



THE ONLINE SHOP OPERATION FOUNDATION COURSE
FOR MIDDLE AND HIGH SCHOOLS BASED ON THE "1+X" COURSE
AND CERTIFICATE INTEGRATION

BY
XIAOLING LIU

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

SOUTHEAST ASIA UNIVERSITY

ACADEMIC YEAR 2022

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Independent Study Title	The Online Shop Operation Foundation Course for Middle and High Schools based on the “1+X” Course and Certificate Integration
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Program	Master of Education in Educational Administration (International Program)
Advisor(s)	Apirut Singtrangarn, Ph.D.

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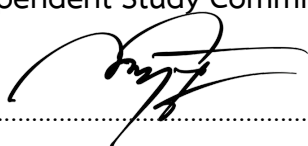


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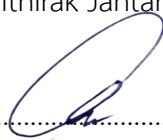
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Abstract

This paper aims to study how to integrate the "1+X" vocational skills certificate with the teaching practice of the "Online Store Operation Basics" course, carry out the course development of the "Online Store Operation Basics" course certificate of secondary vocational schools. The development of this course is based on the "1+X" certificate system proposed by the Ministry of Education, under the guidance of Dewey's "learning by doing" theory and constructivist theory. The curriculum development is carried out from the following five aspects. First, under the requirements of the vocational ability of the enterprise job position, the requirements of the vocational skill level and the professional curriculum standards are organically integrated, and the course objectives are formulated; The second is to integrate the course content and build a modular curriculum through a variety of ways; The third is to integrate the construction of teaching resources from teaching materials, teachers, training bases and online resources; The fourth is to use situational teaching and information teaching to conduct teaching experiments for students of Shenzhen Development Vocational and Technical School. The teaching effect of the course shows that the course development of "Online Store" based on the 1+X" course certificate can effectively connect and integrate the vocational qualification certificate and the academic certificate.

keyword: Online Shop, Operation, Certificate integration, Open Vocational

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Chapter 1

Introduction

1.1 Statements of the Problems

1.1.1 Background of the research project

In February 2019, the pilot work of the 1+X certificate system was officially launched in accordance with the National Vocational Education Reform Implementation Plan issued by the State Council of the People's Republic of China (referred to as "20 Articles of Vocational Education"). In May 2019, the Ministry of Education issued the "Pilot Plan on the Implementation of the "Academic Certificate + Certain Vocational Skill Level Certificates" System in Colleges and Universities, and launched the pilot deployment of the "1+X" certificate system. To this day, this pilot work is still being explored. The certification system requires learners as the core, actively promotes the reform of composite technical ability personnel training methods and teaching assessment methods, and points out that the connection between teaching content and skill requirements is the basis for the reform and development of modern vocational education, and the connection between educational activities and work processes is the focus of the reform and development of modern vocational education. The certification training course is included in the modern professional skills training plan, the professional course requirements and modern vocational skills education requirements are integrated with each other, and the teaching assessment and evaluation system and the modern vocational skills training model are combined to promote the new talent requirements of modern vocational training schools to follow the development of social enterprises and companies, so as to actively meet the new trends of economic and social technological development and the requirements of modern vocational fields, and through the continuous promotion of "three teachings" "The system change (teachers, curriculum, methods) to actively promote modern

vocational training schools to meet the latest needs of economic and social development."

1.1.2 Industry development needs

With the continuous development of science and technology and social economy in China, e-commerce has become an important part of the economic composition. According to relevant information, as of June 2020, the total number of Internet users in China was about 940 million, an increase of about 86 million over June 2019, and the national network coverage rate was about 67.0%. In 2020, the revenue scale of more than 70 domestic Taobao listed companies will exceed 26015.28 Billion, business efficiency will continue to improve, while the scale of the industry will continue to expand, talent demand is more vigorous, of which Taobao Tmall as the website talent demand will reach 51.02%, the demand for emerging media will reach 46.94%, and in the demand, most companies' demand for talent training is more inclined to the situation of students' skills, technical knowledge and business knowledge at the same time. The rapid development of the market economy faces the demand for large-scale and high-quality talents, which puts forward new challenges to the training of vocational education talents and the deepening of curriculum reform in China. At present, due to the limitations of talent training in e-commerce online store operation, there is a shortage of professional talent supply side, and it is urgent to reconstruct the curriculum system and cultivate technical skills talents who meet the urgent needs of the e-commerce online store operation market.

1.1.3 Professional curriculum reform reality

In the past two years, in order to adapt to the new changes in the e-commerce skills industry and cultivate technical skills talents for the e-commerce industry, vocational colleges have opened the course "Basics of Online Store Operation". Through the investigation of enterprises' demand for job skills and the academic situation of secondary vocational and technical school students and the operation and teaching status of online stores in vocational colleges, it is found that the vast

majority of secondary vocational and technical schools have a large gap between the knowledge learned by students and the knowledge required for employment, and even lag behind the development of social science and technology. Problems such as the fact that the competencies of students in secondary vocational and technical schools do not fully correspond to the competencies of the workplace. Due to the lack of solid knowledge and insufficient skills learned by students, they need to undergo secondary professional training after entering the enterprise, and can only be hired after meeting the requirements of the post, thus consuming a lot of financial resources and time. The introduction of the "1+X" certificate system is very beneficial to the improvement of students' knowledge and skills, the adaptation of positions, and the expansion of employment channels. However, in the process of carrying out the work of the certificate system, there are also problems such as centralized training before the examination, formalization of examinations, low pass rate, and failure to carry out examinations in the corresponding field modules. In order to truly implement the "1+X" system, give full play to the effectiveness and advantages of the system, and better cultivate compound technical skills talents with core professional capabilities of online store operation To comprehensively improve the professional skills and professional qualities of secondary vocational and technical school students, how to integrate the "1+X Online Store Operation Promotion Primary Vocational Skills Certificate" with the basic course of online store operation has become a key topic. Combined with its own teaching and evaluation experience, taking the teaching of e-commerce professional online store operation course of Shenzhen Open Vocational and Technical School as the research object, it explores the integration of "1+X" examination content and form into the teaching of e-commerce professional online store operation course Carry out the development of online store operation courses of secondary vocational and technical schools with integrated course certificates, and study the process of curriculum development of e-commerce professional online store operation courses of secondary vocational and technical schools through the implementation of course integration of course objectives, course content, curriculum implementation and course evaluation; Students from the e-

commerce professional class of Shenzhen Open Vocational and Technical School are selected to conduct teaching experiments, solve core problems such as curriculum construction, teaching material development, dual-teacher team, practical training base, online resources, teaching mode and evaluation mechanism, and promote the development of certification work Promote talent training, so as to adapt to social development, dock with local industries, and cultivate technical skills talents in short supply for industry enterprises.

The project takes the one+X certification system as the starting point, combines academic certificates with vocational qualification certificates, and integrates the certification (1+X website construction technology primary vocational skills certification) in the e-commerce field consistent with the requirements of ordinary higher vocational and technical schools in accordance with the principle of connecting the training goals of e-commerce disciplines with the needs of the e-commerce field, the teaching content and skill requirements, and the education system and production process. The evaluation requires that the subject of Internet business knowledge be implanted in the training program to realize the "course" and "certificate" The integration of professional course requirements and vocational qualification certificates, and the evaluation of courses and vocational skills training models. At the same time, the content of the examination connects and improves and enriches the content of six professional courses such as basic knowledge of e-commerce technology, graphic image management, online store customer service, marketing, customer relationship management, and cross-border e-commerce technology, so as to promote professional education in e-commerce technology to follow the market and customer requirements, actively meet the new trend of social and economic development and the requirements for talents, and further promote the reform of "three educations". In order to promote the training of professional talents to meet the new needs of social and economic development.

1.2 Objectives of the research

1)Survey of job positions in e-commerce online store operators

Through the investigation of the ability requirements of online store operation jobs, we can obtain the views of e-commerce online store operators on secondary vocational students, and the technical skills and theoretical knowledge level that enterprises need to master in the actual production process of secondary vocational students in related positions. In the process of enterprise research, record the mismatch between the enterprise position and the secondary vocational curriculum education, so as to focus on improvement in curriculum development.

