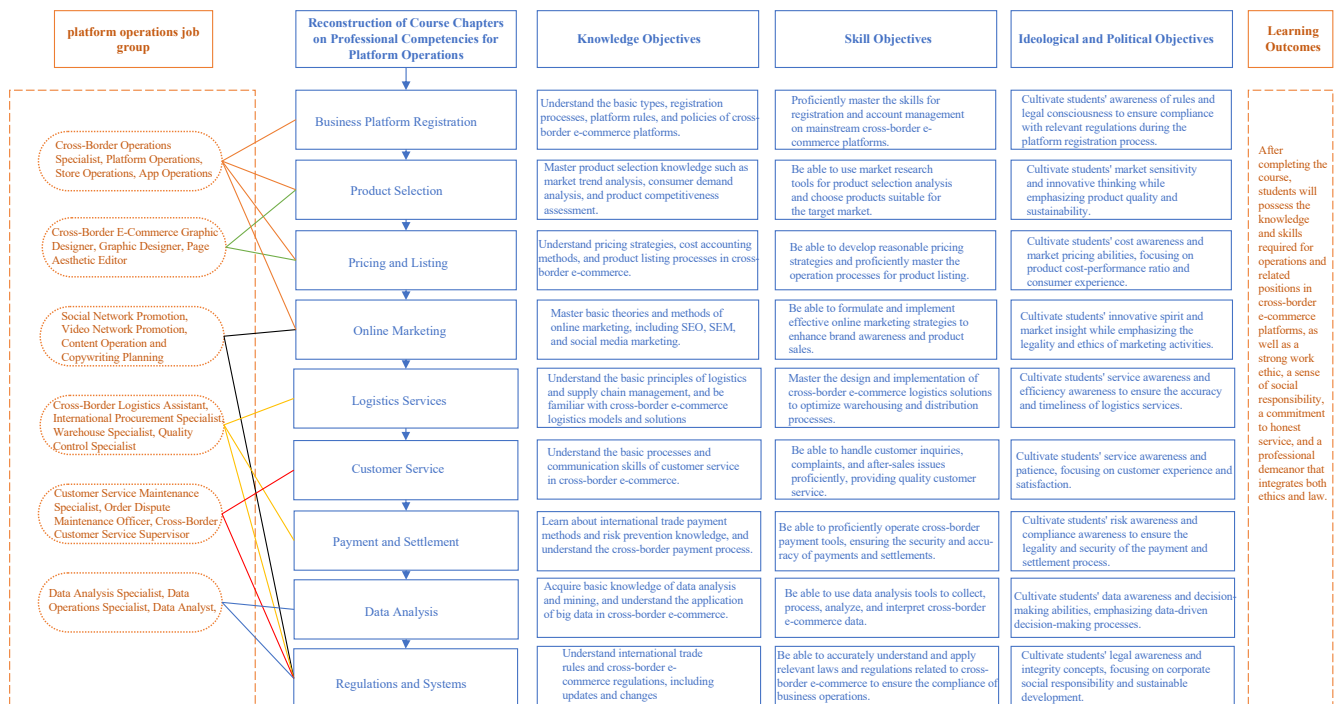


Figure 3. The ideological and political goals of cross-border e-commerce courses based on the needs of social posts

(3) Continuous improvement mechanism

Establish a continuous improvement mechanism, build an external evaluation mechanism, invite experts from application-oriented universities, industry experts, and senior employees of enterprises to participate in the course review, adjust the course teaching plan in a timely manner, and ensure that the course content is synchronized with the market demand.

3.2. The internal cycle of CDIO curriculum construction—the integration of curriculum ideology and politics based on new quality productivity

CDIO modern engineering education concept is an

engineering education reform jointly initiated by many universities in the United States in October 2000. It then developed rapidly to 16 countries on five continents and was introduced into China in 2005. CDIO is the abbreviation of the first letter of the four English words: Conceiving, Designing, Implementing and Operating. The core idea is to guide students to learn in an active and practical way with the whole life cycle from product development to product operation as the carrier, and to closely integrate the cultivation of knowledge, ability and literacy, so as to integrate theory, practice and innovation. It is the comprehensive application of "learning by doing" and "project-based teaching".

