

## Research on the Teaching Method of E-commerce Course

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### Abstract

**With the continuous development of information technology and the expansion of the scale of the Internet, especially with the "Internet+", the shortage of talents in the e-commerce industry has become bigger and bigger. In this paper, we analyze the problems in the teaching process of e-commerce course and discuss the teaching methods of e-commerce course in light of these problems.**

### Keywords

**E-commerce; Project teaching method; Case teaching method; Interest teaching method.**

### 1. Introduction

E-commerce is a comprehensive, cross-cutting and marginal subject, which involves not only the course knowledge of information technology, but also the knowledge of marketing and other business courses [1,2]. Through the study of this course, students can understand and be familiar with the basic concepts and basic knowledge of e-commerce, and at the same time, they can master the basic skills related to e-commerce activities. Specifically, it includes: the transaction mode of e-commerce, the security system of e-commerce, online marketing and business intelligence, as well as electronic payment technology, security problems and management countermeasures used in e-commerce transaction activities. The training goal of this course is to train senior professionals who are engaged in business management, e-commerce project development and application, network marketing planning and other activities for the society.

However, because the course of e-commerce is designed to expertise in several disciplines, it leads to a wide coverage of e-commerce teaching content and a high degree of theorizing in the teaching process. This makes students' initiative and enthusiasm in learning the course seriously frustrated, and their interest in learning is not high. It is impossible to achieve the course training goal of cultivating "innovative and complex" professional talents. Based on the current teaching situation of e-commerce course, this paper analyzes the problems of e-commerce course teaching and discusses the teaching methods of the course with the teaching practice.

### 2. Problems with Teaching

Combined with the teaching practice of e-commerce teaching course group for many years, we found that in the process of e-commerce course teaching, there are three prominent problems as follows: firstly, the content of teaching materials lags behind the practice, secondly, the teaching resources are not perfect, and thirdly, the optimization of teachers' structure still needs to be improved.

### **2.1. The content of teaching materials lags behind practice**

E-commerce is a new thing that emerges with the continuous development of Internet application technology. Therefore, it can be said that the Internet technology is the most basic technology that can sustain e-commerce transaction activities, if there is no Internet, there is no e-commerce. The Internet technology changes rapidly and is updated rapidly, which makes the content of the teaching materials used in the course of e-commerce not keep pace with the development of technology and cannot be synchronized with the practical activities of e-commerce.

For example, some textbooks give case websites that cannot be opened at all because they are out of date; some textbooks are written according to the practical teaching activities of their own schools, and their teaching practice cases are only limited to the internal school, and are not fully connected with the market and the society. Other e-commerce course materials only talk about relevant concepts and basic theories, as well as basic technologies related to e-commerce, without any practical cases at all. Such teaching materials are completely detached from practice.

### **2.2. Inadequate teaching resources**

The training goal of the e-commerce course is to cultivate "innovative composite" senior professionals who can engage in e-commerce transaction activities. Therefore, many teaching contents of this course need to be completed through experiments and students' own practical activities. This requires schools and course providers to have their own e-commerce labs. Students can experience the practical activities of online shopping, sales and marketing, and security management in the e-commerce lab.

However, in the actual teaching process, many schools' e-commerce labs are famous but not real. Either the hardware teaching resources are not perfect, the equipment is old and the quantity is limited, which cannot meet the practical needs of students to a greater extent; or the software is

There is a serious lack of teaching resources, especially the teaching resources of security management-related software used in e-commerce transaction activities cannot meet the teaching needs. In addition, most schools that offer e-commerce courses do not cooperate with e-commerce enterprises to establish professional practice bases. This makes it impossible for students to accumulate operational experience about e-commerce activities based on real e-commerce practice activities.

### **2.3. The degree of optimization of faculty structure needs to be improved**

According to the research on the teaching faculty of this course conducted by the e-commerce teaching course team in many colleges and universities, it is found that the subject background of the teachers of this course is generally relatively single, and many teachers are transformed from computer and management majors to take up the teaching work of this course. This leads to the fact that these teachers only have strong theoretical knowledge but lack practical experience in e-commerce transaction activities, which cannot meet the teaching needs of e-commerce course training objectives to a large extent.