2) Status quo of the course "Fundamentals of Online Store Operation" in secondary vocational and technical schools

Investigate the real teaching status of courses related to "Fundamentals of Online Store Operation" in secondary vocational and technical schools, explore the reasons why middle-level talents in online store operation are not connected with the market, and provide a basis for curriculum development.

3) Through teaching experiments, the course design of "Fundamentals of Online Store Operation" based on "1+X" course certificate integration was tested

Focusing on the practice of e-commerce professional students of Shenzhen Open Vocational and Technical School, the experimental project of online store operation foundation and vocational skill level certificate certificate integration of 1+X online store marketing was carried out, and the effective methods, processes and methods of the pilot project were summarized.

1.3 Limitation and Scope of the study

1.3.1 Limitations of the study

1) Limitations of the study scope

In this study, the proximity principle of questionnaire was adopted, but the scope was concentrated and the coverage was not wide enough. Results from this study must be used with caution.

2) Limitations of the study methodology

This study mainly adopts the interview method and questionnaire survey method to interview the basic employees and senior managers of enterprises, and selects the questionnaires filled in by e-commerce teachers and e-commerce students. Therefore, so it is necessary to consider the possible limitations in the implementation of the survey. The advantages of the questionnaire method are quantitative, which can conduct statistical analysis of the actual survey data and draw more objective inferences. However, the investigator's questionnaire design may limit respondents' responses, and respondents' emotions, values and attitudes when completing the questionnaires may have reservations about answering the questions, which may lead to different inferences from the actual situation.

1.3.2 The scope of the study

1) Scope of study subjects

This study adopts the questionnaire survey method, to Shenzhen, Guangdong province several e-commerce enterprise shop operation department at the grass-roots level and senior managers, Guangdong province secondary vocational technical school e-commerce professional teachers and students questionnaire survey, understand their views of secondary vocational school graduates, and the recognition of professional qualification certificate, etc. Understand the basic courses of online store operation and the development of "1 + X" certificate work.

2) area coverage

This study takes Guangdong province and Shenzhen city as the research area, mainly including e-commerce enterprises in Shenzhen city and secondary vocational and technical schools in Guangdong Province.

3) Content range

The purpose of this study is to understand the requirements of e-commerce enterprises for online operation personnel, the understanding and importance of the "1 + X" certificate, and the views of the current secondary vocational and technical school graduates, and to clarify the basic requirements of related industry enterprises for online operation talents through research. In the work of secondary vocational and technical schools, through the questionnaire survey of professional teachers in many secondary vocational and technical schools in Guangdong Province and students in secondary vocational and technical schools, the online shop operation basic courses, in-depth understanding of the current course teaching and the "1 + X" certificate system work and the existing problems.

4)time frame

The time frame of this study was mainly January 2022 and March 2023

1.4 Research Terminology

1) Online store

Online shop is a kind of e-commerce relative to physical stores. sellers show and publicize their products or services through the network, and sell the products or services to consumers (buyers). Such behavior can be called online shop, we generally call online shop.

2) Online shop operation promotion

Online shop operation and promotion refers to the general term of a series of activities such as online shop planning, online shop decoration, customer service, search engine promotion, information flow promotion, data analysis, commodity operation, activity operation and content operation in order to achieve the business objectives.

3)The "1 + X" certificate

The term "X" is a number of vocational skill level certificates. The vocational skill level certificate is the proof of the vocational skill level of graduates and members of society, and reflects the comprehensive ability required for professional activities and individual career development.¹ Certificate system The 1X certificate system encourages students to actively obtain various vocational skill level certificates, expand employment and entrepreneurship skills, and alleviate structural employment conflicts.

4) "1 + x" online store operation and promotion skill level certificate

Shop operation promotion professional skill level certificate starting from the social enterprise total demand, using the professional function analysis method, demand for enterprise do step by step, in view of the electronic commerce related personnel professional activities, follow the scientific, systematic, hierarchical and operability principle, comprehensive evaluation of learners' professional skills, promote the universality of school education and e-commerce related industry enterprise organic combination of particularity of professional requirements.

Shop operation promotion professional skill level certificate based on the education certificate, according to the modular way, the education certificate requirements to strengthen, supplement, expand, from the point, line, surface three levels to form a targeted ability training system.

5) Shenzhen Open Vocational and Technical School

Shenzhen Open Vocational and Technical School is a comprehensive public secondary vocational and technical school sponsored by Shenzhen Open University. With more than 3,000 students, driven by the "running people's satisfaction education", the school has continuously improved its social responsibility and ability to serve. Since its establishment in 1985, the school has provided a large number of

craftsman talents in the fields of intelligent manufacturing and modern services in the Guangdong-Hong Kong-Macao Greater Bay Area.

The school has actively responded to the call of the government to establish a pilot demonstration area of vocational education, and has successively explored the through train mode of secondary vocational school-TV university, and the innovative experimental class mode of the dual system of China and Germany. At present, the university offers 10 majors in e-commerce, computer network technology, industrial robot application technology, etc. In the past three years, students have won more than 500 awards in various competitions. In September 2021, the school will be moved to the new campus of Longgang. The school will adopt closed boarding management and reach a new level in the software and hardware of the school, and strive to achieve the new goal of "creating a first-class vocational school and becoming a benchmark for vocational education".

1.5 Research Benefit and Significant

1.5.1 Theoretical value of the research

The spirit of vocational education holds that it is necessary to accelerate the reform of compound technical skills training and training methods, and refer to the general experience in foreign vocational teaching and training, explore and formulate the reform and operation measures and specific institutional measures, so as to comprehensively promote the pilot work of 1 + X certificate system. 1 + X certificate system essential goal, is to give full play to the good degree and qualification certificate function, more consolidate the sustainable development of good school advantage, actively guide good vocational college students in diploma at the same time, take the initiative to obtain higher professional skill level certificate, expand the scope of its employment and entrepreneurial ability, so as to solve the problem of structural employment. Paper mainly from the Beijing secondary vocational technical school school is facing professional class learning problems, and school professional skills and grade certificate mutual financing of practical situation,

combined with the "1 + X" certification system of relevant documents spirit and information research, from the goal of the fusion, fusion, assessment, mutual financing, development path and carry out key issues of research, and study the certification financing of the shop operation basis and other related topics. The development of the course applies Dewey's theory of "learning by doing" and constructivism theory, creates work situations and sets work tasks, takes students as the center, guides students to learn and learn by doing, so as to realize new effective classroom teaching and the cultivation of skilled talents.

Found in the study of the card accommodation shop operation basic course development literature is less, in Guangdong province shop operation promotion "1 + X" textual research work of colleges and universities, this paper on the existing shop operation promotion course teaching and related professional skill level certificate of research work has certain theoretical reference significance, at the same time to promote deepening the reform of vocational education, improve the quality of vocational education and students' employment ability.

1.5.2 Practical significance of the research

With the transformation and upgrading of e-commerce skills industry and the rapid development of information technology, traditional professional skills are low, and vocational skills certificates that cannot meet the development needs of social enterprises are gradually abolished. In order to cultivate versatile talents, continue to play the role of certificates, and ensure the quality of vocational education talents, the Ministry of Education issued the "1 + X" certificate pilot system. After visiting many secondary vocational and technical schools in the province, found that secondary vocational technical schools in the field of electronic commerce "1 + X" vocational skill level certificate work just started, mostly stay in computer software operation, the actual work practice appraisal is not too much requirements, and most secondary vocational technical schools take the certificate of centralized training for students, so that can not meet the requirements of the vocational skill level certificate.

1)This paper is based under the requirements of the job skills and professional quality of the industry enterprises, which can adapt to the new requirements of the development of the industry enterprises and make up for the shortcomings of the needs of technical talents in the industry.

2)The development of the integrated course of "Online Shop Operation Foundation" in secondary vocational and technical schools, master the professional knowledge, skills and accomplishment required by the certificate while completing the course learning, promote the operation and promotion of "1 + X" certificate, and improve the passing rate of the certificate.

3)The teaching of curriculum certificate integration can prevent the occurrence of exam-oriented education phenomenon, do not need to occupy the teaching hours and open additional certificate training courses, increase the attention of secondary vocational and technical school students to the daily course, and improve the teaching quality of the course.

