

Research on the Construction Path of Hybrid "Golden Course" in Cross-Border e-Commerce Practice

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Abstract: This article discusses the construction path of a hybrid "Golden Course" in cross-border e-commerce practice. It emphasizes the objectives, positioning, content, general design, teaching method reform, assessment and evaluation methods, and the follow-up construction of the golden course. The article also highlights the development of multilingual materials and online teaching videos, curriculum application promotion plan, and the consolidation of the teaching mode of "post + class + competition + certificate."

Keywords: Golden Course, Construction Path, Cross-border E-commerce, Post + Class + Competition + Certificate

1. Introduction

In June 2018, Wu Yan, director of the Higher Education Department of the Ministry of Education in China, proposed that "Golden Course" should be advanced, innovative and challenging. Among them, higher-order nature refers to the organic integration of knowledge, ability and quality to cultivate students' comprehensive ability and advanced thinking to solve complex problems. Innovation is reflected in the course content is advanced and contemporary, the teaching form is advanced and interactive, and the learning results are inquisitive and personalized. Challenge means that the course must be difficult enough for students to think and learn. The director mentioned the construction of five "golden lessons", among which the combination of online and offline "golden lessons" refers to the use of online and offline to create student-centered learning and teaching methods, and flipped classroom is a representative way.

2. Construction Objectives of the Golden Course of Cross-border E-commerce Practice

The construction of golden course is committed

to unlocking students' internal potential and learning motivation, paying attention to knowledge generation, skill training and quality improvement, which plays an important supporting role in achieving the goal of professional training.

2.1 Quality Objectives

Cultivate patriotic, honest and law-abiding professional ethics; Develop the habit and professional quality of respecting and maintaining business brands and intellectual property rights; Can gradually develop a standard writing habits; Cultivate good cost consciousness, competition consciousness, market consciousness and research consciousness gradually; Be able to work in a methodical, meticulous and earnest manner.

2.2 Knowledge Objectives

Master the general steps and basic operation methods of opening a shop on the e-commerce platform; Master the setting skills and use methods of product titles and keywords; Familiar with the general methods and ideas of promotion and marketing as well as the platform operation of independent store marketing; Familiar with general principles and communication skills of customer service as well as general procedures and methods for resolving customer disputes; Master the analysis and optimization of product title, keywords, pictures, product description, etc. Master the method of calculating profit and loss of the store[1].

2.3 Ability Objectives

Good self-learning ability, skilled writing ability, good data analysis ability, good communication ability, good cooperation ability, initiative problem solving ability, good foreign language application ability.

Have the ability to set up shop on the e-commerce platform, carry out product uploading and other e-commerce platform

operation; Ability to set product title and product keywords; Store independent marketing, platform marketing ability; Ability to use customer communication terms and resolve customer disputes; Ability to propose and implement product optimization plan based on product analysis; Ability to come up with innovative solutions to problems in store operation.

3. Course Positioning and Content

Cross-border E-commerce Practice is a professional core course for international business major and cross-border e-commerce major. It aims to cultivate students' cultural confidence, devotion to work, innovative spirit, etc., and master the characteristics and modes of cross-border e-commerce. Familiar with the rules and operating methods of third-party cross-border e-commerce platforms and other basic theories and working principles; Have the ability of cross-border e-commerce platform operation, order processing, shop operation and other related skills.

4. General Design of Golden Course Construction

The course design of Cross-border E-commerce Practice breaks the traditional mode of teaching knowledge and cultivates students' practical ability. The curriculum design concept of cross-border commodity trading process as the main line aims to cultivate new cross-border e-commerce talents who love their country and love their jobs.

Curriculum based on third party cross-border e-commerce platform, operating post as learning role, e-commerce platform operation as the knowledge carrier, specific work tasks as the learning situation and skills carrier, to change too much emphasis on content systematism and unfavourable skills acquisition conditions, through the design of specific learning situations and tasks, to give priority to teaching project scheme, Integrate role simulation, skill training, case teaching and other specific teaching methods to achieve the integration of "teaching, learning, doing, examination and entrepreneurship", task-driven project teaching[2].

On the basis of cross-border e-commerce workflow and project teaching method, this course contains seven projects, which include understanding cross-border e-commerce,

choosing cross-border dealer market and platform, product pricing, understanding of cross-border e-commerce logistics and overseas warehouse, distribution and optimization of products, optimizing the shops and marketing promotion, customer service, and dispute handling. The following is the course outline:

4.1 Understand Cross-Border E-Commerce

- (1) Master the concept and characteristics of cross-border e-commerce
- (2) Familiar with the process and classification of cross-border e-commerce
- (3) Understand the current situation and development trend of cross-border e-commerce
- (4) Understand cross-border e-commerce positions and professional qualities

4.2 Select Cross-Border E-Commerce Markets and Platforms

- (1) Analyze the cross-border e-commerce market
- (2) Analyze the major cross-border e-commerce platforms

4.3 Selection and Pricing

- (1) Select product
- (2) Pricing of products

4.4 Choose Cross-Border E-Commerce Logistics

- (1) Understanding postal logistics
- (2) Understanding Commercial Express delivery
- (3) Get to know special line logistics and overseas warehouse
- (4) Set shipping templates

