

Research on Training Mode of Cross-Border E-Commerce Professionals' Entrepreneurship and Innovation Ability Based on OBE

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Abstract: With the deepening of global economic integration, cross-border e-commerce, as an emerging force in international trade, has ushered in new opportunities and challenges for development. Vocational colleges based on the OBE concept to build cross-border e-commerce professionals double innovation ability training mode, not only can improve the professional level and practical ability of students, their innovation awareness, entrepreneurial ability will be significantly improved, so as to better adapt to the complex and changing international business environment. On the basis of in-depth analysis of the development trend and talent demand of cross-border e-commerce industry, this paper further discusses how to effectively integrate the OBE education concept and the training of entrepreneurship and innovation ability to form a systematic and practical talent training program.

Keywords: OBE; Cross-border e-commerce major; Entrepreneurship and innovation ability; Training mode

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1. Introduction

In the era of digital economy, cross-border e-commerce has not only changed the pattern of traditional international trade, but also provided a broad space for the development of small and medium-sized enterprises and even individual entrepreneurs^[1]. However, the rapid development of the cross-border e-commerce industry has also put forward higher requirements for professionals, who not only need to have solid international trade knowledge, communication skills and information technology application abilities, but also need to have innovative thinking, market insight and risk management capabilities. Therefore, it is particularly important to build a training model for cross-border e-commerce professionals' entrepreneurship and innovation ability based on OBE^[2].

2. The core elements of OBE-based cross-border e-commerce professionals' entrepreneurship and innovation ability training

2.1. Student-centered

In the teaching of cross-border e-commerce, teachers follow the student-centered concept and design OBE entrepreneurship and innovation ability training programs, which can be organically integrated with the development focus and growth of students. When defining the training goals and needs of entrepreneurship and innovation ability, teachers should not only highlight the subjectivity of students, but also pay attention to the differences among students, and choose diversified teaching methods to cultivate the entrepreneurship and innovation ability of students majoring in cross-border e-commerce. In addition, teachers should divide each training module according to their educational ability and existing teaching resources, and take improving students' overall quality as the standard to assist students in making follow-up career development plans. In addition, to ensure the overall evaluation quality of the program, it is also necessary to formulate a more scientific and reasonable training program for the ability of mass innovation and innovation in connection with students' real learning results ^[3].

2.2. Learning output-oriented

Learning output-oriented refers to the final learning results achieved by students, which can reflect whether they have professional skills and meet the corresponding standards. Therefore, teachers should establish a professional training system of mass entrepreneurship and innovation ability based on goal orientation, which highlights the overall learning output of students and directly reflects the generation of students' mass entrepreneurship and innovation ability. In addition, under the influence of various subjective factors such as "exam-oriented," taking into account the impact of this education mode on students, as well as the effect of teachers' traditional education concepts and exam-oriented education views, the teaching strategies adopted by teachers will deviate from society's demand standards for talents in the process of development, thus making it difficult for teachers to improve their teaching level. Therefore, teachers need to pay more attention to the guiding role of output results ^[4].

2.3. Taking sustainability as the principle of optimization

In the training process of cross-border e-commerce major entrepreneurship and innovation ability, if teachers want to implement the OBE teaching concept, they need to conduct a comprehensive evaluation of training objectives, graduation conditions, teaching environment, etc., to construct and perfect the operation cycle and talent evaluation mechanism and ensure that both teachers and students can participate in the whole process of teaching evaluation. This is not a single demand, but a comprehensive evaluation of students' learning process, which should not only consider students' learning status during school, but also assess students' continuous learning and later results, and even combine learning results with students' actual conditions to analyze their shortcomings in a specific learning process, to effectively promote students' comprehensive development. It has a positive impact on the society and market and contributes to the promotion of social development ^[5].

