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Research on the Construction of "Project-Driven" Studio Education Model for E-Commerce Major in Private Universities

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Abstract: Faced with the practical dilemma that the practical teaching of e-commerce major in private universities is disconnected from industrial needs, this paper focuses on the construction and implementation of the "project-driven" studio education model. By comprehensively adopting methods such as literature research and theoretical analysis, it systematically sorts out the core logic, construction dimensions and optimization directions of this model. Research shows that "project-driven" studios have a significant effect on improving students' practical skills and employment competitiveness, but similar models currently have prominent problems such as inadequate university-enterprise collaboration, insufficient integration of projects and courses, and lagging construction of dual-qualified teacher teams. To address these issues, this paper details the specific construction content of the education model from four key dimensions: organizational structure coordination, curriculum system reconstruction, teaching team building, and project management optimization, and improves corresponding supporting measures, aiming to provide practical references for private universities to enhance the talent training quality of e-commerce major.

Keywords: Private Universities; E-Commerce Major; Project-Driven; Studio; Education Model

1. Introduction

With the rapid development of the digital economy, the e-commerce industry has become a core driving force for economic growth, and the demand for compound, practical and innovative talents remains strong. However, the traditional education model of e-commerce major in private universities has exposed many drawbacks: the curriculum setup is disconnected from industrial needs, practical teaching is formalistic, and projects lack authenticity. These problems directly lead to graduates' weak practical operation capabilities and low professional adaptability, making it difficult for them to meet the actual employment needs of enterprises.

Against this background, many private universities have actively responded to the policy orientation of integrating production and education, attempting to improve students' practical abilities by establishing e-commerce-related studios and introducing project-driven teaching. However, in the actual promotion process, they generally face issues such as insufficient dynamic connection between studios and enterprise needs, inadequate integration of curriculum systems and projects, and imperfect dual-mentor guidance mechanisms, which seriously affect the education effect. Therefore, in-depth exploration of the construction and implementation of the "project-driven" studio education model is of great practical significance for private universities to improve the talent training quality of e-commerce major.

2. Existing Problems of the "Project-Driven" Studio Education Model for E-Commerce Major in Private Universities

Currently, although the "project-driven" studio education model for e-commerce major in private universities has achieved certain results in practice, it still has many prominent problems that restrict the full play of its educational value.

2.1 Inadequate Depth of University-Enterprise Collaboration

Most university-enterprise collaborations remain superficial, lacking stable and long-term interest coordination mechanisms. Enterprises' enthusiasm for participating in talent training has not been fully mobilized, and their participation in core links such as talent training program formulation, curriculum development, and project design is relatively low. They

mostly participate in cooperation by providing simple internships or occasionally giving lectures, failing to truly integrate into the entire process of studio education. At the same time, information communication between universities and enterprises is not smooth, and enterprises' actual needs cannot be transmitted to universities in a timely and accurate manner, resulting in a significant deviation between studio projects and actual industrial needs.[1]

2.2 Insufficient Integration of Projects and Courses

There is a lack of systematic connection between studio projects and the professional curriculum system. Some project designs blindly pursue quantity while ignoring the matching degree with curriculum objectives. Project content mostly consists of scattered practical tasks, which are not integrated in accordance with the logic of curriculum knowledge and the laws of skill training, making it difficult to support students' systematic mastery of professional knowledge and gradual improvement of skills. In addition, the implementation of projects is not synchronized with curriculum teaching, resulting in a disjointed phenomenon of "courses being separate from projects", which fails to realize the organic combination of theoretical learning and practical training.

2.3 Lagging Construction of Dual-Qualified Teacher Teams

Most on-campus teachers lack front-line practical experience in the e-commerce industry, have insufficient understanding of the latest industrial technologies, operation models and post requirements, and thus cannot provide students with targeted practical guidance in project supervision. Although enterprise mentors have rich industrial practical experience, they lack systematic educational and teaching theories and methods, are not proficient in transforming practical skills into teaching content, and struggle to balance knowledge transmission and ability training when guiding students. Meanwhile, the collaborative guidance mechanism between university and enterprise mentors is not sound, lacking clear division of responsibilities and effective communication channels, failing to form a joint educational force.

