Academic Education Publishing House

*Higher Education and Practice Vol. 2 No. 10, 2025*

# Construction of a Dual-Teacher Collaboration Talent Training Mechanism for E-Commerce Majors from the Perspective of Industry-Education Integration

**Yinfeng Chen*, Shucui Shi**

*School of International Business, Qingdao Huanghai University, Qingdao, China*

**Corresponding Author*

**Abstract: Against the dual backdrop of the deepened integration of industry and education and the upgraded ethical requirements in the e-commerce industry, single-subject talent training can no longer meet the goal of cultivating "skilled and high-quality" e-commerce professionals. This study focuses on the core issue of dual-teacher collaboration in talent training, integrating the practices of industry-education integration and the characteristics of the e-commerce industry. It identifies key pain points, including the fragmented responsibilities of dual teachers, the insufficient development of industry-specific training materials, the loose collaboration processes, and the lack of industry-oriented evaluation. Based on this, an innovative "three-stage collaboration + dual closed-loop evaluation" talent training mechanism is constructed. Through "pre-class material co-creation—du"Ring-class dual guidance—post-class effect co-evaluation": The division of labor between dual teachers is clarified. Relying on an "e-commerce ethics scenario database", the core competency elements of positions are explored, and a dynamic evaluation system of "process monitoring + industry feedback" is established. Practice shows that this mechanism effectively improves students' e-commerce ethical decision-making capabilities and professional adaptability, and significantly enhances enterprises' satisfaction with students' professional quality. It provides a transferable practical paradigm for talent training in application-oriented majors.**

**Keywords: Industry-Education Integration; E-commerce Major; Dual Teacher Collaboration; Talent Training Mechanism; E-commerce Ethics Scenario Database**

## 1. Introduction

The Opinions on Deepening the Reform of the Modern Vocational Education System emphasizes advancing the in-depth integration of in Industry-education integration and high-quality talent training assign a core role to dual-teacher collaboration in vocational education reform. Concurrently, the e-commerce industry frequently faces ethical challenges, and enterprises widely cite insufficient professional quality of employees as a critical operational pain point. This necessitates breaking the single-subject talent training barrier to synchronize skill training and value shaping.

Current e-commerce talent training suffers from "two disconnections": University teachers, although they master basic training methods, lack insight into emerging industry ethical scenarios, leading to a misalignment between training content and job requirements. Meanwhile, enterprise mentors, while familiar with industry pain points, prioritize skill transmission over comprehensive quality cultivation and fail to engage in value enhancement. This lack of dual-teacher synergy results in graduates facing the dilemma of "skill proficiency but inadequate" "Quality adaptability", unable to meet enterprises' demand for "skilled and high-quality" talents.

## 2. Research Status

Research on quality education in school-enterprise collaborative vocational education has gained attention, but e-commerce-specific studies remain scarce. Europe's dual vocational education system (represented by Germany) serves as a benchmark model featuring enterprise-led skill training. Benkep noted that Europe's dual VET integrates professional qualities, no explicit quality education for dual teachers; implicit on-job learning, no standardized curriculum[1].Kravchenko et al. noted dual system's contradiction: school-

enterprise misalignment, impeding quality education & e-commerce ethics; U.S. cooperative education enables flexible collaboration[2]. Dodds et al. (2021) noted that Dodds et al. note co-op ed's ethical guidance uses industry standards/cases, but lacks e-commerce scenarios; key issues (e.g., live-stream norms) are uncovered[3].

In e-commerce ethics, Sikder & Allen empirically analyzed cross-border platforms, finding enterprises' ethical cognition-practice disconnection; only focuses on operations, excludes school-enterprise quality education[4]. Wang et al. proposed a three-dimensional live-streaming e-commerce policy evaluation framework, not exploring dual-teacher collaboration's teaching implementation, limiting instructional applicability[5].

International scholarship on dual-teacher collaboration in talent cultivation has advanced, but gaps persist in the e-commerce field. Perren meta-reviewed SME e-mentoring in entrepreneurial support, lacking dual-teacher & quality education synergy[6].Cai & Jiang focused on project-driven scenario teaching, stressed industry-resource scenario materials, but no e-commerce dual-teacher mechanism[7].Zhao explored industry-education talent models, noted no systematic mechanism, overused general content, no e-commerce ethics materials[8].Cao discussed vocational dual-teacher co-teaching, clarified its structure, but no e-commerce quality application/verification[9].Gao & Zhang quantified vocational industry-education via provincial data, evaluation focused on depth, ignored dual-teacher quality effectiveness[10].

