DOI: 10.53469/jerp.2025.07(12).05

Building Cross-Border E-Commerce Talent Development Models for Local Applied Universities in the Digital Economy Context

Jing Qi

Yuncheng University, Yuncheng, Shanxi, China

Abstract: ***Driven by the "Internet Plus" strategy and the explosive growth of cross-border e-commerce, this study addresses structural contradictions in talent cultivation at local applied universities. The research constructs a dynamic competency development model through industry-education integration and multi-party collaboration, employing a four-dimensional analytical framework of "curriculum dimension, teaching dimension, evaluation dimension, and synergy dimension". Innovations include modular project-based curricula integrating real enterprise projects, a three-party evaluation mechanism combining teachers' data, platforms' data and enterprises' data, and a tiered base construction plan with cross-regional replication potential. Theoretical contributions advance the "Internet + Education" system through regional empirical evidence, while practical implications provide an actionable paradigm for transforming applied talent cultivation systems in the digital economy era. This research offers empirical evidence and strategies for promoting high-quality regional digital economy development through optimized talent cultivation.***

Keywords: Cross-border e-commerce, Industry-education integration, Talent cultivation model, Applied universities, Digital economy.

1. Introduction

Driven by the rapid development of the global digital economy, the "Internet Plus" strategy has become the core engine propelling the transformation and upgrading of traditional industries. With the explosive growth of cross-border e-commerce, English, as the international lingua franca, plays a crucial role in the cross-border trade sector. Therefore, cultivating qualified cross-border e-commerce professionals proficient in business English is an essential pathway to promoting the high-quality development of this industry. According to the latest statistics from the China International Electronic Commerce Center, China's cross-border e-commerce transaction volume exceeded 2.63 trillion yuan in 2024, marking an 10.8% year-on-year increase and maintaining double-digit growth for six consecutive years (Ministry of Commerce, 2024). This rapid development has spurred demand for new types of talent. The Digital Economy Talent Development Report indicates that the cross-border e-commerce sector faces shortages across 12 job categories, including technical operations, data analysis, and cross-border marketing. It is projected that by 2025, the industry-wide talent gap will reach 4 million people (China Academy of Information and Communications Technology, 2025). Faced with the urgent need for industrial transformation, local applied universities—as the primary providers of talent for regional economic development—exhibit significant structural contradictions in their current training systems. Data from a specialized survey by the Ministry of Education reveals that among the 62 institutions offering cross-border e-commerce-related majors, only 23% have established fully functional practical training bases. Graduates typically require more than six months to adapt to their positions (Ministry of Education, Department of Higher Education, 2023).

The root cause of this supply-demand imbalance lies in the profound disconnect between traditional business English education models and the industrial ecosystem, manifested in three core issues: rigid curriculum systems, lack of practical training platforms, and lagging industry-education collaboration. From a theoretical innovation perspective, this study breaks through the single-perspective limitations of traditional industry-education integration research. By constructing a four-dimensional analytical framework — "curriculum dimension, teaching dimension, evaluation dimension, and synergy dimension"—it provides regional empirical evidence for the "Internet + Education" theoretical system. Unlike existing studies that predominantly focus on macro-policy interpretation, this paper systematically deconstructs the competency matrix for cross-border e-commerce talent and proposes a dynamic competency development model that adapts to industry demands. At the practical application level, a tiered base construction plan designed for the resource characteristics of local colleges can directly serve local enterprises. By establishing a quantifiable evaluation system for the benefits of university-enterprise cooperation, it addresses the long-standing "university enthusiasm, enterprise indifference" dilemma that has constrained industry-education integration. The cross-regional replication of this model is projected to further increase the job-to-major alignment rate for graduates from partner institutions while simultaneously reducing enterprises' labor costs. Using Yuncheng University as a case study, this research analyzes the problems during the process of cultivating talent for cross-border e-commerce at local applied universities and also proposes the ways of solving these problems. It aims to built a talent cultivating model and provide an actionable practical paradigm for similar institutions, thereby advancing the innovation and restructuring of applied talent cultivation systems in the digital economy era.