2.4 Non-Standard Operation and Management of Studios

Project selection and implementation lack standardized processes, and there is a lack of scientific evaluation of the technical content, educational value, and difficulty adaptability of projects. As a result, some projects are either too simple to achieve skill improvement goals or too difficult to exceed students' capabilities, seriously affecting students' participation enthusiasm. The assessment and evaluation mechanism is not scientific enough, focusing more on the final presentation of project results while ignoring the comprehensive evaluation of students' project participation process, skill improvement, team collaboration, and innovative thinking, which cannot fully reflect students' learning outcomes and comprehensive quality.[2]

2.5 Unbalanced Student Participation

The allocation of studio resources is unreasonable: some students have more participation opportunities, while others have relatively fewer opportunities due to selection mechanisms, time conflicts and other reasons. At the same time, there is a lack of effective incentive mechanisms to mobilize students' enthusiasm for participating in projects. Some students participate passively, lacking the awareness of active exploration and innovation, making it difficult to give full play to the educational role of project-driven teaching.

3. Construction of the "Project-Driven" Studio Education Model for E-Commerce Major in Private Universities

Combined with the talent training needs and existing problems of e-commerce major in private universities, this paper constructs a scientific and improved "project-driven" studio education model from four core dimensions: organizational structure coordination, curriculum system reconstruction, teaching team building, and project management optimization.[3]

3.1 Organizational Structure Coordination: Building a Multi-Subject Linkage Education System

Organizational structure coordination is the basic guarantee for the operation of the model. It is necessary to break down the barriers between universities, local governments,

enterprises and internal departments, and build a multi-subject linkage organizational system with clear powers and responsibilities and efficient coordination.

Specifically, a four-level collaborative education structure of "university overall planning, college management, studio implementation, and enterprise participation" should be established to ensure that all subjects perform their duties and cooperate effectively. At the university level, an Integration of Production and Education Management Office should be set up as a coordinating body, responsible for integrating various internal resources such as teaching, scientific research and training, connecting the needs of e-commerce enterprises in the region, and formulating studio development strategies, policy support measures and management systems. At the same time, a University-Enterprise Cooperation Steering Committee should be established, composed of university leaders, enterprise executives, industry experts, professional leaders, etc., to regularly hold meetings to review important matters such as talent training programs, studio construction plans and project cooperation agreements, ensuring that the development direction of the studio is consistent with industrial needs and talent training goals. At the college level, a Studio Operation Center should be established to specifically undertake the daily management of the studio, including project docking and selection, teacher allocation, student management, and resource coordination. A professional construction team composed of core teachers of e-commerce major and technical backbones of enterprises should be formed to formulate the talent training goals, teaching plans, project implementation plans of the studio, as well as curriculum system reconstruction and textbook development. At the studio level, the organizational form of "dual mentors + project team" should be adopted: on-campus professional teachers serve as academic mentors, mainly responsible for theoretical knowledge explanation, curriculum connection guidance and academic problem solving, helping students build a systematic professional knowledge system; enterprise mentors serve as practical mentors, providing cutting-edge industrial technology sharing, workplace experience teaching and project practical guidance to improve students' practical operation capabilities; students form cross-grade and cross-professional project teams based on projects, clarify the division of roles such as project managers, technical development, operation and promotion, and data analysis, and complete project tasks through team collaboration, thereby cultivating team collaboration and communication skills.[4]

3.2 Curriculum System Reconstruction: Establishing a Project-Oriented Dynamic Curriculum System

The reconstruction of the curriculum system should focus on project-driven teaching, take the post competence requirements of the e-commerce industry as the orientation, establish a dynamic curriculum system that resonates with industrial development, and construct a three-in-one curriculum structure of "basic module + project module + expansion module".

The basic module focuses on consolidating professional basic knowledge, covering courses such as Introduction to E-Commerce and Marketing. In teaching, the latest industrial trends and policies and regulations should be integrated to lay a solid theoretical foundation for students' participation in project practice. As the core of the curriculum system, the project module sets up curriculum modules such as E-Commerce Platform Operation and Network Marketing Planning according to post competence requirements around the entire process of real e-commerce projects. Each module corresponds to several real enterprise projects, transforming project needs into teaching tasks, and organizing teaching in accordance with the process of "project initiation - demand analysis - scheme design - project implementation - achievement acceptance - summary and optimization", so as to realize the synchronous advancement of curriculum teaching and project implementation. For example, in the "E-Commerce Platform Operation" module, students can gradually master the core skills of e-commerce platform operation by completing practical tasks such as store decoration and order processing. The expansion module focuses on improving students' comprehensive quality, offering courses such as cutting-edge industrial lectures and innovation and entrepreneurship training, inviting industry experts to share industry trends to cultivate students' innovation and