4)Development of courses can be extended to other secondary vocational technical school school "shop operation foundation" course teaching, but also for other institutions to carry out the online operation basis "1 + X" research work to provide reference, promote the national vocational colleges certificate financing work, and can improve secondary vocational technical school students' professional level and professional quality, to adapt to social development, docking local industry, training talents for industry enterprises.

Based on the theoretical analysis of the course development of "1 + X" course certificate ", the research status of vocational education and course certificate integration at home and abroad is summarized through consulting a large number of documents related to this paper. The core concepts of "1 + X certificate" system, the secondary vocational "Online Operation Foundation" course, curriculum certificate integration and curriculum development are defined. In view of the curriculum nature and characteristics of "Online Operation Foundation", the

theoretical guiding role of Dewey's "learning from doing" theory and constructivism theory in this curriculum development is defined.

Chapter 2

Theory and Literature Reviews

Based on the theoretical analysis of the course development of "1 + X" certificate integration "Online Store Operation Foundation", the research status of vocational education and certificate integration at home and abroad is summarized by consulting a large number of documents related to this paper. The core concepts of the "1 + X certificate" system, the secondary vocational "Online Shop Operation Foundation" course, curriculum certificate integration and curriculum development are defined. In view of the curriculum nature and characteristics of the "Online Shop Operation Foundation", the theoretical guiding role of Dewey's "learning from doing" theory and constructivism theory in this curriculum development is defined.

2.1 Concept and Theory

2.1.1 concept definition

1)1 + X " certificate vocational education model

"1 + X" certificate of vocational education mode is defined as: to cultivate compound technical skills talents as the guide, to "social demand, enterprise jobs (group) demand as the guidance, to the national professional standards, professional teaching standards, curriculum standard, vocational skills level standard, based on ability for standard" education thought as the instruction, to "certificate accommodation" for the curriculum development path, for "1 + X" certificate designed with specific educational function curriculum structure [42]. According to the personal characteristics, market demand and industry characteristics of learners, the course configurations with stable academic certificates and rich professional skills and ability level certificates are provided, which provides a good strategy guarantee for cultivating composite skilled talents. The certification companies selected by the government have become the main body of the establishment of the national vocational skill level certificate system and the standard system, and

operate through market-oriented methods, which not only guarantees their development needs, but also provides the direction for their technical ability. The government and enterprises have jointly developed the "X" certificate according to the advanced professional ability urgently needed by the social post group, and formulated the assessment standard of the certificate. The requirements of the standard enable learners to establish the knowledge structure, thinking method, professional quality and professional skills consistent with the occupation in the process of obtaining the "X" certification. The "1 + X" certificate vocational education curriculum mode is an important basis for the implementation of the "1 + X" certification system.

2)Secondary vocational school "online shop operation foundation" course

The course of "online shop operation and promotion" in secondary vocational schools refers to the courses offered by secondary vocational schools according to the professional training objectives, which let students understand the frontier science and technology and development trend of the major, as well as master the professional knowledge, professional skills and accomplishment required by the vocational field. This course is a professional compulsory core course of comprehensive warehouse management skills and quality of e-commerce operation and management positions. The purpose is to let students systematically understand the systematic thinking mode and practical methods of online store operation and management, and master the core knowledge and skills of online store operation and management. The work task and coordination relationship of the online shop operation position, the operation ability of the online shop operation position, and the ability of planning and designing the online shop operation system. Through the combination of work and study and the combination of industry-university and research teaching modes, to cultivate practical talents to meet the needs of local e-commerce industry.

3)Course card financing

Curriculum certificate integration means that the school takes vocational quality education as the goal, By integrating and connecting the courses of relevant academic certificates and vocational qualifications into the teaching of professional colleges, Integrate and integrate the relevant content and requirements of the skill level assessment requirements of professional colleges and universities into the teaching of professional schools, Meanwhile, by optimizing the course design and teaching content, Further integrating the teaching methods and the teaching content, And then promoted the reform of teaching forms and training methods, Then realize the integration of professional ability assessment requirements and the relevant content and teaching progress of the training methods, Thus more optimize the training method of professional skills, And also for additional teaching hours, In this way, the students can also obtain both the professional qualification certificate and the academic qualification certificate after graduation, Thus more improving the students' vocational skills and vocational ability.

4)Secondary vocational curriculum development

The Ministry of Education announced the "Notice on secondary Vocational School Enrollment in 2021" to strengthen the role of secondary vocational education, proposed to adhere to the proportion of general vocational education is roughly the same, secondary vocational education has been paid more and more attention. Secondary vocational colleges focus on vocational training for middle and high school graduates and talents with the same education as junior high schools. The purpose of these students into the secondary vocational school is to learn a labor technology, and later rely on this technical work. Secondary vocational education is one of the foundations of China's national vocational education, and its goal is to train a large number of skilled personnel and high-quality labor force on the basis of compulsory education. While secondary vocational colleges carry out basic knowledge training of high school education for graduates, secondary vocational colleges should carry out targeted vocational knowledge and technical ability training according to the specific needs of vocational positions. Project construction is the overall educational project process in which teachers study clear curriculum

objectives according to their needs, determine the key courses and supporting teaching of a certain major (or several majors) according to this goal, plan, organize, implement, evaluate and modify, etc., and finally achieve the curriculum objectives.

According to the learning situation of secondary vocational students, the national positioning of secondary vocational education and the definition of curriculum development, This institute refers to the development of secondary vocational curriculum is to understand the needs of talents through industry research; By holding seminars on industry experts, Experts compare the shop operation foundation and shop operation promotion certificate skills standards refined suitable for the development of secondary vocational students will be "standard" typical work tasks for professional ability transformation, Building the curriculum framework, Developing curriculum standards; Determine the course learning objectives and learning content; Select project guide | task driven teaching method, design project and drive task; Develop the corresponding teaching resources such as task work order and micro-course; Design the teaching implementation and formulate the relevant teaching evaluation program.

2.1.2 Research theory

1) Dewey's "Learn from doing" theory

American educator John Dewey clearly put forward in *The School of Tomorrow*: "The learning effect of learning from doing is more effective than that of learning from listening. The passive education mode of teaching others will be replaced by the education method of combining learning and doing." Dewey's example shows that in teaching students swimming, if only repeated swimming activities can not go deep into the bottom to swim, then the result is only to sink to the bottom. Therefore, teachers must create an atmosphere for learners to "learn from doing", and use this atmosphere full of interested activities to guide them to carry out the activities.

Based on the "1 + X" certificate financing of secondary vocational curriculum development in Dewey "from middle school" under the guidance of theoretical thought, in the course teaching, conform to the preference specific image thinking and good at meaning learning characteristics of secondary vocational students, the vocational skill level certificate standard into the course teaching, with the actual work process of enterprise as the core of learning. In class, modular teaching is carried out according to the course content. Through the creation of work situations and assigning work tasks, students are guided to learn independently or in the form of groups, use the knowledge and skills learned to complete the task content, take students as the classroom center, and give play to students' subjective initiative. The enterprise practice implements the shift system of factory practice and the third grade post practice of secondary vocational schools, the secondary vocational students are fully trained in the actual enterprise work, and by solving the problems encountered in the practical work process to consolidate professional knowledge and skills, to achieve a new and effective classroom teaching and skilled personnel training.

2)Constructivism theory

Piaget, a Swiss experimental psychologist, put forward the basic view of constructivism that "people build the knowledge of the external world through the interaction with the surrounding world, so as to develop their own cognitive structure"."Individual interaction with the outside world is the source of new knowledge". In real life, learners in certain situations, with the help of the existing knowledge base or partners with the help of teachers and learning materials, to receive and deal with the new learning knowledge, so as to build their own understanding and form their own new knowledge."Situation", "collaboration", "conversation" and "meaning construction" are the four major elements of constructivism. When designing the course, teachers take "students as the leader", design the situation that simulates the real factory, and apply the existing scientific and technological means to restore the real maintenance project, so as to guide the learning process and trigger students' independent exploration. When necessary, join

the "group cooperation, sharing session" to achieve the consensus and sharing of the learning content through the communication between students, so that students can build a more comprehensive and thorough cognition.