Of course, some colleges and universities employ professional staff engaged in e-commerce activities from e-commerce enterprises to undertake the teaching work of this course of e-commerce. This part of the class teachers have more practical experience in e-commerce transaction activities, but due to the limitation of their own business activities in the enterprises, they have less room for flexibility in their teaching work time in schools, and may appear to cope with teaching when they are busy at work. In addition, many people working in e-commerce enterprises are directly employed after graduating from undergraduate or even

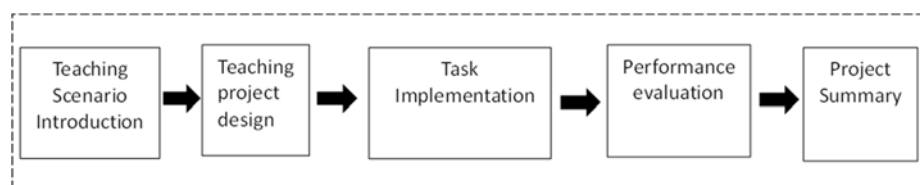
higher education institutions, and although they have more practical experience, they are lacking in theoretical literacy.

### 3. Methods Used for Teaching

In view of the above problems in the teaching process of e-commerce course, the e-commerce teaching course team changed the traditional teaching methods and tried project teaching method, case teaching method and interest teaching method successively.

#### 3.1. Project teaching method

Project teaching method is to introduce real e-commerce enterprise projects, project design and teaching task implementation with specific work tasks and processes, and real work performance as the main assessment index[3]. So that by the end of the project tasks, students have understood and mastered the relevant e-commerce theoretical knowledge as well as improved their practical ability of actual e-commerce transactions. The specific implementation process of project teaching method is shown in Figure 1.

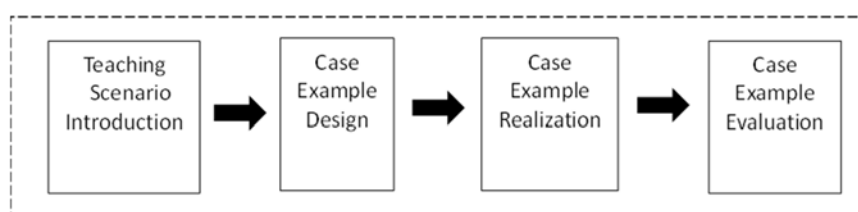


**Figure 1.** Project teaching method implementation process

In the process of implementing the project teaching method, the teacher in charge of the class firstly introduces the students to the teaching content through scenarios according to the purpose and objectives of the teaching content. Secondly, the teacher should design the projects that students will participate in according to the teaching content. And the students are grouped into different groups. Once again, students use the theoretical knowledge they have learned and the e-commerce related technologies they have mastered to carry out the project tasks according to the practical training projects they have chosen. Finally, teachers and students work together to evaluate and summarize the final performance according to the project implementation. In order to develop students' ability to identify, analyze and solve problems.

#### 3.2. Case Study Method

The case study method was first introduced in the Harvard Business School in the United States. This teaching method requires instructors to typicalize real-world scenarios around teaching objectives and guide students to improve their ability to analyze and solve problems in actual case studies [4]. Therefore, the focus of the case teaching method is to select suitable cases, each case should be based on the objectives of the teaching content, and each case should be student-centered and student-oriented. And the task of the teacher in charge of the class is how to select and organize the cases well. The implementation process of the case teaching method is shown in Figure 2.



**Figure 2.** Implementation process of case study method

In the process of implementing the case teaching method, the instructor should first introduce the students to the teaching content through a scenario. In other words, students should have a preliminary understanding of the case they are going to use. Secondly, the teacher should introduce the pre-designed cases to the students based on the teaching content and teaching objectives. The cases introduced here can be one, two or more cases, but they should not be too many. The case teaching method is different from the project teaching method, because the case teaching method only allows the students to understand the theoretical knowledge and master the relevant skills in a real case scenario through suitable cases. Again, it is the implementation of the case under the guidance of the lecturer and the analysis of the results of the case run. Finally, the designed cases are evaluated based on the results of the case implementation. The reasonableness and effectiveness of the case is determined as a whole.

