

# Research on Teaching Reform and Innovation of Cross Border E-commerce Practice under the Background of Mass Entrepreneurship and Innovation

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## Abstract

Mass entrepreneurship and innovation is an important measure for China to cope with the adjustment of the global industrial structure, improve the quality of employment, and achieve common prosperity for all. Cross border e-commerce has the natural advantage of promoting innovation and entrepreneurship. Relying on the course of cross border e-commerce practice to promote the training of innovative and entrepreneurial talents in China is an important research topic. In the context of mass entrepreneurship and innovation, this paper have discussed the pain points for traditional teaching mode of cross border e-commerce practice, and analyzed the new requirements which is put forward by the concept of Mass entrepreneurship and innovation. On the basis of the above discussion, this paper proposed some innovative path of cross border e-commerce practice teaching reform under the concept of mass entrepreneurship and innovation.

## Keywords

Mass Entrepreneurship and Innovation; Cross Border E-commerce Practice; Action-based Pedagogy; Learning Community.

## 1. Introduction

In September 2014, Premier Li Keqiang first proposed the concept of “mass entrepreneurship and grassroots entrepreneurship” at the summer Davos forum. In November of the same year, Premier Li Keqiang once again stressed at the first World Internet Conference that we should promote the sharing and co governance of the Internet and promote “mass entrepreneurship and innovation”. The 2015 government work report further raised “mass entrepreneurship and innovation” to the strategic height of the new engine fueling national economic development (Zhu et al., 2017). “Mass entrepreneurship and innovation” is an important measure to unlock the low-end trap of the global production network and realize the common prosperity of all people under the background of the global industry restructuring and China’s economy entering the new normal. Through innovation and entrepreneurship, on the one hand, it can create more jobs for the society, especially high-quality jobs; On the other hand, by encouraging innovation and forming an innovation atmosphere with the participation of the whole people, we can promote the continuous transformation and upgrading of China’s manufacturing industry and improve the anti-risk ability of the economy. Cross border e-commerce is a new mode of foreign trade based on the Internet, especially the mobile Internet and other emerging digital technologies. It has natural advantages in promoting innovation and entrepreneurship. How to cultivate a group of high-level “mass entrepreneurship and innovation” talents with innovative and entrepreneurial thinking and ability by relying on the cross border e-commerce practice course is a practical problem worthy of consideration by all colleges and universities that offer cross border e-commerce majors and teachers engaged in the front-line teaching

tasks of cross border e-commerce practice course in the context of mass Entrepreneurship and innovation.

## **2. Pain Points of Traditional Teaching Mode of Cross border E-commerce Practice in the Context of Mass Entrepreneurship and Innovation**

### **2.1. The Synergy between Professional Education and Entrepreneurship and Innovation Education Has not yet Appeared**

As an interdisciplinary and composite course involving international trade, computer science, marketing, foreign language, law and other disciplines, the professional knowledge involved in cross border e-commerce practice covers a wide scope and spans a large range. Therefore, in the process of classroom teaching, it is generally necessary to spend more hours on the teaching of professional knowledge, ignoring the cultivation of students' innovation and entrepreneurship awareness and thinking. Most colleges and universities only carry out innovation and entrepreneurship education in general courses, resulting in two lines of cross border e-commerce professional course teaching and innovation and entrepreneurship education. On the one hand, since the scattered general courses of innovation and entrepreneurship education are separated from the professional courses of cross border e-commerce practice, it is difficult to reflect the innovation and entrepreneurship characteristics of the specific cross border e-commerce industry; On the other hand, general innovation and entrepreneurship courses are generally taught by non-fulltime teachers such as college counselors. Their professional knowledge reserve in the field of cross border e-commerce is limited, so they cannot integrate the professional characteristics of cross border e-commerce in the teaching of mass entrepreneurship and entrepreneurship general courses. The divorce of professional knowledge education from mass entrepreneurship and innovation education leads to the lack of synergy in the training of cross border e-commerce composite innovative and entrepreneurial talents, and the training of innovative and entrepreneurial cross border e-commerce professionals deviates from social needs.