Based on the "1 + X" course certificate integration, combined with the "X" certificate and professional course content, the project teaching is carried out. In teaching, teachers should pay attention to students' original experience and knowledge, and design the teaching content as the starting point. When choosing teaching methods, increase group cooperation as much as possible, strengthen the communication between students, so that students in the process of cooperation more comprehensive, specifically solve the project tasks. Teachers use multimedia scientific and technological means to build a variety of learning resources to stimulate students' interest in learning.

2.2 Research Review

2.2.1 Research on vocational education at home and abroad

1) Research on the development of vocational education abroad

At present, there are various ways of vocational education in the world. Due to the high occupational mobility, the development of vocational education in the United States lacks the participation of enterprises in related industries, and vocational education is carried out by public education institutions. German dual vocational training is carried out through dual dual training. Students take the training in turn in the factory and on campus for several days a week. The courses of German enterprises and national middle schools are complementary and promote each other. Germany has established sound vocational education laws to support this model. In the training, enterprises must abide by the framework teaching plan, and schools must abide by the training regulations. The state also recruits apprentices to enterprises and reviews their training qualifications. Only the approved enterprises can adopt the dual system model to cultivate talents. Australia has a new type of modern apprenticeship vocational education, mainly based on the enterprise work

site, supplemented by school-based study at TAFE College. Sweden's vocational teaching reform to education workers and students in professional life representatives together, jointly explore teachers in professional teaching methods, the core is to pay attention to since the teaching of the project, each project effectively based on the project content of teaching, and ensure that the project has both theoretical knowledge and practical content. This kind of teaching is not set according to the regular training cycle, and the whole training setting also includes task-based knowledge and solution thinking.

2) Research on the development of vocational education in domestic e-commerce

As more and more people in China began to invest in the huge trend of online shopping, China's e-commerce has shown a rapid development of the "blowout" grand occasion. In this process, a large number of online shop companies have also been born one after another, and correspondingly, it is the huge lack of e-commerce personnel. Although there are currently 275 undergraduate schools and nearly 700 ordinary higher vocational colleges in China with e-commerce majors, these college students usually have no direct employment opportunities. According to research, in 2008, the number of new e-commerce personnel in China's private enterprises has exceeded 2.3 million, and the real needs of China's small and medium-sized enterprises to meet the degree is only 41 percent. The lack of talents also greatly limits the development degree of China's e-commerce, and according to the "Career Development and Salary Research Report of China's E-commerce Practitioners" recently released by iResearch Consulting Co., Ltd., the talent gap of China's e-commerce practitioners has reached more than 10 billion!

2.2.2 Research on curriculum development based on curriculum certification integration at home and abroad

1) Related research on foreign curriculum certification integration

China has already made clear the concept of "certification integration". Although there is no such concept abroad, the connection between professional

qualifications in Britain, Germany, Australia and South Korea, the joint education between professional qualification certificates and academic certificates has been effective, which has a strong reference significance for the teaching work of early certification integration in China.

The current Hubei Chongyang Vocational and technical school education system is mainly based on the "National Vocational Qualification Certificate (NVQ)" and "General National Vocational Qualification Certificate (GVVQ)", This vocational qualification system is based on the knowledge and skills required for the production and development of enterprises, Reflect the responsibilities and capabilities that must be fulfilled and possessed in practical work, And it gives equal rights to academic education and vocational education, 15] Germany's "dual system" vocational education system is the basic mode of "dual certificate" communication, Students receive "dual" training in training enterprises and vocational schools, At the same time, after the assessment can also obtain the enterprise assessment certificate, training certificate, And a vocational school diploma. This certification system can assess students' basic professional quality and comprehensive cultural quality from various aspects, and thus confirm that they have mastered a certain level of knowledge, so that students can ensure the certain ability level in the process of employment.

National professional qualification framework system AQF is a link with ordinary diploma of professional qualification certificate system, the certificate must be consistent with ordinary professional qualification certificate, in junior high school, high school, undergraduate and master's stage required course, into the professional refers to the corresponding skills and employment training requirements, everyone in the school life must have the corresponding skills operation ability, and obtained a certificate and two certificates. Therefore, TAFE College, an Australian vocational education institution, is popular among people. The age and free training method can quickly adapt to the career needs after training. Therefore, AQF integrates the certificate system and the course content.

In order to promote professional quality education, so as to realize the practical application in the field of vocational education, South Korea in 1990 generation of professional qualification certificate system, further improve the system of vocational education and vocational qualification training in the field of cohesion, students of ordinary institutions of higher learning and vocational training institutions, in the corresponding requirements of professional and get academic performance, can directly obtain the corresponding field of qualification, so greatly increased the employment rate of vocational high school students, and promote the higher education system and cohesion in the field of labor.

2)Related research on domestic curriculum certification financing

China's professional qualification framework system construction started relatively late, due to the early establishment of professional and technical qualification certificate and qualification certificate parallel system, did not form the connection between two card financing, double certificate also only stay in the system level, to some extent, the education training, human resources, and China's professional qualification certificate also lack of industry enterprises, failed to meet the demand of industry and research effectively improve knowledge skills, the role of cooperation and engineering did not get full play. In addition, the curriculum system and teaching content are relatively old, and the content update is slow. The graduates do not have the job operation technical ability, professional quality, and psychological quality required by the actual work of the enterprise, etc. The graduates can not well change the professional personnel, and the enterprises also need to conduct secondary training.

In recent years, with the development of social economy and technology, the Ministry of Education issued a series of policies, steadily promoting the development of education, professional qualification certificate system perfect, and emphasize academic certificate and professional qualification certificate, the content of the professional course teaching, well promote and guarantee the implementation of secondary vocational school "certificate accommodation" course

teaching. In 2019, the launch of the pilot work of 1 + X certification system has produced a huge market effect on the field of vocational training. Vocational colleges have actively and seriously invested in the pilot work, and quickly arranged the corresponding teaching activities to carry out the research work."1 + X" certificate system of pilot work is the "two card" work closely linked to a major initiative, let the local vocational college students in the ordinary diploma at the same time, also can get higher professional skill level certificate, for the local labor market cultivating high-end technical personnel, to promote the local economic and social development. Since the launch of the system pilot work, the Ministry of Education has organized the development of vocational skill level certificates for many times, which has exerted a wide influence in vocational education and in industrial enterprises.

but, In the implementation of this system, It also faces many challenges: first, the construction of professional courses in secondary vocational schools and the professional ability requirements of the actual positions of enterprises are insufficient, The content of professional courses lags behind, Failure to integrate or less to integrate into emerging knowledge and technology; Second, the integration degree of secondary vocational education certificate is low, No standard requirements for vocational skill level certificates are included in the teaching of professional courses, The phenomenon of intensive training before the certificate, Affect the systematization of knowledge and skills learning, The vocational ability level of secondary vocational students can not really meet the ability requirements of the vocational post and vocational qualification standards; Third, the enterprise participation rate is not high, The quality of "double-qualified" teachers is weak, Lack of enterprise management, vocational skills and literacy assessors are mainly teachers from vocational colleges. Fourth, the teaching materials are few and the content lags behind, the teaching method is single, and the evaluation method is simple. Associate Professor Mao Shaohua of Kaifeng University believes that the university is faced with insufficient integration of professional textbooks and professional skill knowledge level certificates, such as less skill exchange between

professional courses and vocational training, lack of connection between basic courses and professional skills courses; lack of interconnection between diploma education and X academic education; no combination between professional course assessment and vocational skills evaluation. Liu Shangda, a teacher from Jilin Railway Vocational and Technical College, found that in the "1 + X" certificate training, multiple stations were needed to conduct practical training, so as to get close to the actual production requirements, but the safety supervision was not in place and the accident emergency handling was improper, so as to bring more potential safety problems. At the same time, it is also proposed that X certificate is divided into three grades: initial, middle and high grades. Because the current assessment work is limited by practical training conditions and evaluation experience, the assessment content lacks a hierarchical and progressive relationship.

At present, the "1 + X" certificate in the e-commerce field of the certificate in secondary vocational schools and the research status of the certification integration are still in the preliminary exploration stage.

2.3 Conceptual Framework

IV:(Independent variable) independent variable is Shenzhen an e-commerce enterprise shop operation department at the grass-roots level (secondary graduates) and senior managers, Guangdong province 8 secondary vocational technical school students and teachers demographic background variables, including education, work experience, jobs, teachers, teachers, teachers, interview, gender and grade, and so on.