2. Literal Review

In recent years, with the rapid development of the cross-border e-commerce industry, the demand for cross-border e-commerce talent in China has surged dramatically. Against this backdrop, numerous scholars have

conducted in-depth research on talent cultivation models for cross-border e-commerce from various perspectives. Some scholars focus on the perspective of collaborative education between schools and enterprises. They propose that by jointly establishing cross-border e-commerce majors through school-enterprise cooperation, it is possible to break through disciplinary limitations and innovate talent cultivation models. For example, Yang Weili (2025) adopts a low-carbon economy perspective and uses cross-border e-commerce B2B operations courses as a case study. The research focuses on examining the current state and existing issues in course instruction, exploring reform implementation strategies within new business disciplines in higher education. The aim is to better cultivate professionals who can serve corporate green transformation and the high-quality development of new foreign trade models, thereby promoting low-carbon economic growth. Liu Shiqi (2025) addresses issues in business English talent cultivation at universities, including curriculum systems lagging behind industry development, insufficient depth in university-enterprise collaboration, lack of practical experience among faculty, and imperfect evaluation systems. To cultivate cross-border e-commerce business English professionals suited to the demands of the digital economy era, she proposes optimizing curriculum systems, innovating teaching models, deepening university-enterprise partnerships, and refining evaluation frameworks. Meanwhile, Fu Heng (2021) explored how to synergize cross-border e-commerce resources from universities, enterprises, and industry within the Yangtze River Delta region. By integrating authentic cross-border e-commerce language service projects, the study innovated across dimensions including course philosophy, content, implementation, and evaluation. This approach constructed a "learning community" style cross-border e-commerce language service project course model.

Industry-education integration is also a key area of focus for domestic scholars. Liu Jinfeng and He Xin (2019) explored pathways to resolve this practical dilemma by focusing on two aspects: achieving effective integration between industrial and educational systems, and refining standards and institutional frameworks for industry-academy colleges. Using the establishment of a cross-border e-commerce industry-academy college as a case study, they elaborated on its structural design, the dual-track education model integrating industry and education, and the institutional mechanisms for cross-border e-commerce industry-academy colleges. This approach aims to facilitate deeper integration between industry and education in higher vocational institutions. Yu Jing (2025) focuses on the systematic deconstruction of cross-border e-commerce talent requirements—including cross-cultural communication skills, technological tool integration capabilities, and mature business strategy competencies—within the context of industry-education integration. The study reveals the current state of vocational college training systems across four dimensions: curriculum alignment, industry-education integration mechanisms, faculty development, and evaluation frameworks. Wang Qiong (2017), based on an analysis of Hangzhou's cross-border e-commerce development status and the staffing demands of cross-border e-commerce enterprises, argues that universities should actively explore new pathways for cultivating cross-border e-commerce talent under the current circumstances. This should be approached through talent cultivation models, university-enterprise cooperation mechanisms, and quality enhancement systems. The aim is to enhance the professional competence and comprehensive capabilities of cross-border e-commerce talent, thereby promoting the healthy and rapid development of the cross-border e-commerce industry.

Regarding curriculum development and evaluation systems, Li Wanghua and Yuan Xin (2025) found that under the industry-education integration model, the introduction of teaching-oriented enterprises to jointly establish internship bases effectively bridges the gap between businesses and educational institutions. The curricula developed through this approach better align with corporate skill requirements. Meanwhile, Yang Xiaoying (2025) argues that universities seeking to enhance their cross-border e-commerce talent cultivation systems must strengthen the quality of specialized instruction while deepening industry-academia partnerships. This dual approach cultivates students' practical operational capabilities and problem-solving skills for real-world job roles. Notably, with the rise of the digital economy, some scholars have begun to focus on cultivating talent for innovation and entrepreneurship in cross-border e-commerce. Zhang Hua et al. (2022) analyzed the logic behind constructing talent development models for cross-border e-commerce programs in higher vocational colleges. Adhering to principles such as "starting from real enterprise job requirements," "following progressive learning patterns," "leveraging certifications and competitions to cultivate practical skills," and "organically integrating ideological and political education into courses," they established a "dual-track co-education, integrated course-certification" three-dimensional, three-tier talent development model for cross-border e-commerce professionals.