3. Based on OBE cross-border e-commerce professionals' double innovation ability training model construction strategy

3.1. Rationally set up entrepreneurship and innovation courses to enhance the effect of education

Based on the concept of OBE education, the training of entrepreneurship and innovation ability for cross-border e-commerce majors needs to pay attention to content planning and curriculum setting, to cultivate students' international business skills and innovation and entrepreneurship ability. In the specific process, teachers can set up basic courses such as Introduction to Cross-Border E-Commerce, International Market Analysis, and E-Commerce Laws and Regulations to consolidate students' professional foundation and enable them to master basic professional skills. At the same time, to improve students' teamwork ability, innovation consciousness and entrepreneurship ability, teachers can set up practical courses such as innovation and entrepreneurship management, team cooperation and communication, and introduce practical cases of cross-border e-commerce at home and abroad according to the course content, so that students can obtain corresponding practical experience and inspiration, and master corresponding practical skills, such as market research methods, international trade processes, and cross-border payment systems. In addition, teachers should also offer courses such as "Business Model Design," "Marketing," "Venture Financing and Financial Management," "Policies and Regulations" and "Growth and Management of Entrepreneurial Enterprises,"¹⁰ create a more realistic environment for students to innovate and start businesses, and provide students with the required knowledge and skills^[6]. Their innovation and entrepreneurship practice ability can be promoted to be further improved to build innovation and entrepreneurship education long-term development mechanism. In addition, higher vocational colleges should strengthen cooperation between schools and enterprises, and invite enterprise experts to campus to carry out lectures, workshops and tutorial programs, so that students can directly contact the forefront of the industry and practical experience. Moreover, through school-enterprise cooperation, colleges can timely understand the changes in enterprises' demand for cross-border e-commerce talents, and dynamically adjust the curriculum and teaching content to ensure that talent training is closely connected with social needs^[7].

3.2. Reform the training methods of mass entrepreneurship and innovation to reap learning results

Innovation in teaching methods is also crucial when building an OBE-based entrepreneurship and innovation training model for cross-border e-commerce professionals. The traditional teaching model often focuses on the inculcation of knowledge, while neglecting the development of students' independent learning, critical thinking, and innovative abilities. Therefore, teachers need to adopt more flexible and diversified teaching methods to promote the deep transformation of learning outcomes.

(1) Project-based learning

Project-based learning emphasizes taking real problems or projects in the industry as the core, guiding students to learn new knowledge and skills in the process of solving problems. In the cross-border e-commerce major, teachers can design cross-border e-commerce projects, such as "cross-border e-commerce platform construction and operation," "international market expansion strategy formulation," etc.^[8] Let students work in groups to participate in and experience the complete process of cross-border e-commerce from market research, product selection, marketing strategy formulation to actual operation. In this way, students can not only apply their theoretical knowledge to practice but

also improve their communication, coordination and innovation abilities in teamwork.

(2) Flipped classroom

The flipped classroom is a teaching model that subverts the traditional classroom. It puts the process of knowledge transfer before class, and students learn independently through videos, reading materials, and other forms, while classroom time is mainly used for discussion, question-answering and deepening understanding. In the training of entrepreneurship and innovation ability for cross-border e-commerce majors, teachers can record videos on the latest trends of cross-border e-commerce, policy interpretation, case analysis and other content in advance for students to learn outside of class. In class, teachers guide students to have in-depth discussions on what they have learned and encourage them to put forward their opinions and questions, thus cultivating their critical thinking and innovation ability^[9].

3.3. Build a training base for innovation and entrepreneurship to internalize students' practical ability

When cultivating the double innovation ability of students majoring in cross-border e-commerce, higher vocational colleges should not only accurately grasp the core connotation of the OBE education concept, but also build the practical training foundation of cross-border e-commerce innovation and entrepreneurship in combination with the characteristics of cross-border e-commerce professional practice, which can not only provide students with rich opportunities for innovation and entrepreneurship practice, but also enhance students' innovation and entrepreneurship spirit and practical ability.

- (1) Vocational colleges rely on horizontal projects to establish cooperative relations with cross-border e-commerce enterprises and cooperate to set up cross-border e-commerce project teams, in which professional teachers are in charge of the team, and members of the project team are composed of students to implement cooperation to complete the entrepreneurship and innovation projects. After the successful completion of the project, higher vocational colleges should give corresponding material and spiritual rewards to the team members, to fully activate their enthusiasm for innovation and entrepreneurship^[10].
- (2) Higher vocational colleges should build a trinity teaching model of "teaching-learning-doing" so that students can better adapt to the development of society and industry. After explaining the theoretical teaching content, teachers can ask students to use the Internet platform as a unit to build an online shop to carry out entrepreneurial practices. Store design, e-commerce selection, product release and optimization, platform customer service, cross-border e-commerce logistics and transportation cost accounting need to be completed independently, to encourage students to combine theory with practice and lay a solid foundation for future innovation and entrepreneurship.
- (3) Higher vocational colleges should create good conditions for students' innovation and entrepreneurship, such as establishing cross-border e-commerce innovation and entrepreneurship incubation base, which can not only provide students with innovation and entrepreneurship space but also carry out innovation and entrepreneurial-related education and training activities to continuously enhance students' innovation awareness and entrepreneurial ability^[11].