### **2.2. The Single Classroom Teaching Means Can't Arouse Students' Enthusiasm for Innovation and Entrepreneurship**

Teaching objectives need to be achieved with the help of certain teaching means. At present, the classroom teaching of cross border e-commerce practice course in most colleges and universities still accounts for a large proportion, and the traditional classroom mode of "ppt + teacher teaching + blackboard writing" is still used. The "cramming" education of "teacher talk only" reduces students' learning initiative and enthusiasm, students' learning interest is low, the teaching content is boring, and the classroom atmosphere is dull. Taking the product release of express platform as an example, the relevant knowledge points include category selection, title writing and main map matching, keyword selection, commodity description detail page design and logistics freight template setting. Under the traditional classroom teaching mode, teachers will show and explain the relevant knowledge points one by one on the PPT. Although this traditional model explains the knowledge points carefully and systematically, due to the strong practicality of the knowledge points such as product release of cross border e-commerce practice course, the teaching methods of traditional classroom teaching are often monotonous, resulting in more classroom "bow heads". The monotonous teaching mode not only reduces students' interest in learning this course, but also leads to students' lack of interest in cross border e-commerce work and entrepreneurship, reduces students' enthusiasm for innovation and entrepreneurship, and is bad for the cultivation of cross border e-commerce innovative and entrepreneurial talents.

### **2.3. The Construction of Experimental Training Teaching Platform Lags behind, Which Limits the Cultivation of Students' Entrepreneurship and Innovation Ability**

With the deepening of mass entrepreneurship and innovation education, most colleges and universities, especially applied colleges and universities, begin to pay attention to the cultivation of students' practical ability. At present, most colleges and universities that offer cross border e-commerce practice course generally purchase the relevant experimental training virtual simulation teaching system and adopt the two-stage teaching mode of classroom theoretical teaching + experimental training. Compared with boring classroom teaching, students are more interested in the operation of the training platform. However, due to the limitations of funds and procurement processes, most colleges and universities can't ensure the real-time update of the experimental training virtual simulation teaching system. With the rapid development of cross border e-commerce business practice, virtual simulation experiment training platforms often cannot keep up with the real business environment, which greatly reduces the effect of improving students' Entrepreneurship and innovation ability through simulation experiment training. Take Aliexpress as an example. At present, there is still a large gap between the simulation software used by many colleges and universities and the real Aliexpress platform, resulting in students' inability to apply what they have learned to innovation and entrepreneurship through the express platform in the future, and experimental training teaching can't really improve students' innovation and entrepreneurship ability.

### **2.4. The Course Assessment Method Focuses on Results and Knowledge Memory, and Ignores the Evaluation of Process and Entrepreneurship and Innovation Ability**

Under the two-stage teaching mode of theory + experiment and training, most colleges and universities' curriculum evaluation of students includes two parts: the final closed book examination score and the simulation operation score of the experimental training platform. The final closed book exam mainly focuses on students' mastery of cross border e-commerce related terminology and concepts, logistics freight and alliance commission calculation, marketing and payment methods and other cognitive content. Students can easily pass the final closed book exam through cramming for exams, which cannot evaluate the students' ability to analyze and solve problems with the knowledge they have learned, and cannot evaluate whether the students' innovation and entrepreneurship ability has been improved through the study of this course. For the simulation operation part of the experimental training platform, due to the same task points and the unlimited online access to the simulation system, students often cheat by letting others operate instead of themselves in order to obtain higher scores, so it is impossible to investigate and supervise students' real learning status. For example, when releasing products, copying the product descriptions and copywriting of other students or the real Aliexpress platform, so as to get a high score in the virtual simulation platform, but a high score does not mean the improvement of their cross border e-commerce operation and operation ability.

## **3. New Requirements for Cross Border E-commerce Practice Teaching under the Concept of Entrepreneurship and Innovation**