In summary, domestic research on cross-border e-commerce talent development and related fields has achieved significant results. However, in the face of rapidly changing industry demands and an ever-evolving technological landscape, higher education institutions must further strengthen theoretical research and practical exploration in cultivating cross-border e-commerce professionals. This study actively explores the needs of local enterprises, identifies issues in the talent development process within universities, and proposes talent development programs better aligned with local business requirements. The goal is to cultivate more high-caliber cross-border e-commerce professionals equipped with practical skills and innovative capabilities.

3. Research Design

3.1 Research Questions

In order to understand the current situation of cross-border e-commerce talent cultivation in local application-oriented universities, it is hoped that through the multi-dimensional research of this study, relevant data and information can be obtained. The main core issues are as follows:

1) What problems exist in the cultivation of cross-border e-commerce talents in current local application-oriented universities?

2) In view of the existing problems, what kind of talent cultivation model should be proposed?

3.2 Subjects

This research selected three types of subjects as the research objects, including 20 teachers from relevant majors in local colleges and universities, 100 students from relevant majors in school (25 each from freshman to senior), and 10 representatives from enterprises in the relevant field. The purpose is to understand the problems and current situation of cross-border e-commerce talent cultivation from three dimensions:

University teachers: Select teachers from local application-oriented colleges and universities who teach in the fields of cross-border e-commerce, international trade, and e-commerce. Focus on evaluating their curriculum design, teaching methods, experience in school-enterprise cooperation, and their understanding of the talent cultivation model.

On-campus students: Select on-campus students of the above-mentioned majors and conduct questionnaire surveys and interviews to understand their learning experiences, skill mastery, course satisfaction, and demands for the integration of industry, academia, and research.

Cooperative enterprises: Select cross-border e-commerce enterprises that have in-depth cooperation with universities, and investigate their demands for talents, the effects of school-enterprise cooperation projects, suggestions on talent cultivation models.

3.3 Research Tools

The research tools mainly adopted were questionnaire surveys and semi-structured interviews. For the convenience of data acquisition, the questionnaire survey mainly acquires corresponding data by distributing questionnaires online. Semi-structured interviews were mainly conducted with individuals selected from the research subjects in these three dimensions, including 5 teachers, 8 students, and 5 enterprise representatives.

Questionnaire Survey: Design a structured questionnaire with dimensions set for teachers, students, and enterprises respectively. The teacher questionnaire focuses on curriculum design, teaching methods, and school-enterprise cooperation. The student questionnaires focus on learning experience, skill requirements and employment expectations. The enterprise questionnaire focuses on talent demands, cooperation effects, and suggestions for talent cultivation.

Semi-structured interviews: Conduct in-depth interviews with teachers, enterprise managers, and students to obtain qualitative data and explore the essence of problems and potential demands.

3.4 Research Procedure

3.4.1 Implementation of Questionnaire Survey

This study used online platforms to distribute structured questionnaires to ensure the convenience and coverage of data acquisition. The questionnaire design strictly follows the four-dimensional analysis framework, setting dimensions respectively for the three types of subjects: teachers, students, and enterprises:

Teacher questionnaire: Focusing on three dimensions, namely curriculum design (such as the implementation of modular project-based courses), teaching methods (such as case teaching of industry-university-research integration), and school-enterprise cooperation (such as the frequency of introducing real enterprise projects), it consists of 20 items and is measured using a five-level Likert scale.

Student questionnaire: It focuses on four dimensions: learning experience (such as course satisfaction, participation in practical links), skill requirements (such as operation of cross-border e-commerce platforms, data analysis ability), and employment expectations (such as matching degree with enterprise demands), with a total of 25 items, combining closed-ended and open-ended questions.

The enterprise questionnaire: It focuses on three dimensions: talent demand (such as types of urgently needed skills, job competency model), cooperation effect (such as output benefits of school-enterprise cooperation projects), and talent cultivation suggestions (such as establishing industrial colleges), with a total of 18 items. It adopts a combination of scale and open-ended suggestions.