DV:(Due to variable) Satisfaction of grass-roots employees (secondary vocational graduates) and middle and senior managers of the online store operation department of an e-commerce enterprise in Shenzhen, and students and teachers of 8 secondary vocational and technical schools in Guangdong Province, including learning content, teacher level, learning atmosphere, classroom teaching, facilities and services

Chapter 3

Research Methodology

3.1 Methodology

1) Questionnaire survey method

Using questionnaire survey for secondary vocational school students, understand students to the shop operation foundation certification financing course teaching satisfaction and learning effect of feedback, and collect students to certification financing course teaching in the process of teaching content, teaching methods, evaluation mechanism, the recycling effective questionnaire statistical analysis, draw the results of the survey, provide guidance for the back of the curriculum development.

2) Interview research method

The "1 + X" certificate system not only reflects the training quality of higher education, but also reflects the overall level of skill development and personal career development needs. Based on the "1 + X" certificate management system as the research and development background, the training of website marketing. Through face-to-face interviews with senior managers of e-commerce enterprises, core personnel of operation departments and graduates of secondary vocational interns, the actual work tasks, professional skills and literacy requirements of the operation positions of e-commerce enterprises are determined, the interview contents are summarized, and the typical operation projects of the marketing positions of e-commerce enterprises are obtained. Conduct in-depth interviews with teachers of secondary vocational schools, to understand the current online store operation and promotion project "1 + X" work, the classroom teaching effect and the certificate pass rate, and find out the reasons for the lack of curriculum certificate integration and the solution.

3.2 key Informants

1) The curriculum of middle school vocational schools (basic online store operation) is the e-commerce major of teachers and students. In middle school vocational schools in Guangdong Province, mainly from 8 Guangzhou middle school vocational schools, Foshan, Shunde, Zhongshan, Dongguan Shenzhen, 3 schools carry out "1 + X" online store operation experience. Of the secondary vocational school students who participated in the questionnaire, 40% were male and 60% were female. Since the first grade students in secondary vocational schools mainly learn basic culture courses and professional basic courses, and the third grade students practice in enterprises, the research of secondary vocational students is mainly for the second grade students. Eight e-commerce teachers from secondary vocational schools participated in the interview (including department leaders, professional academic leaders and professional department heads). 2) E-commerce enterprise online operating department post talent research object for Shenzhen an electricity enterprise, because some secondary vocational students after graduation in the enterprise internship, fully involved in the shop operation jobs, therefore, this study selected the enterprise at the grass-roots staff (secondary graduates) actively senior managers, and eight grassroots staff (vocational graduates) and three senior managers in the interview.

3.3 research tools

1) Quantitative research tools: Online questionnaire star as Appendix 1-2

2) Qualitative research tools : Interview form as Appendix 3-4

3.4 Data preparation and data analysis

1) E-commerce online shop operation enterprise job position analysis

Visit different e-commerce online stores, have in-depth conversations with the employees, understand the position and ability requirements established by the enterprise, as well as the views of secondary vocational students. Because some

secondary vocational students practice in the enterprise after graduation, fully participated in the work of online shop operation positions, therefore, this study selected the grass-roots employees (secondary vocational graduates) of the enterprise to actively middle and senior managers, and 8 grass-roots employees (secondary vocational graduates) and 3 middle and senior managers were interviewed.

2) Analysis of the status quo of the course of "online shop operation foundation" in the secondary vocational and technical school

I have selected teachers and students majoring in e-commerce in Guangdong Secondary Vocational and Technical School, mainly from Guangzhou, Foshan, Shunde, Zhongshan, Dongguan and Shenzhen. Three of them have written experience in "1 + X" online shop operation. The survey was performed using visiting inflammation and questionnaire. The number of secondary vocational students participating in the questionnaire survey was 40% male and 60% female. Because the first grade students in secondary vocational schools mainly learn basic cultural courses and professional basic courses, the third grade students to practice in enterprises, so the research of secondary vocational students are mainly second grade students. There are 8 teachers of e-commerce in secondary vocational schools who participated in the interview, including department heads, professional academic leaders, and heads of professional department.

3) Curriculum implementation teaching experiment

With e-commerce undergraduates from Shenzhen Open Vocational and Technical School as the main practice objects, the company has carried out the pilot work of online store management knowledge education and the integration of vocational skill level certificate of 1 + X online store management, and summarized the feasible management methods, processes and methods in the pilot work.

Chapter 4

Results of Data Analysis

4.1 E-commerce online shop operation enterprise job research

4.1.1 Demographic analysis of the respondents

"1 + X" certificate system, requires secondary vocational students must have a typical job required basic professional quality, professional knowledge and basic professional skills, this research through research of secondary vocational graduates in the enterprise, enterprise senior managers of secondary vocational graduates work, as well as the enterprise internal recognition of professional qualification certificate, etc. In order to improve the effectiveness of research, field interviews are used in enterprise research.

The research objects were the basic staff and middle and senior managers of the online store operation departments of many e-commerce enterprises in Shenzhen, and interviewed the relevant staff.

Table 4-1 Statistical table of the interviewees

Post	object	Work experience	Degree	Interview time
Online store operations Junior staff	Object 1	3 years	Mid-level	2 June 1, 022
	Object 2	2 years	Mid-level	2 June 1, 022
	Object 3	1 years	Mid-level	2 June 1, 022
	Object 4	4 years	Mid-level	2 June 2,022
	Object 5	8 years	Mid-level	2 June 3,022
	Object6	4 years	Mid-level	2 June 3,022
	Object7	3 years	Mid-level	2 June 4,022
	Object8	6 years	Mid-level	2 June 4,022
Middle and senior administrators	Object1	7 years	Specialist	2 July 5, 022
	Object2	6 years	undergraduate	2 July 5, 022
	Object3	6 years	Master	2 July 5, 022

4.1.2 Data analysis results

1) Grass-roots staff of the online shop operation department (mainly secondary vocational students)

1、 In the study of secondary vocational students, the curriculum knowledge is more theoretical, generally feel boring, and some of the knowledge content is relatively old, which can not keep up with the development of the social market. For example, new energy and e-commerce marketing course teaching is less. Although the professional courses also arrange practical operation, there is no position situation for the actual work of the enterprise.

2、 Secondary vocational schools generally require graduates to graduate with double certificates, so the secondary vocational students will generally obtain professional qualification certificates related to the major. Taking the vocational qualification certificate is conducive to the secondary vocational students to comb the professional theoretical knowledge, master the skill operation, deepen the secondary vocational students' study of professional courses, enhance the safety awareness and cultivate professional ethics. The vocational qualification certificate in the enterprise recognition is higher}, in line with the requirements of the enterprise for talent skills, so that secondary vocational students better adapt to the enterprise work, better complete the actual job tasks.

3、 At present, most secondary vocational schools' professional curriculum teaching and vocational skills certificate is relatively independent. Vocational skills certification is to set up a separate vocational skills certification course after completing the professional courses and having a certain professional foundation, which leads to a secondary vocational students do not pay enough attention to the usual professional courses, and the centralized training before the certificate is easy to go to cramming teaching. Certificate integrated teaching can better master professional theoretical knowledge and skilled skills operation, consolidate the

professional foundation, improve the learning quality of professional courses and the passing rate of vocational skills.

2)Enterprise and senior level managers

1、 Secondary vocational students' theoretical knowledge and practical skills can not meet the needs of enterprises, the lack of professional spirit.

The secondary vocational students 'theoretical knowledge and field skills can't meet the needs of the enterprise, also lack of professional enterprise marketing department grass-roots staff is given priority to with secondary vocational graduates, although during the school of the professional theoretical knowledge and field skills study, but the basic stay on the surface, the knowledge and skills are old lag, cannot keep up with the development of the social era, cannot meet the needs of the enterprise, enterprise to secondary vocational graduates to carry out the pre-service training to formally into the work. What makes enterprises more difficult is the general lack of vocational spirit of secondary vocational graduates. Secondary vocational students into the enterprise work, there is afraid of hardship afraid of tired, do not abide by the management system of the enterprise, that the salary is not high do not adapt to the work mode of the enterprise, resulting in secondary vocational students soon quit to leave, the post. The staff turnover rate is relatively high, which also increases the training cost and management difficulty of enterprises.