### **3.1. Students Should Have Higher-order Thinking**

In the 1950s, American psychologists represented by Bloom put forward six cognitive thinking levels: memorization, understanding, application, analysis, evaluation and creation. Among them, memorization and understanding are lower-order thinking levels, while application, analysis, evaluation and creation are higher-order thinking levels. Obviously, there is intrinsic

unity between higher-order thinking and the requirement of mass entrepreneurship and innovation. Innovation and entrepreneurship requires students not only to memorize and understand the knowledge of a certain field and become masters of examination oriented education, moreover, it's more important to become an expert in innovation and entrepreneurship. Students should be able to apply the knowledge they have learned and understood to new situations and solve practical problems (application), divide complex problems into different simple parts (analysis), make correct value judgments on practical problems (evaluations), and recombine new knowledge based on their own knowledge, so as to create new value (creation) (Xi & Yan, 2019). Only with higher-order thinking such as application, analysis, evaluation and creation, can student have deep industry insight, maintain high sensitivity to business opportunities in the cross border e-commerce field at all times, have creative thinking and rapid response (Xu et al., 2021), so as to realize the innovation of technology and business model or create new value in the rapidly changing business environment.

### **3.2. Students Should Have Social Ability**

As a member of a social organization, any activity of an individual is carried out under a certain social relationship and organizational framework. As a highly complex and forward-looking social activity, whether innovation or entrepreneurship, its success is inseparable from social capabilities such as teamwork, interpersonal coordination and communication, organization and management, and resource integration. A large number of studies have shown that social ability is the key ability that innovative and entrepreneurial talents should have (Lin, 2018; Huang, 2020), it has an important impact on individual behavior performance (Chen, 2020). Cross border e-commerce, as an emerging interdisciplinary industry, has complex business links, covers a wide range of areas. Practitioners, especially a cross border e-commerce entrepreneur should have extraordinary social ability so as that they can successfully complete the whole process of an online foreign trade order, from the resource organization before the product release, the preparation of the materials needed to register the online store, online marketing, online negotiation and online delivery, dispute handling etc. Therefore, as a professional core course for cultivating innovative and entrepreneurial talents in the cross border e-commerce industry, besides achieving its knowledge transfer goal, cross border e-commerce practice should undertake the task of improving students' social ability.

### **3.3. Students Need to Improve Non-cognitive Ability**

Non-cognitive ability is different from the traditional cognitive abilities such as language expression, calculation, memory and writing, which are cultivated through school classroom teaching. It is the main component of entrepreneurs' comprehensive ability. Non-cognitive ability of human being is embodied in the openness of thinking, that is, whether one's thinking has imagination and creativity, and whether he has broad interests; Conscientiousness of attitude, that is, whether one is highly responsible for his study, work and career; The agreeableness of dealing with others, that is, whether one is willing to sacrifice himself for the interests of others, and whether one is altruistic; Extroversion of personality, that is, whether one is willing and good at communication and coordination; The tenacity of personality, that is, whether there is perseverance and perseverance to hold on to Castle Peak (Yang, 2019). Non-cognitive ability is a necessary element for the success of innovation and entrepreneurship, which often plays a more critical role in the success of innovation and entrepreneurship. This can also explain why many early entrepreneurs still succeed without cognitive ability (manifested as lack of education and qualifications). The key lies in their strong non cognitive ability. In fact, entrepreneurship or entrepreneurial ability is more manifested in the non-cognitive ability of entrepreneurs. Entrepreneurs are not necessarily technical or industry experts, but entrepreneurs must be experts with extraordinary non cognitive ability. They can

integrate and coordinate professionals in various fields for the operation of the enterprises and promote the development of enterprises. In the traditional education process, too much emphasis is placed on the cultivation of cognitive ability, while the cultivation of non-cognitive ability is insufficient. The traditional course assessment method is more suitable for the assessment of cognitive ability, but does not match the assessment of non-cognitive ability. Therefore, there is an urgent need to change the traditional education process and assessment methods, and increase the cultivation of non-cognitive ability, so as to cultivate a large number of cross border e-commerce entrepreneurship and innovation talents with excellent entrepreneurship.