4.5 Launch the Product

- (1) Pack product
- (2) Publish a product

4.6 Optimize and promote the store

- (1) Optimize product copy
- (2) In-site promotion
- (3) Off-site marketing

4.7 Customer Service and Management

- (1) Handle pre-sale, in-sale and after-sale
- (2) Maintain old customers and develop new customers

5. Curriculum Teaching Method Reform

5.1 Teaching Methods

Exploration and application of student-centered problem-driven, project-driven and process-driven teaching methods; Relying on information technology to carry out the exploration and design of flipped classroom and mixed teaching; The ability training courses with "case analysis + simulation exercise + market combat" as the main body highlight the work process of cross-border e-commerce as the main line, activity project-oriented, task activity driven, real work tasks as the carrier, and the completion and final situation of task results as the evaluation; With situational teaching as the main clue, learning situations are constructed to guide all links of teaching so that students can master various theories and skills in cross-border e-commerce operation positions and improve their learning interest and practical ability[3]. At the same time, this course supports students to participate in various cross-border e-commerce competitions and innovation and entrepreneurship competitions, and encourages students to start their own businesses in school, realizing the educational concept of "promoting learning through competition and guiding entrepreneurship".

5.2 Teaching Means

The online and offline hybrid teaching mode is adopted to divide a lesson into three stages: pre-class, in-class and after-class. Pre-class: release learning tasks through the i-study platform, let students discuss and preview through micro class video. In class: first of all, useing quick answer, quizzes, students report homework before class to inspect students' grasp of the content of the last class, comment on students' questions and homework, and fine-tune the class content according to students' feedback; Then through the case method, task-driven method, teaching method, group discussion method and other classroom activities, with the help of animation, multimedia courseware and teaching interactive platform to teach the relevant knowledge of this lesson; Finally, students' performance and key points in this class are summarized. After-class: Further consolidate the content of the course through extended tasks and homework, and carry out practical training and simulation training with cross-border e-commerce simulation software to effectively

improve students' practical operation ability.

6. Reform of Course Assessment and Evaluation Methods

The assessment method of the course is comprehensive assessment, which examines students' entire practice and learning process of cross-border e-commerce, including the following two parts: procedural score (70%) and final exam (30%). Among them, the process scores include: attendance, class presentation, homework, unit quizzes, Chinese university MOOC scores, and the course summary speech. The course summary can summarize the growth and gains of students in learning by submitting record reports or shooting record videos. The course summary promotes the communication and mutual learning among students through peer review and sharing, and ultimately deepen the understanding of cross-border electricity shop operation.

In order to assess students' practical vocational ability, specific requirements for vocational skills and certificates are selected as reference standards in class evaluation. At the same time, students are encouraged to start their own businesses. Students' scores in provincial and national competitions and business plans are included in the comprehensive evaluation of the courses to stimulate their potential.

7. Follow-up Construction of Gold Course

7.1 Develop Multilingual Materials and Online Teaching Videos

It is committed to building a systematic, open and advancing resource-sharing learning platform for teachers and students of global universities, sociologists, and cross-border e-commerce practitioners and entrepreneurs. As long as you are willing and equipped with online learning conditions, you can learn knowledge and skills related to cross-border e-commerce anytime and anywhere. At the same time, decentralized and systematic knowledge can enable teachers to flexibly organize teaching content according to different teaching objects and curriculum requirements and rely on the platform to assist teaching implementation and achieve teaching objectives. Students can also use the web for flipped classroom learning, consolidating

classroom content and learning through open online courses.

7.2 Curriculum Application Promotion Plan

The courses are based on the career development and lifelong learning needs of international business learners in belt and Road countries. According to the construction principle of "granulated resources, structured courses and systematic design", the university and enterprise cooperate to build five layers of resource libraries: professional-level resource center, course-level resource center, material-level resource center, user learning center and operation management center. For students, teachers, enterprises and society at home and abroad, we will build a high-quality teaching resource library for international business majors that reflects the new development trend of foreign trade industry and meets the new demands of mobile learning, and is advanced, practical, open, universal, shareable and ecological[4].

7.3 Consolidate the Teaching Mode of "Post + Class + Competition + Certificate"

The course achieves a new training model for cross-border e-commerce talents that meets job demands, leads by competitions and is assisted by professional certificates. The course aims to cultivate innovative, high-quality and skilled talents, combines the background and trend of cross-border e-commerce industry, takes the demand of talent market as the guidance, and cultivates students' innovative and entrepreneurial thinking and ability under the framework of national "double cycle" economic development. At the same time, the course adopts the teaching method of theory and practice, establishes cooperation with more large, small and medium-sized cross-border e-commerce enterprises, and organically integrates classroom teaching into on-campus and off-campus practical training. Through the

establishment of three-dimensional course evaluation mode, students are encouraged to participate in relevant certificate exams, cross-border e-commerce innovation and entrepreneurship competition, and individual or team entrepreneurship.

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