### 3.3. Interest Teaching Method

Interest is the best teacher and the source of motivation for learning knowledge [5]. Therefore, if the teacher can stimulate students' interest in learning in the classroom, then the first step to a successful lesson will be taken, especially for a course like e-commerce which is comprehensive, cross-cutting and practical. The interest teaching method emphasizes the need to make good use of students' curiosity and novelty, and to stimulate students' strong desire for knowledge, so as to stimulate students' desire for knowledge to the greatest extent, eliminate students' aversion to learning, and achieve the best teaching effect.

Therefore, the key aspect of the interest-based approach is how to stimulate students' interest in the content. One of the most typical ways is to promote students' interest in what they are learning through activity competitions. In the teaching process of e-commerce course, teachers can hold some competitions and activities about e-commerce knowledge according to students' personality characteristics, so as to mobilize students' learning enthusiasm and give appropriate rewards to students with outstanding performance, so that they can get the fun of success through their performance in the competition activities. In addition, for students with particularly outstanding performance in the learning process, they can be guided and motivated to participate in provincial and national e-commerce competitions and encouraged to actively participate in practice, so as to motivate students to learn the teaching contents of e-commerce course to a greater extent and cultivate their teamwork ability. The following figure is a comparison diagram of the three teaching methods obtained from a survey of a sample of 60 students in the Department of Information Management, Grade 17.

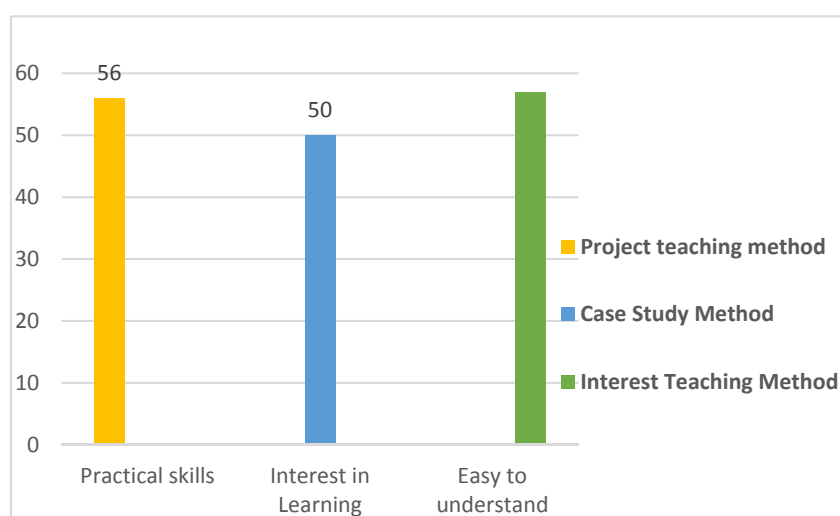


Figure 3. Comparison of the effects of the three teaching methods

From the comparison of the three teaching methods, 56 students think that the project teaching method has exercised and improved their practical ability of e-commerce transaction activities to a greater extent, 50 students think that the interest teaching method has stimulated their learning interest in e-commerce course to a greater extent, and 57 students think that the case teaching method can make them feel when learning new knowledge of e-commerce course 57 students think that the case teaching method can make them feel easy to understand and grasp the new theoretical knowledge and related skills. It can be seen that a single teaching method is not desirable in the teaching process of e-commerce course. It is better to change and adjust the teaching method appropriately according to different teaching contents and teaching objectives, so as to stimulate students' learning enthusiasm to a greater extent and achieve better teaching effect.

#### 4. Conclusion

In the background of the Internet+ era, especially with the rapid development of cross-border e-commerce and rural e-commerce, the demand of major enterprises for e-commerce talents is getting bigger and bigger [6]. This requires our universities to face up to the problems in the teaching process of e-commerce, and to cultivate more and more "innovative and complex" talents of e-commerce for the society with the requirements of the development of the times and the needs of the society as much as possible. Based on this, this paper analyzes the problems in the teaching process of e-commerce course from the aspects of textbook content, teaching resources and teacher structure. In response to these problems, project teaching method, case teaching method and interest teaching method are implemented in the teaching process. The teaching practice shows that these teaching methods are effective in the teaching process of e-commerce course and provide ideas for the cultivation of senior professionals in e-commerce industry.

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