#### **4. Innovative Path of Cross Border E-commerce Practice Teaching Reform under the Concept of Entrepreneurship and Innovation**

##### **4.1. Comprehensively Improve the Integration of Cross Border E-commerce Practice Course and Innovation and Entrepreneurship Education**

In order to highlight the innovation and entrepreneurship advantages of cross border e-commerce practice and reflect the industry characteristics of cross border e-commerce in innovation and entrepreneurship education, it is necessary to break the separation between the teaching of cross border e-commerce practice course and innovation and entrepreneurship education, and integrated the professional education with the entrepreneurship and innovation education. We can start from these aspects. On the one hand, according to the curriculum characteristics of cross border e-commerce practice, we should integrate the elements of entrepreneurship and innovation education into the teaching process of cross border e-commerce practice, so that entrepreneurship and innovation education runs through the whole process of cross border e-commerce practice professional curriculum teaching. For example, when teaching the content of product selection for cross border e-commerce platform, we can integrate the mass entrepreneurship and entrepreneurship education element of “grasping entrepreneurial opportunities”, and guide students to find blue ocean industries or products suitable for entrepreneurship through online research and offline investigation in combination with the current business situation. On the other hand, Colleges and universities should actively cooperate with local governments and industry to build a cross border e-commerce teaching cooperation platform which integrates the professional education with entrepreneurship and innovation education. Colleges and universities should strive for local governments to provide policy and financial support for the professional education and entrepreneurship and innovation education integration teaching mode of cross border e-commerce practice course. At the same time, they can cooperate with enterprises to build double-qualified teachers. Enterprises provide temporary posts and practical positions for front-line teachers teaching cross border e-commerce practice, and enhance the entrepreneurship and innovation education ability of front-line teachers by involving them in the work of e-commerce network operation of enterprises. At the same time, business personnel engaged in cross border e-commerce related positions in enterprises can be regularly invited to work as part-time entrepreneurship tutors to guide students’ innovation and entrepreneurship practice, and stimulate students’ enthusiasm for innovation and entrepreneurship through their own experiences.

##### **4.2. Starting from Students’ Life Situations, Innovate Classroom Interaction Methods**

Effective classroom interaction can improve students’ participation in teaching activities, change the “cramming” teaching mode of “teacher talk only”, make students change from “listening to” to “active learning”, and improve students’ learning enthusiasm. The innovation



of classroom interaction is first manifested in the innovation of the most traditional classroom questioning interaction. The reason why the interaction effect of traditional cross border e-commerce classroom questioning is poor is that the setting of questions does not conform to students' life situations, and it is difficult to mobilize students' participation and enthusiasm. When setting questions, teachers need to create questions that conform to students' thinking and cognition, especially set questions from students' life situations as far as possible. Taking the knowledge of overseas warehouse as an example, teachers can set the question "what problems did students encounter when shopping overseas online?" Since many students have personal experience of this problem, they are naturally willing to say what they like. Then the teacher and students can sum up together the difficulties encountered by students in the process of overseas shopping. Finally, the teacher sum up the advantages of overseas warehouses: it can solve the problem of non-refundable goods encountered by students in overseas shopping, and improve logistics timeliness and customers' purchasing experience. By creating classroom questioning situations, students can have thinking resonance, so as to truly move towards deep thinking and learning.

#### **4.3. Establish a "Learning Community", Discuss and Report in Groups, and Improve Students' Non-cognitive Ability**

In addition to the transformation of classroom questioning strategies, classroom interaction innovation also includes the establishment of a "learning community" and the implementation of group discussion teaching method (Ge, 2019). When implementing group discussion, attention should be paid to mobilizing the enthusiasm of each student in the group, and the discussion group should not become a learning class in which only the group leader implement the group task or lead the learning task. The learning concept of "equality, safety and mutual assistance" should be implemented in the group discussion and learning in the classroom. "Equality" means that members of the learning community should learn to listen to each other and encourage students to implement group tasks with the awareness of "classmates", rather than the group tasks being assigned by the team leader. Encourage each member to speak on the group task, put forward their own views, listen to others' ideas, and be able to say their own suggestions. "Safety" means to create a good learning atmosphere in the classroom, so that students in each group, especially those who are unwilling to open up for discussion and express their views, feel free to speak without fear of being criticized or ridiculed. Teachers should give timely encouragement to students' speeches and form the classroom group interaction concept of "as long as they are willing to express their views, they are worthy of praise" and "as long as they can share their ideas with others, they are contributing to the group". "Mutual aid" refers to making students pay attention to their peers in the classroom group discussion and take the initiative to help partners who are unwilling and unable to discuss and express their views, and form a learning environment of "everyone is helpful" and "everyone is willing to help". The "learning community" of equality, safety and mutual assistance is conducive to cultivating students' interpersonal relationship processing ability and improving their non-cognitive abilities such as inclusiveness, altruism and empathy, which will have a positive impact on their successful innovation and entrepreneurship in the future.