The questionnaire distribution covered three types of research subjects, and 126 valid questionnaires were retrieved (20 from teachers, 96 from students, and 10 from enterprise representatives), with an effective recovery rate of 96.92%.

3.4.2 Implementation of Semi-structured Interviews

Five representative teachers (professors, associate professors, and lecturers at each level), eight students (two from each grade), and five enterprise representatives (human resource directors, department managers, and front-line employees) were selected from the questionnaire survey subjects for semi-structured in-depth interviews. The interview adopted a “question guidance + free divergence” model and revolved around the following core topics:

From the perspective of teachers: Pain points in curriculum design in the integration of industry, academia and research, feasibility obstacles in introducing real enterprise projects, and difficulties in implementing the tripartite evaluation mechanism;

From the perspective of students: The learning experience of modular project-based courses, the matching degree between skill cultivation and employment demands, and expectations for talent cultivation;

From the perspective of enterprise: Satisfaction of talent demand in School-Enterprise cooperation, cost-benefit analysis of talents, and potential challenges in the employment process.

The entire interview was recorded and transcribed into written materials, forming qualitative data text to ensure the authenticity and depth of the interview content.

4. Data Analysis

According to the data, it shows that with the in-depth development of the digital economy, the demand for talents in the cross-border e-commerce industry has seen explosive growth. As an important force serving the regional economy, local application-oriented colleges and universities have successively set up cross-border e-commerce directions or courses in related majors such as business English, international trade, and e-commerce. However, in the practical process, there is still a significant gap between the quality of talent cultivation and the expectations of the industry. The main challenges they face are three core predicaments.

4.1 Curriculum-Industry Demand Misalignment

At present, the cross-border e-commerce curriculum systems of many institutions of higher learning fail to keep pace with the rapid evolution of the industry, showing a distinct tendency of "lagging behind" and "theorization".

The course content is updated slowly. Among the teaching staff, 68% believe that the current curriculum system has "lag", especially in modules such as "Rule Updates for Cross-border E-commerce Platforms" and "Opening and Management of International Customers". Among the student group, 72% reported that "practical courses are disconnected from the demands of enterprises". Enterprise questionnaires show that 83% of enterprises believe that there is a gap in "data analysis ability" and "cross-cultural communication ability" among college graduates, which is 15 percentage points higher than the gap rate of "platform operation skills". Cross-border e-commerce is a field where rules, platforms, technologies, and marketing models change rapidly. However, many colleges and universities' course content still remains at the level of textbooks and theories from several years ago. They rarely cover or merely introduce in a cursory way the cutting-edge topics such as social e-commerce (like TikTok Shop), independent website building and operation, big data product selection, and AIGC-assisted marketing. This results in the knowledge students acquired being outdated when they enter the workplace, and enterprises have to invest a lot of resources to retrain them.

The curriculum structure lacks systematic integration. A common practice is to simply add one or two courses such as "Introduction to Cross-border E-commerce" or "Amazon Operations Practice" on top of the existing Business English or international trade courses. This kind of "treating symptoms rather than root causes" curriculum design fails to organically and systematically integrate foreign language application ability, international business knowledge, and practical skills of digital technology tools and platforms. Students' knowledge structures are fragmented, making it difficult for them to develop comprehensive abilities to solve complex cross-border business problems.

Emphasizing theoretical instruction while neglecting practical application. Classroom teaching still mainly relies on teachers' lectures and students' passive acceptance, lacking practical training based on real projects, real data and real platforms. Students' understanding of core skills such as platform rules, advertising placement, and logistics solution selection remains only at the textbook level. Once they are confronted with the real business environment, they often feel at a loss.