3、 The views of the senior enterprise administrators on the "1 + X" certificate.

Enterprise senior administrators have a certain understanding of the "X" vocational skill level certificate, that the "X" certificate compared with the previous vocational skills certificate, the content of the project is more detailed, more in line with the requirements of the enterprise position, with the "X" certificate of secondary vocational graduates can more quickly into the post work, improve work efficiency, reduce training costs.

4、Shop operation related staff need to have professional knowledge and skills and professional quality.

Secondary vocational graduates are mainly engaged in website management professional position, including the corresponding, enterprise product upload setting and management, sales activity design, enterprise customer management, web setup and editing, details page Settings and editing, custom page setting and editing, enterprise customer question solving, trade promotion and enterprise customer service management and other basic operation tasks, mainly master the enterprise website design and decoration, customer service knowledge. Current enterprises generally adopt enterprise apprenticeship, namely receiving secondary vocational school arrangement interns according to the ability of interns to department job arrangement, after the pre-service training, and one-to-one or one-to-many, with old new modern apprenticeship, until the intern through a series of assessment and can complete into work independently.

Enterprise research shows that the current theoretical knowledge and practical skills of secondary vocational students can not meet the needs, according to the effective data obtained by the enterprise research, and discuss with the enterprise leaders to determine the knowledge structure and professional ability required by the position, summarized as follows.

Table 4-2 Job tasks and job skill requirements in the job field

Work field	work obligation	Professional skills requirements
1. Shop basic operation	1.1 Commodity upload and maintenance	1.1.1 It can extract relevant information according to the commodity data, and complete the setting of the basic commodity information and sales information on the platform according to the requirements. 1.1.2According to the design logic of the product details page, we can cooperate with the page

		design members to complete the graphic description Settings in line with the characteristics of the product. 1.1.3 Can according to the different delivery place, commodity specifications, transportTransmission cost, set up the optimal logistics template, improve the distribution efficiency, reduce the transportation cost. 1.1.4 Can complete the after-sales service setting according to the operation strategy, to meet the after-sales needs of customers.
	1.2 Setting of marketing activities	1.2.1 According to the marketing needs of the store, it can complete the setting of different types of promotional activities, and improve the sales of the online store. 1.2.2 Can complete the editing and release of brand promotion content according to the brand strategy of the store. 1.2.3 According to the requirements of the platform, I can complete the registration of different categories of marketing activities, and pass the review of the platform activities.

	1.3 Daily order management	1.3.1 According to the order situation, within the promised delivery validity period, I can accurately and timely complete the offline delivery and upload the logistics order number. 1.3.2 According to the order situation, within the promise of the delivery validity period, according to the requirements to complete the online delivery. 1.3.3 Can combine the characteristics of the goods, the value and the place of receiving the goods, according to the platform return and exchange policy, reach the agreement, return and exchange agreement with the buyers, and complete the return and exchange processing on the premise of ensuring that the reputation of the store is not affected.
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2.Shop decoration	2.1 Home page design and production	2.1.1 According to the store positioning, the visual marketing design of the shop home page, can reflect the style of the shop. 2.1.2 According to the business philosophy and cultural characteristics of the online shop, it can make a highly recognizable Logo. 2.1.3Can make Banner with clear theme and unified style according to the store's marketing objectives and selling points.
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	2.2 Design and production of the details page	2.2.1 According to the consumer psychology and browsing habits of the target population, the visual marketing design of the product details page, which can fully reflect the selling point of the goods. 2.2.2 It can refine the selling points and characteristics according to the product information, and produce a complete copy, and the copy content can stimulate consumers' desire to buy. 2.2.3 According to the commodity positioning and target group, it can complete the setting, calculation and production of the main commodity map, commodity detail map and commodity marketing map. The design of the pictures should be unified in style, which can improve the conversion rate of commodities.
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	2.3 Custom page design and production	2.3.1 According to the corporate culture, brand story, the enterprise brand publicity page has a degree of visual marketing design. 2.3.2 According to the marketing needs of the shop, you can set a custom activity page that can improve the popularity of the shop.
3. Online store customer service	3.1 Customer problem handling	3.1.1 According to the needs of business development, we can constantly improve the standard word operation database. 3.1.2 Be able to properly deal with commodity-related issues raised by customers according to customer service principles. 3.1.3 Be able to deal with logistics-related problems raised by customers reasonably according to customer service principles.
	3.2 Transaction contributed to	3.2.1 According to the conversation with customers, can timely recommend goods, guide customers to buy. 3.2.2 Be able to choose the appropriate communication skills according to different types of customers to encourage customers to place orders. 3.2.3 According to the actual situation, the unpaid order can be appropriately urged to improve the payment rate of orders.
	3.3 Customer relationship maintenance	3.3.1 It can use customer information management tools to collect, organize and analyze customer information systematically. 3.3.2 Be able to classify customers according to the analysis of customer information, and provide

		differentiated services for different types of customers. 3.3.3 Can analyze the causes of customer loss, take SMS greetings, activity push and other measures to recover the loss of customers.
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4.2 Secondary vocational and technical school "net shop operation foundation" course open status

4.2.1 Demographic analysis of the respondents

This topic research mainly in Guangdong province open shop operation basic courses of secondary vocational schools, through understanding the colleges and universities to carry out the shop operation basic courses and "1 + X" certificate work, for financing the key points and implementation arrangement, determine the shop operation basic course curriculum standards, teaching arrangement, teacher training, teaching methods, training venues, classroom activities, evaluation, etc. At present, the basic courses of online operation in secondary vocational schools cannot fully meet the requirements of local online operation talents, and it is difficult to train technical personnel required by the "1 + X" certificate system, facing elimination and upgrading. Through the field and online research, and adopting the research methods of interview and questionnaire survey, the recovered conversation records and questionnaires are scientifically sorted out and analyzed. Interview outlines are provided in Appendix.

3.This study selects teachers and students of e-commerce major in secondary vocational schools in Guangdong Province, mainly from Guangzhou, Foshan, Shunde District, Zhongshan, Dongguan and Shenzhen, among which three schools have the experience of "1 + X" online shop operation. As shown in Table Table 4-3.

The survey data showed that women accounted for 90.1% and 9.9% of the secondary vocational students participating in the survey. Since the first-grade

students in secondary vocational schools mainly learn basic cultural courses and professional basic courses, and the third-grade students practice in enterprises, the students participating in the survey are mainly second-grade students of secondary vocational schools, accounting for about 74.3%, about 18.0% of the third-grade students and about 7.7% of the graduates participated in the survey. In this survey, 300 questionnaires were distributed to secondary vocational students online and offline, and 272 questionnaires were received. The recovery rate is shown in Table 4-4. See Appendix 3 for an outline of teacher interviews.

Table 4-3 Statistical Table of the survey objects (teachers)

Teacher sources	Teacher category	Work experience	Interview method	Interview time
Guangzhou A School	Professional discipline leader	7 years	interview	22 Apr 2021
Foshan B School	Head of the Department of Electronic Commerce	8 years	Televisit	May 18, 2021
Shunde C School	Teacher of subject subjects	6 years	Academic exchanges	June 21, 2021
Sun Yat-sen D School	Head of the Department of Electronic Commerce	16 years	Academic exchanges	21 Jul 2021
Sun Yat-sen E School	Discipline leader	9 years	interview	25 Aug 2021
East F School	Minister of E-Commerce Specialty	13 years	interview	202 3/09/03
Shenzhen G School	Head of the Department of Electronic Commerce	9 years	Academic exchanges	202 3 years 10 12
Shenzhen H School	Head of the Department of Electronic Commerce	15 years	Academic exchanges	202 3 Jan 1

Table 4-4 Statistical Table of Survey Objects (student)

	category	Number of people (people)	Percentage(%)
gender	man	27	9.9
	woman	245	90.1
grade	Second grade	202	74.3
	Year 3 (Internship)	49	18.0
	Graduated	21	7.7

4.2.2 Data analysis results

Through the interview of secondary vocational schoolteachers and the questionnaire survey of secondary vocational students, the following results are obtained.