#### **4.4. Create a Higher-order Classroom through Classroom Flipping**

Classroom flipping is an important way to cultivate students' higher-order thinking, therefore, it is necessary to arrange appropriate class hours for classroom flipping outside the traditional classroom teaching in one semester. Different from the traditional teachers dominating classroom, in which the knowledge transfer happens in the classroom and the knowledge internalization and consolidation is fulfilled after class through homework, flipped classroom is a process in which teachers design teaching objectives and provide learning resources. Students independently complete curriculum related learning tasks outside class in advance,

so as to realize the transfer of knowledge before class, and then absorb and internalize knowledge through discussion and display in the classroom. Classroom flipping of cross border e-commerce practice course should make full use of online teaching platforms such as Superstar Learning Link. Teachers upload learning resources such as teaching videos, ppts, chapter exercises and self-test questions to the platform before teaching, and arrange classroom group discussion tasks through the online platform. Students also can upload problems encountered in learning on the platform. Teachers sort out problems of the students in advance and then teachers and students together study and discuss those problems and tasks in the class. Flipped classroom has achieved a complete change in the teaching and learning process, prompting students to change from passive learning to active learning, and the limited classroom time has changed from focusing on the teaching of knowledge points to focusing on the use of knowledge and problem-solving. By participating in activities and group tasks, students not only realize the internalization of knowledge, but also get effective training in their application, analysis, evaluation, creation and other higher-order thinking (Xi & Yan, 2019). It improves students' literacy and ability for Entrepreneurship and innovation and truly meets the training goal of cross border e-commerce entrepreneurship and innovation talents.

#### **4.5. Integrate learning and Competition, Promote Learning through Competition, and Comprehensively Improve Students' Social Ability**

According to the iceberg model of American psychologist McClellan, social ability belongs to the hidden quality under the iceberg in the iceberg model, which can't be acquired through traditional classroom teaching. Therefore, we must break through the limitations of classroom teaching and improve students' social ability in social activities. In addition to the classroom teaching of cross border e-commerce practice, encouraging and mobilizing students to participate in various innovation and entrepreneurship competitions, especially the top innovation and entrepreneurship competition "Internet + College Students' innovation and entrepreneurship competition" is of great benefit to improving students' social ability. At present, the cross border e-commerce track has been opened in this competition, and students need to write a business plan to participate in this competition. The writing of the business plan can not only check how much professional knowledge the students have mastered, but also put forward higher requirements for the team leader's team cooperation level, resource integration ability, interpersonal communication skills, etc. through the competition, students' social ability can be greatly improved. At the same time, Participants who have passed the preliminary competition of the competition of " the Internet + " can enter into the next step of competition for the commercial practice, and have the real accounts of the major cross border e-commerce platform enterprises to carry out cross border e-commerce practice competitions. On the one hand, practical training can make up for the pain point of the lag in the construction of virtual simulation system for experimental training in Colleges and universities, on the other hand, it can quickly improve students' practical ability of cross border e-commerce innovation and entrepreneurship.

#### **4.6. Deepen the Cooperation between Schools and Enterprises to Build a Cross Border E-commerce Practical Teaching Platform Comprehensively**

Facing the dilemma that the operation platform of cross border e-commerce virtual simulation system in colleges and universities lags behind the development and changes of the real business environment, we can deepen the cooperation between schools and enterprises and build a training and practical cross border e-Commerce teaching platform. The cooperation between schools and enterprises can take the following forms. First, relying on the corporate identity of enterprise partners, schools can provide the venue for students to register online stores on cross border e-commerce platforms such as Wish and Dun Huang where the registration is free. The enterprise partners provide product and technical guidance, and the

students sell the products of the enterprise on the platform. After the order is finished, both parties can share the profits. Second, for enterprises that already have cross border e-commerce platform accounts, they can directly provide students the real platform accounts and project tasks, and students can operate the real process of cross border e-commerce under the guidance of enterprise instructors. Especially at the shopping festivals of e-commerce platforms such as “double 11” and “618”, cross border e-commerce enterprises can outsource the whole process of cross border e-commerce from product release, marketing activity preparation, payment selection, logistics template setting, etc. to colleges and universities in the form of project outsourcing, and students who have learned relevant theoretical knowledge can use the real platform account of the enterprise to carry out practical operations. On the one hand, through cooperation between schools and enterprises, cross border e-commerce enterprises have solved the problem of tight employment during the promotion period. On the other hand, it can greatly improve students’ practical ability and improve the quality of talent training in schools.