Three key gaps exist in existing research: First, foreign vocational education models lack e-commerce-specific targeting in quality education, with no standardized curriculum or scenario-based ethical training. Second, studies prioritize skill collaboration over quality synergy, and dual-teacher responsibility boundaries in talent cultivation are vague, failing to address the effectiveness of collaborative quality education. Third, no research systematically transforms industry ethical scenarios into targeted training materials—this constitutes the study's innovative breakthrough.

## 3. Existing Problems in E-Commerce Majors' Dual-Teacher Collaborative Training under Industry-Education Integration

Against the background of deepened industry-education integration, the current dual-teacher collaborative training for e-commerce majors faces prominent problems that directly restrict its effectiveness. These problems are Concentrated in four core dimensions, as follows:

### 3.1 Fragmented Responsibilities, Lack of Complementary Division of Labor

University teachers generally regard training as a school-led task, emphasizing theoretical teaching while ignoring the advantages of enterprise mentors in infiltrating quality cultivation through industry scenarios. Enterprise mentors limit their responsibilities to skill transmission (e.g., operational techniques) and regard comprehensive quality cultivation as an exclusive obligation of schools. This cognitive dislocation leads to a fragmented model of "schools teaching theories and enterprises training skills", failing to form a complementary synergy of "skill training + quality enhancement".

### 3.2 Industry-Detached Materials, Lack of Scenario-Based Transformation

Training content is dominated by general values (e.g., responsibility, integrity) with low alignment with job requirements. Industry-specific materials are insufficiently developed, with limited coverage of emerging Ethical scenarios, such as live-streaming compliance, cross-border brand responsibility, and AI e-commerce data security. Traditional themes (e.g., e-commerce for rural revitalization) lack integration with real industry pain points (e.g., legal risks of false promotion), resulting in low student participation and difficulties for enterprise mentors in synchronous "skill + quality" cultivation.

### 3.3 Loose Collaboration Processes, Lack of Regular Mechanisms

Dual-teacher collaboration remains ad-hoc, lacking stable and replicable mechanisms. First, communication for quality cultivation is insufficient, relying on irregular interactions (e.g., occasional classroom visits), which leads to inconsistent understanding of training goals. Second, there is a lack of training support. Schools do not offer methodological guidance to enterprise mentors, and enterprises fail to share the latest industry ethical trends with university teachers. Third, incentive mechanisms are absent: mentors' participation in quality... Industry

cultivation is not assessed, and university teachers receive no workload recognition, resulting in low intrinsic motivation.

### 3.4 Industry-Devoid Evaluation, Difficulty in Quantification

The evaluation system tends to "value skills over quality". First, the indicators are simplistic. Professional quality is rarely refined into operable ethical metrics (e.g., customer privacy compliance rate) and mostly relies on vague criteria like "classroom performance". Second, the subjects are limited to university teachers, excluding enterprises and industry associations, which leads to results lacking industry recognition. Third, the feedback mechanism is not a closed-loop. Evaluation results are not used to optimize collaboration strategies, hindering continuous improvement.

## 4. Dual-Teacher Collaborative Training Mechanism Construction under Industry-Education Integration

To address the aforementioned problems, combined with the characteristics of e-commerce majors, this study constructs a "three-stage collabor" Three-stage collaboration + dual closed-loop evaluation" training mechanism, centered on "school-enterprise synergy, scenario adaptation, and dynamic optimization". The framework is as follows:

### 4.1 Core Goal: Dual Dimensions of "E-Commerce Ethics + Professional Quality"

The mechanism aims to cultivate compound talents who comply with industry ethical standards and possess professional quality, which can be refined into two dimensions:

**E-commerce ethics:** Integrity in operations, compliant practices, and a sense of responsibility;

**Professional quality:** Teamwork, innovation ethics, and national sentiment.

The goals are jointly formulated by dual teachers to align with enterprise needs and school positioning, avoiding the disconnection between training and employment.

### 4.2 Core Mechanism: "Three-Stage Collaboration + Dual Closed-Loop Evaluation"

4.2.1 Three-stage collaboration

**Pre-class material co-creation:** A dual-teacher team constructs an "e-commerce ethics scenario database" using real cases provided by enterprises and those developed by the school.PED teaching materials are updated regularly to address industry detachment.

**In-class dual guidance:** University teachers offer theoretical guidance on industry ethics and legal norms; enterprise mentors demonstrate compliant operations and share practical experience. A "dual-teacher case dialogue" links theory with practice.

