

# EXPLORATION OF CROSS-BORDER E-COMMERCE TALENT TRAINING MODE BRIDGING THEORY AND PRACTICE -- AN EXAMPLE FROM THE UNDERGRADUATE MAJOR OF CROSS-BORDER E-COMMERCE IN GUANGDONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

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**Abstract:** This document explores the innovative talent training model for the undergraduate program in Cross-border E-commerce at Guangdong University of Science and Technology. Its objective is to develop comprehensive capabilities in cross-border e-commerce professionals through an integrated educational system that effectively bridges theory and practice. With the rapid expansion of the cross-border e-commerce industry, the demand for skilled professionals -- particularly those possessing a robust theoretical foundation and practical experience -- has surged. The university employs the "Five Forces Collaborative Education Model, integrates Teacher's Guiding Power, Student's Learning Power, Practice Application Power, Innovation Driving Power, and Value Shaping Power. This model is designed to align with industry needs and cultivate high-quality, innovative cross-border e-commerce talent.

**Keywords:** Cross-border E-Commerce; Talent development; Theory-practice integration; Five forces collaborative education model

## 1 INTRODUCTION

With the continuous development of the cross-border e-commerce industry, cross-border e-commerce enterprises are selling a more diverse range of product categories and reaching more sales markets. Simultaneously, the demand for e-commerce talents in enterprises is also increasing. The current talent training model has not fully kept pace with the rapid development of the industry, and the significance of integrating theory and practice has become increasingly prominent. Only by strengthening the integration of theory and practice can we nurture cross-border e-commerce professionals with a strong theoretical foundation and practical skills to meet the increasing demand for talent in the industry, thereby supporting the high-quality development of the cross-border e-commerce sector.

The cross-border e-commerce program at Guangdong University of Science and Technology (GDIST) is the first batch of cross-border e-commerce undergraduate talent training programs in China and the first in Guangdong Province. The program explores a cross-border e-commerce talent training model that bridges theory and practice by constructing a comprehensive education system, enhancing the integration of industry and education, promoting practical participation, and establishing a continuous feedback and evaluation mechanism. It will provide innovative and applied high-quality cross-border e-commerce talents for 'Dongguan Smart' and industrial upgrading, and promote the sustainable and healthy development of the industry.

## 2 THE FOUNDATION OF CROSS-BORDER E-COMMERCE PERSONNEL TRAINING

### 2.1 'New Trend' of Cross-border E-commerce Development

With the growing consumer demand for personalized and diversified goods, cross-border e-commerce platforms have become an important bridge connecting global consumers and merchants. Cross-border e-commerce companies provide consumers with a more convenient and enriched shopping experience through the use of advanced digital technologies and innovative business models. At the same time, cross-border e-commerce breaks the geographical limitations of traditional trade, enabling merchants to enter the global market more easily and achieve globalized sales and exchanges. In order to better meet the needs of consumers in different regions, cross-border e-commerce enterprises have begun to focus on localized operations, including language localization, product localization, and marketing localization. This localization strategy not only enhances consumers' shopping experience but also boosts enterprises' competitiveness in the local market.

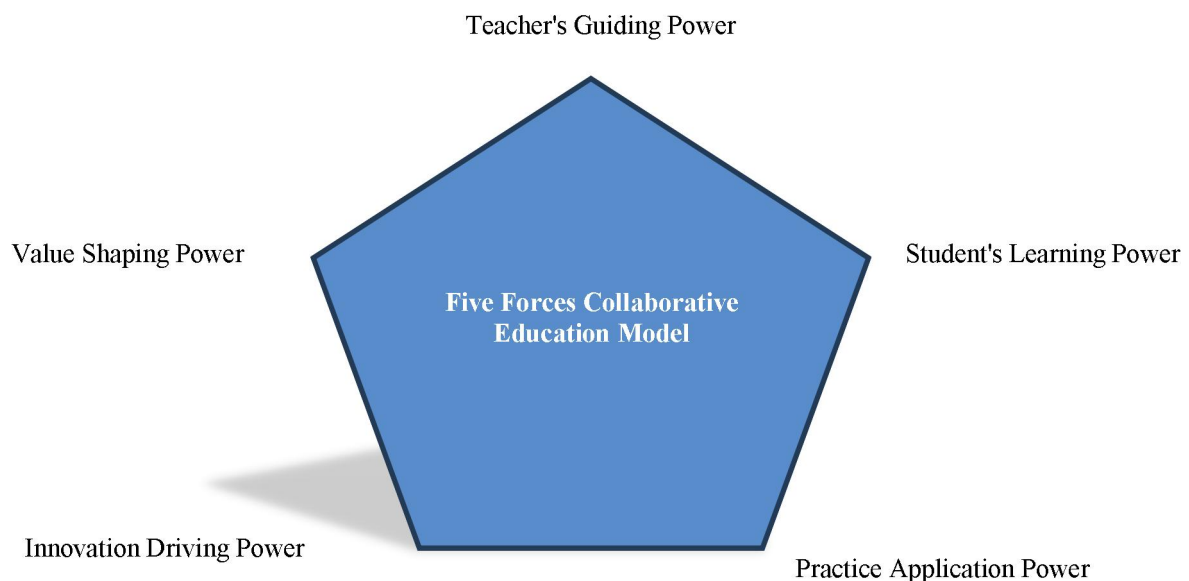
### 2.2 Requirements for 'New Talents' in Cross-Border E-commerce