1、Analysis of the interview results of secondary vocational and technical school teachers

1) Among the 8 secondary vocational schools involved in the survey, 3 schools have the work experience in carrying out the "1 + X" certificate of automobile marketing. Due to the pilot stage, the school carries out the pilot work for the first time, mainly through the centralized training before the test, using the system platform software operation, and the rest of the schools are still exploring and learning.

2) Through academic exchanges, telephone visits and visits to many e-commerce professional teachers in secondary vocational schools, everyone agreed that the integrated teaching of curriculum certification is an indispensable content and the only way to carry out the "1 + X" certificate system. The automotive marketing department of the school that participated in the research has studied how to conduct curriculum certificate integration teaching in the daily teaching and research activities, and tried it out by compiling loose-leaf school-based textbooks, developing professional courses, school-enterprise cooperation and other ways.

3)Through the analysis of research content, professional teachers believe that certification financing curriculum development is employment oriented, diploma and the connotation of professional qualification certificate for financing, so the starting point is the job professional ability, X certificate content and professional courses for organic cohesion and integration, the key in the standard, implementation and evaluation of these three aspects. One is the integration of professional curriculum standards and X professional qualification certificate standards; the other is the simulation implementation and the course " teaching mode through the enterprise working situation; the third is the combination of process and result and the integration of professional learning in the evaluation of professional courses and professional qualification certificates.

4)The course teaching content is biased to the theory.

2、 Questionnaires for secondary vocational students

1)The teaching method is single, and the students expect a diversified teaching mode

2)The curriculum evaluation method of secondary vocational schools is single, which mainly focuses on the result evaluation and teacher evaluation.

3)Curriculum learning can not fully achieve the teaching objectives, students expect to strengthen the cultivation of practical ability and vocational skills, students are generally satisfied with the teaching level of the current course teaching teachers

4)Students have a high demand for "X certificate", but need to participate in skills training.

Chapter 5

Summary, Discussion of Results and Recommendations

5.1 Summary of the study findings

Paper content is in the "vocational education 20" "1 + X" qualification certificate system of the implementation of the pilot work and the background of Chinese vocational education change, in view of the company's basic professional ability requirements, junior title school requirements, and the study of the campus store teaching situation, discusses the school class education and vocational skill level certificate of financing problem of the actual situation. Guided by the spirit and content of the relevant documents of the "1 + X" certificate system, we study the key points of the integration of standards, implementation and evaluation integration, and develop the course of "Foundation of Online Store Operation" which is applicable to secondary vocational schools.

Through reading a large number of Chinese and foreign literature, we can understand the development of vocational education at home and abroad and the development of integrated curriculum based on curriculum certification. Using enterprise internship and guide students field internship opportunity, understand the requirements of automobile marketing service technical personnel, the understanding of the "X" certificate and attention and the view of the secondary vocational graduates, through the research results collected the related industry enterprises for online operation of technical personnel required basic requirements. In the practical work of secondary vocational school at the same time, through with many secondary vocational schools in Guangdong province professional teachers and students communication visit, questionnaire survey, through the shop operation course research analysis, insight into the teaching of this course and certificate system and the shortcomings of the work, under the guidance of enterprise demand, with Dewey "from middle school" theory and constructivism theory as the guiding ideology, the course teaching and professional qualification level certificate

financing from the course objectives, content, implementation and evaluation of development research ideas and research content.

Through the development of 1 + X " loose-leaf textbooks, to create a double-qualified teacher team, the construction of training bases inside and outside the school, and the use of online resources to build course certificates to integrate teaching resources. Based on the operation of the e-commerce professional online shop of Shenzhen Open Vocational and Technical School, the pilot work was carried out with the integration of the vocational skill level certificate of the online store operation and promotion institutions, and the implementation effect of the course was verified, and then the effective methods, steps and modes in the pilot work were summarized. The effect of the implementation of the teaching development in the realization of curriculum teaching goals and improve the 1 + X " certificate pass rate, and prevent secondary vocational students simply cope with the certificate examination education phenomenon, the secondary vocational students in professional knowledge and skills, ideological quality and the physical and mental development, effectively promote the secondary vocational schools to carry out the cultivation of highly skilled personnel, the subsequent course improvement and perfect plays an important guiding role.

5.2 Discussion

1.The subject research is not deep enough, and the thinking is not clear enough.

At the beginning of the project, the research on the project was not deep enough, and the idea of how to integrate the certificate was not clear. I thought that the integration of the certificate was simply copying the certificate content into the corresponding course, and found that the form was rigid and it was difficult for students to accept it. Through the research group, combined with the Shenzhen local "20 + 8" industry development strategy, selected the light of China, fashion, electricity to help farmers three themes, in the case of not change the original course, through the way of "grafting", put the research content in the corresponding

professional courses, and the construction of form a complete set of case, micro class, courseware, and other digital teaching resources, rich resources, novel form, increase the interest, and provide convenience for students' independent learning after class.

2.The possibility of satisfying students' personalized needs.

At present, the practice of "grafting" course certification in e-commerce major is good. Some students with strong learning ability need to obtain the higher vocational skill level certificate in advance on the premise of not completing the integrated course of "Online Shop Operation Foundation". These personalized needs, we should face up to and think about how to meet the personalized needs of students.

3.The difference between the plan and the implementation of the project.

The theoretical research content of the primary certificate of online store operation and promotion was transplanted into the course of "Foundation of Online Store Operation". According to the project plan, in order to improve the passing rate of students' certificate and strengthen the theoretical knowledge of the course, we sorted out the core knowledge points of "online store operation foundation", so that students can read and strengthen it thoroughly. However, through the analysis of the training effect of the first and second batch of reference students, we found that letting students passively remember the core knowledge points of "online shop operation foundation", only applicable to the early stage of training. Let students organize, analyze and strengthen the wrong knowledge points of each person, and establish a personal question bank, so that the results are improved faster.

4.The quality of interprofessional integration is not yet available.

"Grafting" course certificate financing has achieved good practice effect in the e-commerce major of our school. If it is implemented in non-e-commerce major, such as high-star hotel management major, it is unknown whether this mode can realize

the study and certification of other e-commerce certificates and other professional certificates. "Grafting" course certificate financing is in the promotion stage of e-commerce major, we still need to continue to study and verify, but cross-professional integration is also one of the research directions after the project.

5.3 Recommendations

After the implementation of the course "Foundation of Online Shop Operation" of "Class Certificate Integration" in Shenzhen open vocational and technical schools, on the one hand, it can effectively solve the current situation of class certificate separation and waste of learning time in secondary vocational schools, improve the vocational ability of secondary vocational students, and meet the job needs of intelligent and connected automobile enterprises. On the other hand, the course can enhance the understanding and control of the e-commerce teachers in vocational schools on the online store operation and promotion certificate. However, due to the few courses related to online shop operation, few cases can be used for the development of this research course. At the same time, under the influence of the epidemic, some online survey methods, which may lead to some deviation in the data; Enterprises and schools in the field survey and interviews selected in Guangdong Province, due to the limitation of the sample selection, the survey results only represent the specific situation in Guangdong Province. My academic research ability and data sorting ability are insufficient, and the resource development of this research may be insufficient. This study should be further improved and promoted.

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Appendix 1

Enterprise to the net shop operation professional talent demand interview question outline

(1) First-line staff of the automobile marketing department

1. Are you useful to the knowledge you have learned at school at work?
2. Do you think getting a professional qualification certificate is helpful for your job?
3. How do you think secondary vocational students can better complete their professional courses and vocational skills certification?

(2) Middle and senior administrators of the enterprise

1. How is the current working situation of secondary vocational students?
2. Do you know anything about the "X" certificate? What do you think of the content of the professional qualification certificate?
3. What capabilities do you think the automobile marketing workers need to have?

Appendix 2

Shenzhen e-commerce enterprises Questionnaire on the needs of enterprises for online store operation positions

Dear Sir/Madam,

Hello! In order to fully understand the needs of enterprises for online store operation positions and vocational and technical capabilities, accelerate the construction of e-commerce professional courses and talent training, and better export high-skilled talents in e-commerce for enterprises, this questionnaire survey is specially organized, hoping to get your support and help. The questionnaire results are only for academic research purposes, without any commercial use, please feel free to fill in, and sincerely thank you for your cooperation and support for this survey!