**Post-class effect co-evaluation:** A shared training file tracks students' ethical cognition and practical behaviors. Regular communication adjusts strategies to avoid fragmented training.

4.2.2 Dual closed-loop evaluation

**Inner process monitoring loop:** Evaluates material-job alignment pre-class, collaboration effectiveness in-class, and content transformation post-class, with targeted adjustments for cognition-behavior disconnection.

**Outer industry feedback loop:** Enterprises and industry associations conduct quantitative evaluations and review material adaptability. Results inform dual-teacher assessments and training optimization.

### 4.3 Guarantee Mechanisms

**CommunicaAction:** Exclusive channels and regular seminars unify dual teachers' cognition of training goals.

**Training:** Schools guide enterprise mentors on training methods; enterprises share the latest industry ethical dynamics with university teachers.

**Incentive:** Enterprise mentors' participation is included in assessments; university teachers receive workload recognition for enterprise collaboration. Outstanding teams qualify for industry-education integration demonstration projects.

## 5. Conclusion and Outlook

The "three-stage collaboration + dual closed-loop evaluation" mechanism systematically resolves key problems (fragmented responsibilities, industry-detached materials, loose processes, inadequate evaluation) in e-commerce dual teacher training. Its innovations lie in: 1) proposing an "e-commerce ethics scenario database" to transform industry scenarios into training materials; 2) clarifying complementary division of labor through three-stage collaboration; 3) integrating enterprises/associatiOnes are integrated into dual

closed-loop evaluation to ensure industry alignment.

Practice verifies that the mechanism enhances students' professional quality and employability, advancing industry-education integration from "skill cooperation" to "talent training synergy".

Future research will:

1) Build a dynamic training material database updated with emerging fields;

2) Explore cross-regional dual-teacher collaboration to integrate resources across regions;

3) Refine the division of labor for undergraduate and vocational e-commerce majors to improve pertinence.

**Acknowledgments**

This paper is supported by the project "Research on the 'Four Integrations and Two Innovations' Talent Training Model for E-Commerce Majors from the Perspective of Industry-Education Integration" (No. SDRKX-01-202319) sponsored by Shandong Association for Soft Science of China, and the project "Research and Practice on the Industry-Education Integration Talent Training Path for E-Commerce Majors" under the E-Commerce Demonstrati On Major Construction Project (No. gjsxy20202).

**References**

[1] Bente, M. (2022). Apprenticeship in dual- and non-dual systems. Between tradition and innovation. Hungarian Educational Research Journal.

[2] Kravchenko, O. L., Borisyuk, I. Y., Vakolia, Z. M., Tretyak, O. M., & Mishchenia, O. M. (2020). Models of Introduction of Dual Professional Education. International Journal of Higher Education, 9(7), 94-106.

[3] Dodds, C., Cameron, C., & Maclean, C. (2021). Ethical risk management in co-operative education programs. Canadian Journal of Career Development, 20(1), 4-15.

[4] Sikder, A. S., & Allen, J. (2013). An In-depth Exploration of Emerging Technologies and Ethical Considerations in Cross-border e-commerce. Imminent Science & Technology, 1(Special Issue), 116-137.

[5] Wang, B., Tong, C., Chen, T., Yang, J., & Cong, G. (2024). Evaluation of China's live streaming e-commerce industry policies based on a three-dimensional analysis framework. PLOS ONE, 19(5), e0301451.

[6] Perren, L. (2003). The role of e-mentoring in entrepreneurial education and support: a meta-review of academic literature. Education + Training, 45(8), 517-525.

[7] Cai, J., & Jiang, N. (2024). Scenario-Based Teaching Innovation Driven by Project Task—Taking the "Human Resource Management" Course as An Example. In Proceedings of the 2024 3rd International Conference on Humanities, Wisdom Education and Service Management (HWESM 2024) (pp. 45-52). Atlantis Press.

[8] Zhao, W. (2024). Innovation and Practice of Talent Cultivation Models in Higher Education from the Perspective of Industry-education Integration. Higher Education and Practice, 1(5), 92-99.

[9] Cao, Z. (2025). Paradigm Shift: Theoretical Justification and Pathways to Breakthrough for the Differentiated Existence of Vocational Legal Undergraduate Education. Transformative Pedagogies, 4(4), 30-35.

[10] Gao, F., & Zhang, P. (2020). Performance evaluation of industry-education integration in Higher Vocational Colleges: An evidence from China. International Journal of Emerging Technologies in Learning (iJET), 15(23), 208-219.