entrepreneurship capabilities; improving students' professional adaptability through professional quality training, and integrating ideological and political elements into project practice to realize the organic unity of value guidance, knowledge transmission and ability training. In addition, a normalized industrial demand research mechanism should be established to regularly organize teachers to conduct in-depth research in enterprises, and revise curriculum standards, update teaching content and project cases in conjunction with enterprises and industry associations, ensuring that the curriculum system is accurately aligned with industrial development and enterprise needs.[5]

3.3 Teaching Team Building: Forging a "Dual-Qualified" Collaborative Teaching Team

The construction of the teaching team should focus on forging a "dual-qualified" teaching team, and build a collaborative and complementary teacher training and management mechanism between universities and enterprises.

In terms of the training of on-campus teachers, a special plan should be formulated to clarify the goals for improving teachers' practical abilities. Teachers should be required to take on temporary positions in cooperative enterprises for no less than 2 months every year, deeply participate in the actual work of enterprises, and accumulate industrial practical experience. At the same time, teachers should be supported to participate in industry training, academic exchanges and other activities, and encouraged to obtain relevant professional qualifications such as E-Commerce Engineer and Data Analysis Engineer, continuously updating their knowledge structure and teaching concepts. A practical ability assessment mechanism should be established, incorporating enterprise practice experience, project guidance effects and other factors into assessment indicators, and directly linking them with professional title evaluation and performance distribution to encourage teachers to actively improve their practical abilities. In addition, a teaching exchange platform should be built to regularly organize teaching seminars, case sharing and other activities to promote experience sharing among teachers. In terms of the introduction and training of enterprise mentors, a mentor database should be established for e-commerce enterprises in the region, selecting professional talents with more than 5 years of front-line practical experience, strong sense of responsibility and good expression skills as enterprise mentors, and clarifying their selection standards, division of responsibilities and treatment guarantees. Enterprise mentors should be regularly organized to participate in training related to educational and teaching theories and methods to improve their teaching guidance capabilities. In terms of the collaborative management of teachers, a "Dual Mentor Collaborative Guidance Manual" should be formulated to clarify the specific responsibilities of university and enterprise mentors, avoiding guidance gaps or duplicate guidance. A communication and cooperation platform should be built to strengthen exchanges between university and enterprise mentors through various online and offline forms, encouraging both parties to jointly develop textbooks and apply for scientific research projects to form a "teaching community". An incentive mechanism should be improved to commend and reward outstanding on-campus and off-campus mentors, incorporate the guidance effect of enterprise mentors into the enterprise cooperation evaluation system, and give preferential treatment such as project cooperation and resource sharing to enterprises with excellent mentors.[6]

3.4 Project Management Optimization: Establishing a Full-Process Standardized Management Mechanism

Project management optimization needs to establish a standardized and refined full-process management mechanism to ensure the effectiveness and sustainability of project-driven teaching.

In the project selection and introduction stage, a three-level selection mechanism of "enterprise application - university review - expert evaluation" should be adopted, giving priority to selecting real enterprise projects that are closely related to the cultivation of core competencies of e-commerce major, have moderate technical content and clear educational value. Standardized project cooperation agreements should be signed with cooperative enterprises, clarifying core contents such as project goals and division of responsibilities to protect the legitimate rights and interests of universities,

enterprises and students. The selected projects should be classified and sorted out to establish a project database covering e-commerce operation, marketing planning, data analysis and other fields, which should be dynamically updated and allocated according to teaching needs and students' abilities. In the project implementation and monitoring stage, each project should be decomposed into several sub-tasks according to work processes and skill requirements, clarifying key information such as teaching goals and completion time, and formulating detailed project implementation plans. Information management platforms should be used to track project progress in real time, record students' performance and problems encountered in the project implementation process, and hold weekly project promotion meetings to coordinate and solve various issues. At the same time, hierarchical guidance should be implemented according to differences in students' grades and knowledge foundations: focusing on basic skill guidance for lower-grade students or those with weak foundations, assigning sub-tasks of lower difficulty; focusing on cultivating innovation capabilities and comprehensive application abilities for higher-grade students or those with strong abilities, assigning challenging sub-tasks to give full play to the potential of students at different levels. In the project assessment and evaluation stage, a comprehensive evaluation system covering multiple dimensions such as project completion quality, technical application ability and team collaboration performance should be constructed, adopting a combination of formative evaluation and summative evaluation. An evaluation team composed of enterprise mentors, industry experts and on-campus teachers should be invited to conduct evaluations by integrating enterprise standards and educational and teaching requirements. The evaluation results should be incorporated into students' curriculum scores and comprehensive quality evaluation systems, serving as an important basis for merit evaluation, internship recommendation and employment guidance, giving full play to the incentive and guiding role of evaluation.[7]