4.2 Dual-Qualified Faculty Shortage

Teachers are the key executors of talent cultivation, but local applied colleges and universities generally lack "dual-qualified" teachers who understand both educational laws and are proficient in the practical application of cross-border e-commerce. The questionnaire shows that only 32% of the teachers have more than 3 years of working experience in cross-border e-commerce enterprises, and 68% of the teachers admit that "insufficient practical experience in enterprises" is the main obstacle to the improvement of teaching ability. In the item of "Teacher Role Positioning in School-Enterprise Cooperation", 75% of the teachers believe that "joint teaching by enterprise mentors" is needed to make up for the gap in practical guidance ability, but only 20% of the teachers have participated in the research and development of real enterprise projects. 89% of the students believe that "teachers with practical experience in enterprises" can guide practical courses more effectively, among which 78% of the students reflect that the current teachers' "case teaching is divorced from the actual situation of enterprises". In the dimension of "Teacher Competency Evaluation", the average score given by students to teachers for skills demanded by enterprises such as "cross-cultural communication ability" and "dynamic analysis of international logistics" is only 3.2/5 (out of 5). Ninety percent of the surveyed enterprises emphasized that "dual-qualified teachers" are a key element of school-enterprise cooperation, but only 15% of the enterprises believe that the teachers of the cooperating institutions have the "ability to keep up with the latest industry technologies". Enterprise representatives pointed out in the interview that teachers generally lack practical skills such as "platform data operation" and "cross-border payment risk control", which leads to students needing an additional 3 to 6 months of training after joining the company.

Teachers lack practical experience. The vast majority of professional teachers come from recent doctoral or master's graduates of universities, which is "from school gate to school gate", and they themselves lack complete experience in cross-border e-commerce operations in enterprises. Therefore, in the teaching process, one can only "talk on paper" and is unable to impart valuable experience, skills and "pitfalls avoidance" guidelines from the front line. It is even more difficult to guide students in dealing with unexpected situations such as platform account suspensions, customer disputes and logistics delays.

The mechanism for introducing enterprise experts is not smooth. Although some institutions of higher learning will invite senior executives from enterprises to give lectures, this kind of superficial cooperation is difficult to be deeply integrated into the entire process of talent cultivation. Due to obstacles in aspects such as the salary system, working hours, and teaching requirements, it is difficult to incorporate senior

industry experts into the teaching team in a long-term and stable manner to serve as co-builders of courses or practical mentors.

The channels for teachers to update their knowledge are narrow. The front-line teaching tasks are arduous, and teachers have limited opportunities for on-the-job practice or training in enterprises, lacking institutional guarantees. In the face of rapidly changing industries, the problem of teachers' own knowledge aging is prominent, and their confidence and effectiveness in teaching have been greatly reduced.

4.3 Practical Teaching Deficiency

Practical teaching is the lifeblood of cultivating applied talents, but the current "virtualization" and "formalization" of the practical link are the biggest shortcomings. The questionnaire shows that 55% of the teachers believe that "insufficient practical teaching resources" (such as the lack of real enterprise project cases and the functional limitations of the simulation platform) is the primary factor restricting practical teaching. In the item of "Course Module Setting", only 30% of the teachers indicated that "modular project-based courses" have been actually implemented, and 70% of the teachers reflected that "the depth of enterprise participation in course design is insufficient". 72% of the students reported that "practical courses are disconnected from the demands of enterprises", among which the demand intensity for "practical skills training" is particularly significant. In the dimension of "enterprise internship experience", only 35% of the students believed that the internship content was "highly matched" with what they had learned in class, and 45% of the students pointed out that there was "a lack of on-site guidance from enterprise mentors" during the internship. Enterprise questionnaires show that 70% of enterprises hope that colleges and universities will increase the proportion of "real enterprise project training", but only 25% of enterprises indicate that the current school-enterprise cooperation projects "have effectively enhanced students' job competence".

There is a "gap" between laboratory simulation software and the real business environment. Many colleges and universities have invested in building cross-border e-commerce simulation teaching software, whose back-end data, platform rules and market environment are all virtual Settings, which are far from the rapidly changing real platforms (such as Amazon, AliExpress and Shopify). Students cannot experience real market competition, consumer behavior and business risks in a closed simulation system, and their training effect is limited.

The cooperation between schools and enterprises is "enthusiastic on one end" but "disconnected on the other". School-enterprise cooperation often remains at the level of agreements and is difficult to be carried out in depth. Due to considerations such as core data security, operational efficiency, and management costs, enterprises are reluctant to offer core positions or allow interns to access real accounts and cash flows. Most students' internships end up as "odd jobs", engaging in marginal tasks such as customer service and data entry, and thus they are unable to fully engage in core business processes like store operation, marketing promotion, and supply chain management.