3.4. Build a public service platform to meet students' individual needs

Vocational colleges build a public service platform for students' innovation and entrepreneurship, which can

better provide students with entrepreneurship services and resources. Through the public service platform, students can obtain services such as entrepreneurship incubation, entrepreneurship financing, online training, innovation lectures, innovation, and entrepreneurship skills competition guidance, etc., so that students can better devote themselves to the field of cross-border e-commerce to complete their entrepreneurial dreams. In addition, when higher vocational colleges build public service platforms for innovation and entrepreneurship, they will not only combine with the actual needs of cross-border e-commerce enterprises but also deeply analyze the real needs of the target market to ensure that the service platform is open to all students and support them such as business incubation, marketing, human resources and financial planning. Promote the platform to a wider audience to ensure its effective operation through various marketing channels such as social media, content marketing, SEO, etc. ^[12] In addition, in terms of entrepreneurship services, higher vocational colleges can invite talents with rich practical experience in innovation and entrepreneurship to serve as mentors to assist students in making entrepreneurship plans, solving entrepreneurial problems in a timely way, and striving for resources and funds.

Then, higher vocational colleges should build online teaching platforms and provide students with a variety of teaching resources including videos, courseware and actual combat simulation to meet the personalized learning needs of students at different levels. At the same time, the online teaching platform can also provide students with training courses such as cross-border e-commerce operation, overseas market development, marketing strategy, business plan writing, risk assessment, investment and financing, to improve students' entrepreneurial practice ability. Vocational colleges can also build school-enterprise online interactive platforms to ensure that students can communicate with industry experts anytime and anywhere, timely grasp the latest development trends of the cross-border e-commerce industry, and broaden their professional horizons ^[13].

4. Building a diversified evaluation system to improve the effectiveness of evaluation

To construct the evaluation system of entrepreneurship and innovation ability training based on the concept of OBE, teachers should shift from quantitative monitoring to continuous improvement, and establish a sound mechanism for continuous improvement of teaching evaluation, that is, optimize the training mode of entrepreneurship and innovation ability through reforming the internal and external multi-dimensional evaluation mechanism to improve the objectivity and comprehensiveness of evaluation results. Therefore, teachers should take the OBE education concept as the guide to build the evaluation system of cross-border e-commerce professional entrepreneurship and innovation ability ^[14].

First of all, teachers should start from the training goal of cross-border e-commerce major entrepreneurship and innovation ability, and determine the evaluation and assessment point as the skills acquired by students in the course and stage learning and the final output result. On this basis, teachers should also combine the characteristics of cross-border e-commerce, strengthen the weight of cross-cultural communication, foreign trade and other assessment indicators, and build a linkage evaluation system inside and outside the school to ensure the scientific and objective evaluation. Among them, the on-campus evaluation, teacher evaluation, student mutual evaluation and student self-evaluation activities are mainly carried out according to the students' learning results, the achievement of curriculum goals and the completion of graduation goals. In this way, in the evaluation process, both teachers and students should express their views actively to improve the effectiveness of the evaluation results. Off-campus evaluation refers to frontline

employees and entrepreneurs in the cross-border e-commerce industry to evaluate the training effect of mass entrepreneurship and innovation ability and continue to track students through regular visits, questionnaires, big data research and other methods. At the same time, it is also necessary to pay attention to the feedback of enterprises to students and organize exchange and evaluation of alumni groups. In addition, phased teaching evaluation should be set according to different students' learning levels, and timely adjustments should be made to the training methods according to the results of the phased evaluation.

Finally, based on the evaluation feedback inside and outside the school, the talent training plan, curriculum, innovation and entrepreneurship mechanism should be improved, a multi-level and all-round interactive evaluation system inside and outside the school should be established, and a long-term development mechanism of innovation and entrepreneurship education should be built ^[15].

5. Summary

All in all, OEB cross-border e-commerce major entrepreneurship and entrepreneurship training is a systematic project, which requires higher vocational colleges to comprehensively improve students' innovation and entrepreneurship ability from multiple aspects, including the reasonable setting of entrepreneurship and innovation courses, reform of entrepreneurship and innovation training methods, construction of training bases, construction of public service platforms, and construction of diversified evaluation system. In this way, this study can cultivate cross-border e-commerce talents that meet the market demand, have international competitiveness, and contribute to the sustainable and healthy development of China's cross-border e-commerce industry.

Disclosure statement

The author declares no conflict of interest.

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