Talent is a scarce resource in the field of cross-border e-commerce. At present, the structure of cross-border e-commerce talent is primarily composed of individuals with basic skills, lacking senior management and technical expertise. Additionally, there is also a high turnover rate among cross-border e-commerce professionals. The industry's need for new talent focuses on skill level and overall quality, encompassing not only solid professional knowledge and skills but also language proficiency, cultural adaptability, innovative thinking, technology utilization, teamwork, and various other aspects.

### 3 BUILDING A CROSS-BORDER E-COMMERCE TALENT TRAINING MODEL THAT BRIDGES THEORY AND PRACTICE

In order to nurture new talents in cross-border e-commerce who can adapt to the current development situation, the goal of the cross-border e-commerce undergraduate program at Guangdong University of Science and Technology (GDIST) is to be 'based in Dongguan and oriented towards the Greater Bay Area'. The program is based on the principle of 'cultivating people with moral integrity', adopting the teaching method that combines online and offline elements, and focusing on developing students' entrepreneurial practice abilities. Teaching methods mainly utilize the 'five forces collaborative teaching mode', incorporating case study teaching, simulation training, practice, and other teaching methods. Competition is used to enhance teaching and learning.

According to the development of the industry and enterprise talent demand, a demand-oriented curriculum system has been established, known as the 'Five Forces Collaborative Education Model' (Five Forces Collaborative Education Model), as shown in Figure 1. This model consists of Teacher's Guiding Power, Student's Learning Power, Practice Application Power, Innovation Driving Power, and Value Shaping Power.



**Figure 1** Diagram of the Five Forces Collaborative Teaching Model

#### 3.1 Teacher's Guiding Power (TGP)

Teachers, as knowledge transmitters and guides of students' growth, play a vital role in cultivating cross-border e-commerce talents. With the support of school and social platforms, teachers in this field continuously update their knowledge base and enhance their teaching skills. They achieve this through collective seminars, attending and evaluating lectures, collaborative lesson planning, receiving feedback from supervisors, and participating in teaching competitions to prepare for their daily classes. Simultaneously, they enhance their guidance abilities by utilizing their free time for both online and offline training sessions on campus and off-site, focusing on teaching techniques, methods, and professional skills. They also engage in knowledge exchange with representatives from other educational institutions and businesses, as well as gain practical experience by visiting various enterprises.

#### 3.2 Student's Learning Power (SLP)

As learners of knowledge and skills, students need to actively participate in learning, take the initiative to absorb and understand new knowledge, and develop the ability to learn for life. In teaching and practice, attention is paid to stimulating students' interest and enthusiasm in learning and cultivating their independent learning ability and innovative spirit. Throughout the process of designing the talent training program, from the syllabus to lecture plans, lesson plans, course evaluation, and assessment, the focus is on making 'learning the center' and emphasizing the development of students' learning power.

#### 3.3 Practice Application Power (PAP)

As a bridge between theory and practice, practical teaching provides students with the opportunity to transform theoretical knowledge into practical operation and deepen their understanding of knowledge. The cross-border e-commerce undergraduate program places great emphasis on cultivating practical application skills. It not only offers practical operation opportunities through a diverse curriculum and university-enterprise cooperation projects but also encourages students to engage in project-driven learning and competition activities. This approach aims to

comprehensively enhance students' practical abilities, innovative thinking, and industry adaptability, ensuring that graduates can swiftly integrate into and contribute to the development of the cross-border e-commerce industry.

### 3.4 Innovation Driving Power (IDP)

The curriculum design and teaching methodology emphasize the development of individual and team innovation, providing students with a platform to transform their ideas into entrepreneurial opportunities. This stimulates their drive for innovation, enabling them to adapt to the ever-changing global e-commerce environment.

### 3.5 Value Shaping Power (VSP)

The teaching process fully implements the three-pronged education approach. Through various practical activities and case studies in the curriculum system, students' values are shaped. They learn how to create and deliver values, becoming cross-border e-commerce talents with high moral character and excellent abilities, capable of leading the industry's development.

## 4 CONCLUSION AND PROSPECTS

The new trend of cross-border e-commerce industry gives rise to new requirements for cross-border e-commerce talents. The cross-border e-commerce undergraduate program at Guangdong Institute of Science and Technology is closely aligned with the industry's development and enterprise requirements. It continuously explores innovative ways to train cross-border e-commerce talents. In the future, the program will focus on designing effective teaching evaluations, emphasizing the assessment process, and strengthening employer feedback mechanisms. This will support the development of the cross-border e-commerce industry and meet enterprise needs, delivering high-level, applied, and innovative cross-border e-commerce talents for the Greater Bay Area.

## COMPETING INTERESTS

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