It is difficult to implement innovation and entrepreneurship education. Encouraging students to open real stores for entrepreneurship is an ideal practical approach, but it faces practical problems such as start-up capital, supply chain of goods, and risk assumption. The lack of supporting incubation funds, supply support systems and risk exemption mechanisms in schools has led to most students' entrepreneurial attempts remaining at the conceptual stage or being abandoned after small-scale trials due to difficulties.

5. Construction of Talent Cultivation Mode

In response to the aforementioned three major predicaments, this study holds that local applied colleges and universities must break away from the traditional path dependence and carry out a deep and systematic reform of the talent cultivation model. This article constructs a new model for cultivating cross-border e-commerce talents with "deep integration of industry and education" at its core and "multi-party collaborative education" as its path. The core framework is shown in the following three dimensions.

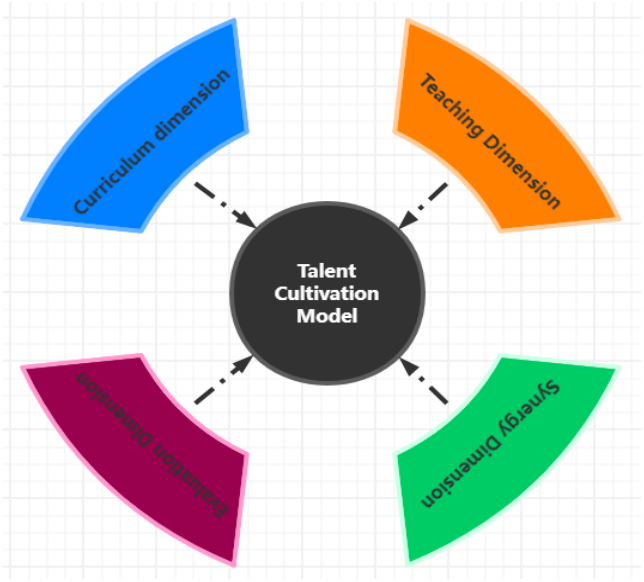

Figure 1: Talent Cultivation Model

5.1 Concepts and Principles of Model construction

5.1.1 Core Concept:

Student-Centered: All teaching activities are designed and implemented with the aim of stimulating students' potential and promoting their all-round development.

Outcome-Based Education (OBE): It is a reverse design of the curriculum system and teaching process that is oriented towards industry demands and the ultimate ability achievements that students will obtain.

5.1.2 Construction principles:

Demand-oriented principle: Closely track the development trends of regional cross-border e-commerce industries and the job competency requirements of enterprises, and dynamically adjust the training program.

The principle of competency-based approach: Focusing on the cultivation of students' comprehensive vocational abilities, integrating knowledge, skills and qualities.

The principle of collaborative innovation: Break down barriers, gather resources from multiple parties including schools, governments, enterprises and industries, and form a joint force for nurturing talents.

The principle of open sharing: Build an open teaching resource and practical platform to maximize the utilization of resources.

5.2 The Specific Connotation and Implementation Path of the Model

The target is to reshape the goal of becoming a compound talent with "foreign language + business + digital skills + humanistic quality". Colleges no longer cultivate general-purpose talents who are versatile, but rely on local industrial belts (such as local characteristic products), focusing on application-oriented talents in specific fields who are proficient in operation, understand marketing, are good at communication, and are good at learning. For instance, focusing on cross-border e-commerce operations of household goods, emphasizing the overseas market development of local characteristic intangible cultural heritage products, or concentrating on overseas new media marketing of fashion accessories.

5.3 Curriculum Dimension

According to the needs of enterprises, college should build a "modular, project-based, and dynamic" curriculum system. The course structure of "platform + module"

General education platform: Strengthen literacy courses such as cross-cultural communication, business ethics, and an introduction to the digital economy.

Professional foundation modules: Consolidate traditional advantageous courses such as Business English, International Trade Practice, and International Marketing.