#### **4.7. Innovate the Course Assessment and Evaluation**

Give full play to the baton of curriculum assessment and evaluation, and guide students to strive for the learning goal of improving innovation and entrepreneurship ability. In order to solve the problem that the traditional final closed book examination and virtual simulation operation platform emphasizes too much on the learning results and knowledge memory while ignores the learning process and ability improvement, the new curriculum assessment and evaluation should have the following characteristics. Firstly, it should be participated by multi-agent. It needs to change the traditional one-way evaluation of teachers, and make full use of self-evaluation + mutual evaluation of members in the group + evaluation of team leaders + mutual evaluation between groups in learning activities such as group reporting, classroom flipping, entrepreneurship and innovation competitions and entrepreneurial practice. It should strengthen the assessment and evaluation of students’ learning status, teamwork, coordination and communication ability, sense of responsibility and contribution, so as to examine students’ social ability, non-cognitive ability and other aspects of entrepreneurship and innovation literacy and ability. Secondly, it should cover the whole learning process. The course evaluation should not be limited to the final examination scores and the operation scores of the virtual simulation platform, but should comprehensively cover the participation and completion of pre-class tasks, the initiative and performance of classroom reporting, how much efforts that students make and the quality of after-school action output. Thirdly, it should be in various forms. Drawing on the mature experience of the undergraduate thesis substitution system, we can get through the isolation between curriculum evaluation and professional qualification certificate examination, innovation and entrepreneurship discipline competition, entrepreneurship practice, etc., and implement the credit banking system (Xu et al., 2021) or the credit exchange system. That is, students who have obtained professional qualification certificates related to cross border e-commerce, such as online store operation and promotion certificate, e-commerce data analysis certificate, cross border e-commerce B2C data operation vocational skill certificate, etc., can be verified to give certain professional credits according to the importance of the certificate. Similarly, students who participate in social activities such as cross border e-commerce related competitions and entrepreneurial practice will be given certain credits according to their award-winning level and the operation status of entrepreneurial enterprises. Similarly, students who participate in social activities such as cross border e-commerce related competitions and entrepreneurial practice will be given certain credits according to their award level and the operation status of start-up enterprises. If the credits reach the specified standard, they can be exchanged for professional course credits and exempted from courses. Through diversifying credit recognition, colleges and universities can improve students’ enthusiasm to participate in cross border e-commerce entrepreneurship



and innovation activities, and improve their entrepreneurship and innovation ability in practical work.

## 5. Conclusion

To sum up, in the context of mass entrepreneurship and innovation, there are many pain points in the teaching of cross border e-commerce practice in Colleges and universities, such as the divorce of professional education from mass entrepreneurship and innovation education, the single teaching method, the lagging construction of practical training platform, the emphasis on results and knowledge memory in curriculum assessment, and the neglect of process and ability evaluation, which restrict the cultivation of cross border e-commerce talents of mass entrepreneurship and innovation in China. At the same time, the concept of mass entrepreneurship and innovation has put forward new requirements for cross border e-Commerce teaching. The course of cross border e-commerce practice should focus on cultivating students' higher-order thinking, social ability and non-cognitive ability. In order to solve the pain points of traditional teaching in cross border e-commerce practice and face up to the new requirements of the concept of mass entrepreneurship and innovation for cross border e-commerce practice teaching, under the concept of mass entrepreneurship and innovation, we should reform and innovate the teaching of cross border e-commerce practice course through integrating professional education with mass entrepreneurship and innovation education, innovating classroom interaction, establishing learning community, flipping the classroom, promoting learning through competition, deepening the cooperation between universities and enterprises, and innovating the assessment and evaluation of the course. Through the innovative path of cross border e-commerce practice teaching reform proposed above, colleges and universities will promote the training of innovative and entrepreneurial talents in China.

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