The cross-border e-commerce course is a highly practical course. Through the 'outer loop' of OBE, taking the operation of cross-border e-commerce platform and its post group as the

main line, the curriculum module is reconstructed, and the curriculum knowledge goal, skill goal, curriculum ideological and political goal and students' learning achievement are established, that is, they have the corresponding comprehensive professional ability and professional quality. Next, we will explore the introduction of the CDIO model,

carry out the 'internal circulation' construction of ideological and political education in cross-border e-commerce courses, organize teaching activities according to the four stages of conception, design, implementation and operation, and construct the ideological and political teaching model of cross-border e-commerce CDIO courses (Fig.4)

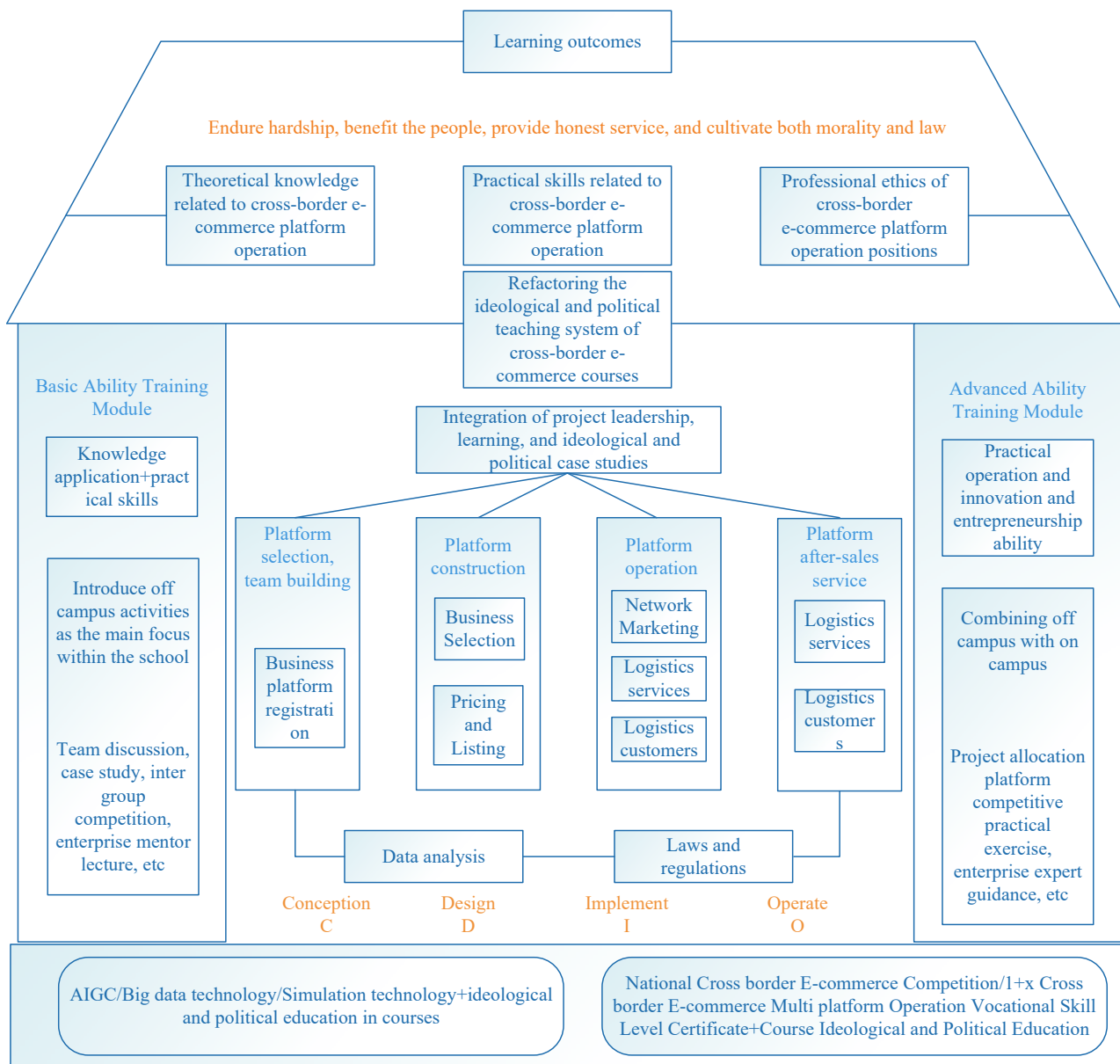


Figure 4. Ideological and political teaching model of cross-border e-commerce CDIO course

First, reconstruct the curriculum system. In the CDIO teaching mode, sort out the logical relationship between the curriculum modules, encourage students to participate in real project operations, and improve the actual operation level through on-campus simulation operations and off-campus market research.