Core modules in the direction (dynamically updated): Core courses such as "Cross-border E-commerce Platform Operation and Management", "Overseas Social Media and Content Marketing", "Cross-border Data-driven Product Selection and Supply Chain Management", and "International Logistics and Payment" are set up. The course content is reviewed and updated annually by the Professional Construction committee.

Comprehensive Practice module: Incorporate subject competitions, innovation and entrepreneurship projects, and real enterprise projects into the credit system.

The integration of "courses, competitions, innovation and certificates": Deeply integrate "course learning" with "subject competitions (such as the National International Business Practice Competition)", "College Students' Innovation and Entrepreneurship Competition", and "industry qualification certificates (such as Alibaba Cross-border E-commerce Talent Certificate)" to achieve learning through competitions, teaching through innovation, and the integration of courses and certificates.

5.4 Teaching Dimension

Implementing a teaching reform that is "driven by real projects and combines online and offline teaching" plays a vital role in the teaching of students from local applied universities.

Teaching method should be innovated. For the local applied universities, they should adopt project-based teaching (PBL) and case teaching methods. The teaching of core courses should be carried out with real projects provided by enterprises or projects that simulate real business scenarios as the main line. Students should be divided into groups to form "simulated companies" and go through the entire process of "market research - product selection - website building/store opening - marketing promotion - order receiving and delivery - after-sales review". Students should conduct basic operation practice by using the enterprise version simulation software. Schools should cooperate with enterprises which can provide supply sources and financial support, and enable students to operate real stores or independent websites under the guidance of teachers and enterprise mentors.

Teaching resources should be innovated by jointly developing loose-leaf and work handbook-style teaching materials. School should built three-dimensional digital teaching resource libraries with enterprises (including real desensitization cases from enterprises, operation videos, lectures by industry experts, etc.) to ensure that teaching content is in sync with the industry.

5.5 Evaluation Dimension

Schools should establish an evaluation system that is "diversified, process-oriented, and value-added". Diversification of evaluation subjects means to establish a "four-party evaluation" mechanism involving teachers within the school (emphasizing process and knowledge), enterprise mentors (emphasizing skills and qualities), platform data (emphasizing performance and effectiveness), and mutual evaluation among students (emphasizing collaboration). The evaluation method is process-oriented. It reduces the weight of the final exam papers and strengthen the assessment of process achievements such as project reports, operation logs, scheme planning, and roadshow defenses. Evaluation criteria should be value-added. It not only focuses on the final outcome, but also pays attention to the growth rate (value-added) of students' abilities during the learning and practical process. For instance, record the growth data of student stores from zero to one and assess the improvement of their operational capabilities.

5.6 Synergy Dimension

Building a collaborative education platform featuring "interdisciplinary collaboration within the school and multi-party interaction outside the school" will break down college barriers.

They can establish a "Cross-border E-commerce Industry College" (virtual or physical) to coordinate the high-quality resources of the School of Foreign Languages, the School of Economics and Management, and the School of Information Engineering and form an interdisciplinary teaching team to jointly develop courses, collaborate on teaching, and jointly guide graduation projects.

Schools should collaborate with governments and enterprises, and integrate into the regional economic ecosystem. They can jointly build "Cross-border e-commerce talent training Bases" with local government commerce bureaus and cross-border e-commerce comprehensive pilot zones to obtain policy and resource support. They also build "order classes" or "special classes" with leading platform enterprises (such as Alibaba International Station and Amazon Global Selling) and local cross-border e-commerce leading enterprises to achieve "customized" talent cultivation. They can hire senior executives and front-line operation experts from enterprises as "industry professors" to deeply participate in course design, teaching, lectures and internship guidance.

In summary, the "industry-education integration and multi-party collaboration" talent cultivation model constructed by this department represents a comprehensive innovation from concept to action, from goal to evaluation. It aims to transform the "real demands" of the industry into "new content" of education through systematic design, turn the "real environment" of enterprises into a "training ground" for students, and incorporate the "real evaluation" of society into the "measurement" of talents, thereby fundamentally solving the predicament faced by local applied colleges in the cultivation of cross-border e-commerce talents. It provides solid talent support for the high-quality development of the regional digital economy.