1. The nature of your company: ()

- A. State-owned enterprises
- B. Private enterprises
- C. Foreign-funded enterprises
- D. Joint ventures
- E. Others

3. Scale of your company: ()

- A. Less than 50 people
- B. 50-200 people
- C. 200-500 people
- D. 500-1000 people
- E, 1000 or more

4. Is your organization currently facing the shortage of talents in online store operation? ()

- A. Yes
- B. No

5. Your company's online store operation talents mainly come from () (multiple choices)

- A. Internal training and transfer of the unit
- B. Recruit graduates of the corresponding major
- C. Factory assignment
- D. School-enterprise cooperation to train talents
- E. Recruit experienced talents
- F. Other ways

Appendix 3

Survey on the current status of the course "Fundamentals of Online Store Operation"

Teacher interview outline

Dear Teacher ;

Hello! I am a graduate student in Southeast Asian Educational Management in Thailand. First of all, thank you very much for taking the time out of your busy schedule to participate in this interview. At present, online shopping is becoming more and more popular, and the number of ownership is constantly increasing, and the e-commerce market is in urgent need of online store operation professionals. We hope to understand the current situation of courses and teaching related to the operation of e-commerce online stores in your school through interviews. Your response can be used as a scientific guide for the development of the "Fundamentals of Online Store Operations" course. The results of the interview survey are for academic research only and not for other purposes. Please answer the interview questions based on your actual situation, thank you again for your support!

1. Please briefly introduce yourself (school, teaching major, title, teaching experience, etc.):
2. Does your school offer an e-commerce major? What courses will be offered?
3. How are the hours allocated for the basic course of online store operation, and how are the practical training courses and theoretical courses arranged?
4. Which units do students majoring in e-commerce in your school usually work in after graduation? What position do you work in?
5. Do you know if your students can adapt to the employment requirements of the market when they graduate? If the survey reveals that it is not suitable for the needs of the position, does the school focus on improvement? Please provide examples
6. What are the course objectives of "Fundamentals of Online Store Operation"? What knowledge and skills do students need?

7. How is the course "Fundamentals of Online Store Operation" taught? Examples can be given from the aspects of teaching content, teaching methods, teaching modes, and teaching resources.
8. From your point of view, what difficulties do you think you have encountered in teaching the course "Fundamentals of Online Store Operation" and how do you think you should overcome them?
9. How does your school evaluate the learning effect of students' "Fundamentals of Online Store Operation" course? How do teachers evaluate the quality of teaching in the course? Please provide examples.
10. Does your school have a school-enterprise cooperation project in the operation of the online store? What are the ways of school-enterprise cooperation? How effective is school-enterprise cooperation?
11. What are your suggestions for the course development of "Fundamentals of Online Store Operation"?

Appendix 4

Students from secondary vocational colleges in Guangdong Province Questionnaire on the current status of the course "Fundamentals of Online Store Operation"

Dear students,

Hello! We are currently conducting research on the current situation of the course "Fundamentals of Online Store Operation" for the research materials of the master's thesis. In view of this, this questionnaire was designed. Please fill in the relevant information according to the actual situation. Understand the problems existing in the current curriculum and carry out targeted curriculum development. The results of this survey are only for paper research and are not signed. We appreciate your help!

I. Basic Information:

1. What is your gender? (Single selection):

man

woman

2. Your identity is:

First-year students

Second-year student

Third grader

graduate

3. Your school (college) location:

A. First-tier cities

B. Second- and third-tier cities

C. Economically underdeveloped cities

D. Others

Contents of the two volumes:

4. Why did you choose to go to a vocational school for further study?

A. It is difficult to advance to secondary school, so I want to see if there are opportunities for further education in vocational schools

B. I want to learn a practical technique to facilitate my future work

C. The results of the high school entrance examination are not satisfactory, and parents recommend them to study in secondary vocational and technical schools

5. Why did you choose a major related to e-commerce?

A. Parents' choice

B. Interested in yourself

C. Teacher recommendation

D. Wide range of employment directions and positions

6. Are you interested in the emerging intelligent network e-commerce course?

A. Very interested

B. More interested

C. General

D. Not interested

E. Very uninterested

7. What is your learning status for the e-commerce online store operation course?

A. Listen carefully to the teacher's explanation

B. Self-study in combination with online resources and textbooks

C. Listen carefully to the teacher's explanation, combine online resources and textbooks and study hard

D. Do whatever you want and learn when you want

E. How do students learn and follow their methodology

8. What are your plans for studying e-commerce?

A. Find a professional job to work

B. Study professional courses well and use them as a springboard for further study

C. Master relatively high vocational skills and take this as a career

D. I just want to do a good job now, but I haven't thought about the future direction yet

(2) Investigation of the current status of the course "Fundamentals of Online Store Operation"

9. Whether your school offers the course "Fundamentals of Online Store Operation";

be not

10. What textbook does your school use in "Basics of Online Store Operation"?

(Multiple selections) of national planning textbooks

General textbooks are self-compiled

Others (e.g. personal handouts)

11. Do you think the teaching content of the course "Fundamentals of Online Store Operation" can meet your learning needs?

A. Very satisfied

B. Satisfaction

C. General satisfaction

D. Not satisfied

E. Very dissatisfied

12. Is the teaching content of the course "Fundamentals of Online Store Operation" novel and in line with new technologies? A. Strongly agree

B. Agree C, generally agree with D, disagree with E, strongly disagree

13. Can the teaching content of the course "Fundamentals of Online Store Operation" exercise your basic ability from the e-commerce industry?

A. Strongly agree

B. Consent

C. General Consent

D. Disagree

E. Strongly disagree

15. Can the teaching method of the course "Fundamentals of Online Store Operation" attract you, drive your interest in learning, and complete the learning tasks?

A. Strongly agree

B. Consent

C. General Consent

D. Disagree

E. Strongly disagree

16. The type and quantity of school training equipment can meet the learning needs of the course "Basics of Online Store Operation"

Please?

- A. Very satisfied
- B. Satisfaction
- C. General satisfaction
- D. Not satisfied
- E. Very dissatisfied

17. What is your ideal classroom "Fundamentals of Online Store Operation" course?
(Multiple selection)

- A. The teacher is the main lecturer, and the students follow the teacher's guidance to learn
- B. Based on the student's learning situation, student-centered, teachers from the side
- C. There are many opportunities for groups to explore problems
- D. Take the project as the main line of inquiry, increase "learning by doing", and students have more opportunities for hands-on practice
- E. The classroom uses multimedia and the classroom atmosphere is active
- F. Miscellaneous

18. What do you think are the major problems in the course "Fundamentals of Online Store Operation"? (Multiple selections possible)

- A. There are few practical links, and there will not be many mobile phones
- B. The equipment of the training room is old and does not meet the course requirements
- C. The teaching content is not novel enough
- D. The number of teachers is small and cannot give sufficient guidance to students
- E. The teaching method is monotonous and the teaching content is boring
- F. Top internship is a formality
- G. Miscellaneous

19. What kind of assessment method is generally used in the course of "Fundamentals of Online Store Operation"? (Multiple selections possible)

- A. Practical assessment
- B. Training report

C. Oral assessment

D. Vocational skill certificate examination

E. Written examination

F. Miscellaneous

20. Can the assessment method of the course "Fundamentals of Online Store Operation" comprehensively evaluate students' learning outcomes?

A. Strongly agree

B. Consent

C. General Consent

D. Disagree

E. Strongly disagree

21. Can the course "Fundamentals of Online Store Operation" offered by the school meet the employment needs of enterprises?

A. Very consistent

B. More consistent

C. General

D. Less conforming

E. Very inconsistent

22. How do you think cooperation between schools and e-commerce companies will help learning? (Multiple selections possible)

A. Know the job standards of the enterprise, directly qualified for the position in the enterprise, no retraining required.

B. Contact with more updated cutting-edge technology

C. Improve the awareness of safe production

D. Improve employment skills related to online store operation positions

E. Others

The above is the whole content of the questionnaire, thank you again for your cooperation!

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THIS IS TO CERTIFY THAT

Xiaoling Liu

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