Second, strengthen the practice link, establish a school-enterprise cooperation platform, provide students with more internship training opportunities, and contact the real project of the enterprise. Invite industry experts to teach in school and share the latest industry trends and development trends.

Thirdly, innovate teaching methods, combine new quality productivity, introduce simulation virtual software, big data BI compass, artificial intelligence application, etc., to improve the effect and efficiency of curriculum practice. At

the same time, combined with the national cross-border e-commerce skills competition and the 1+X cross-border e-commerce multi-platform operation vocational skill level certificate, the integration of 'competition teaching' and 'certification teaching' is realized, and the practical skills of the real needs of social posts are mastered through the exercises of the real platform.

Fourth, the integration of ideological and political elements, embedded in the professional courses of socialist core values related content, such as good faith management, fair competition, etc., to help students establish a correct concept of professional ethics. Through case teaching and other forms, students can understand how to practice socialist core values in cross-border e-commerce activities.

Fifth, optimize the course assessment and evaluation,

diversify the assessment methods, stimulate the learning efficiency of students with different abilities, and truly realize their learning results. The results here are not only the accumulation or average of previous learning results, but also the final results obtained by students after completing all learning processes ; it is not just that students believe, feel,

remember, know and understand, but also not the temporary performance of learning, but the process of students' internalization to their hearts. It is reflected in the students' practical application ability, as well as the values or other emotional factors that may be involved (Table 1)

Table 1. Diversified Assessment Methods for Civics in Cross-border E-commerce Courses

| Evaluation projects | Content and form of evaluation | Focus of assessment of capacity indicators | Evaluation methods | evaluation body |
|---|--|--|---------------------------|-----------------|
| Ordinary grades | Course attendance | Learning process | observational method | Teacher |
| | Classroom performance | learning attitude | Student self-assessment | Students |
| | Classroom participation | learning performance, learning interest, etc. | Student Mutual Assessment | Students |
| Cross-border e-commerce theory assessment | Follow-up test | Theoretical knowledge acquisition and application, academic performance trajectory, etc. | test paper evaluation | Teacher |
| | Application of theoretical knowledge | | Student Mutual Assessment | Students |
| Basic Practical Skills Assessment | project work | Cross-border e-commerce platform operation practical skills application, comprehensive skills, etc. | evaluation of works | Teacher |
| | | | Student Mutual Assessment | Students |
| | Cross-border e-commerce platform building | Research skills, data analysis skills, design skills, communication skills, team coordination skills, etc. | evaluation of works | Teacher |
| Comprehensive Vocational Aptitude Test | Cross-border e-commerce platform operation demonstration | Innovative design ability, comprehensive operation ability of cross-border e-commerce platform, language ability, sense of honesty and integrity in business, and quality of moral and legal education | Platform Showcase | Teacher |
| | | | Student self-assessment | Students |
| | | | Student Mutual Assessment | Students |

4. The Results of Ideological and Political Education Reform of OBE-CDIO Course Under The 'Double Cycle' Mechanism

Through the ideological and political education reform of OBE-CDIO course under the "double circulation" mechanism, the cross-border e-commerce course has been selected as the ideological and political pilot course of the school-level course. The teacher team has the qualification of "double teachers" and has a municipal enterprise practice project under research. The teaching and research section of the course establishes a school-enterprise cooperation base with a number of e-commerce (cross-border e-commerce) enterprises. The trained students have won the first, second and third prizes in the cross-border e-commerce skills competition of national vocational colleges for many years, and won the third prize in the cross-border e-commerce project of Shanghai Higher Vocational College Students' Skills Competition in 2024.

5. Conclusion

Through the practice of ideological and political education reform of OBE-CDIO course under the "double circulation" mechanism, combining the new quality productivity theory

with the OBE-CDIO concept, and introducing the "double circulation" mechanism into the reform of cross-border e-commerce course, it not only helps to improve the teaching quality, but also effectively promotes the all-round development of students. In the future, it is necessary to further deepen the research, constantly improve the teaching methods and evaluation system, and provide more excellent cross-border e-commerce professionals for the society.

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