6. Conclusion and Future Prospects

6.1 Summary of Research

This study systematically addresses the structural contradictions in cross-border e-commerce talent cultivation at local applied universities under the digital economy framework. By constructing a four-dimensional analytical framework— "curriculum dimension, teaching dimension, evaluation dimension, and synergy dimension", the research breaks through traditional single-perspective limitations in industry-education integration theory. The proposed dynamic competency development model, demonstrates significant improvements in curriculum-industry alignment, practical teaching effectiveness, and industry-academia collaboration mechanisms. Key innovations include:

A modular project-based curriculum system integrating real enterprise projects.

A four-party evaluation mechanism combining teacher, students, platform data and enterprise mentors.

The theoretical contribution lies in advancing the "Internet + Education" theoretical system through regional empirical evidence, while practical implications provide an actionable paradigm for similar institutions.

6.2 Future Prospects

Future research should prioritize three directions: First, expanding the case study scope to diverse regional economic zones and different-tier cities to enhance model generalizability. Second, developing the dynamic curriculum to respond to rapid industry changes in areas like AIGC marketing and cross-border E-commerce. Third, constructing longitudinal tracking systems for talent value-added evaluation to quantify long-term career development benefits.

With the evolution of digital economy ecosystems, this model requires ongoing optimization. The replication and scaling of this model hold promise for transforming regional applied talent cultivation systems and driving high-quality development of the digital economy.

Acknowledgement

This research has received funding from the 11th China Foreign Language Education Fund from The Ministry of Education's Industry-University Cooperation and Collaborative Talent Cultivation Project (First Batch) (231101049281505) and the Teaching Reform and Innovation Project of Higher Education of Shanxi Province (J20231180).

References

[1] Fu, H. (2021). Research on learning community-based curriculum design for cross-border e-commerce language service projects: Taking business English talent cultivation as an example. *Computer-Assisted Foreign Language Education*, (3), 109-114+17.

[2] Li, W. H., & Yuan, X. (2025). Innovative exploration of cross-border e-commerce practical training for applied undergraduate business English major. *Journal of Hubei Open Vocational College*, 38(15), 7-9.

[3] Liu, S. Q. (2025). Exploration of cultivating business English talents in higher education cross-border e-commerce in the digital economy era. *The Road to Success*, (25), 1-4.

[4] Liu, J. F., & He, X. (2019). Industry College: A new approach to deep integration of industry and education in higher vocational colleges—A case study of cross-border e-commerce industry college. *Forum on Contemporary Education*, (3), 96-104.

[5] The Ministry of Commerce of the People's Republic of China. (2025). China E-commerce Report 2024. *https://www.dzswgf.mofcom.gov.cn*

[6] Wang, Q. (2017). Research on pathways for cultivating cross-border e-commerce talents in higher education institutions under the background of the Belt and Road Initiative: A case study of Hangzhou. *Higher Vocational Education-Journal of Tianjin Professional College*, 26(1), 44-47+68.

[7] Yang, W. L. (2025). Research on curriculum reform of new business majors in higher vocational education driven by low-carbon economy: A case study of cross-border e-commerce B2B operation course. *Time-honored Brand Marketing*, (18), 229-231.

[8] Yang, X. Y. (2025). Innovative research on the cultivation model of cross-border e-commerce talents from the perspective of the integration of work, class,

competition, certification, and entrepreneurship. *China Electronic Market*, 31(14), 28-30.

[9] Yu, J. (2025). Exploration of cultivating business English talents in the context of industry-education integration in the field of cross-border e-commerce. *China Journal of Multimedia & Network Teaching*, 7(7), 192-196.

[10] Zhang, H., Ke, L. F., & Chen, H. J. (2022). Construction and practice of talent cultivation model for cross-border e-commerce major in higher vocational colleges under the 1+X Certificate System. *Vocational and Technical Education*, 43(11), 17-21.

Author Profile

Jing Qi is currently an associate professor at Yuncheng University (China). Her research interests include English language learning and teaching, and discourse analysis.