4. Implementation Guarantee Measures of the "Project-Driven" Studio Education Model for E-Commerce Major in Private Universities

4.1 Policy Guarantee

At the university level, a series of supporting policy documents such as the "Measures for the Construction and Management of Production-Education Integration Project-Driven Studios" should be formulated, clarifying core contents such as studio construction standards, teacher treatment, assessment and evaluation, interest distribution and safety management, so as to provide a solid institutional basis for the construction and operation of the studio.

Universities should actively strive for government policy support, take the initiative to connect with local education departments, human resources and social security departments and industry competent departments, apply for policy dividends such as special funds for integration of production and education and subsidies for the construction of training bases, and incorporate studio construction into the local development plan for integration of production and education. At the same time, a university-enterprise cooperation interest sharing and risk sharing mechanism should be established to realize complementary advantages and win-win cooperation between universities and enterprises through technical research and development cooperation, directional talent training, joint construction of internship bases and other ways. Enterprises that deeply participate in studio construction should be given support such as listing recognition, publicity and promotion, and tax reduction docking to fully stimulate their enthusiasm and initiative in participating in talent training.[8]

4.2 Resource Guarantee

High-quality internal and external resources should be integrated to provide solid support for the operation of the studio. In terms of hardware resources, internal resources such as laboratories, training bases and libraries should be integrated, configuring professional equipment such as e-commerce platform simulation software, data analysis tools, short video shooting equipment and live broadcast training equipment to meet the hardware needs of project implementation. Joint practice bases should be built and shared with e-commerce enterprises in the region, introducing enterprises' real e-commerce operation platforms, customer resources and data systems to provide students with a real

practice environment. In terms of software resources, a software resource sharing library should be established to collect and sort out e-commerce industry standards, technical documents, teaching courseware, project cases, industry reports and other resources, which should be updated regularly and opened to teachers and students. Practical textbooks, project guidance manuals and other teaching resources should be jointly developed with enterprises to improve the pertinence and practicality of teaching resources. In terms of fund guarantee, a special fund for the studio should be set up, with sources including special university appropriations, enterprise cooperation funds and government subsidies, mainly used for equipment purchase and maintenance, project development, teacher training, student rewards and venue construction. A fund use management system should be established to implement earmarked funds for special purposes and special accounts, ensuring the standardized and efficient use of funds. In terms of digital construction, an information management platform for the studio should be built to realize the online management of processes such as project application, task allocation, progress tracking, resource sharing and assessment and evaluation, improving the operation efficiency and management level of the studio.[9]

4.3 System Guarantee

Universities should establish and improve various management systems to standardize the operation and management of the studio. The studio management system should be improved, clarifying contents such as establishment approval, operation management, assessment and evaluation, and exit mechanism to ensure the orderly progress of studio construction. A project management system should be established to standardize the full-process management of project application, selection, implementation, monitoring and acceptance, improving project quality and educational effect. Student management methods should be formulated to clarify students' participation conditions, selection mechanisms, rights and obligations and assessment requirements, guiding students to actively and orderly participate in practice.

Universities should construct a multi-dimensional assessment and evaluation system, regularly assessing the studio's construction effect, project completion quality and talent training effect, and linking the assessment results with studio fund support and merit evaluation. Teachers' teaching guidance, project participation and university-enterprise cooperation should be incorporated into their performance evaluation and professional title review. Students' project participation performance, skill improvement and innovative achievements should be comprehensively evaluated, with the results serving as an important part of students' academic evaluation.[10]

Universities should set up a studio construction reward fund to commend and reward outstanding collectives and individuals in the construction and operation of the studio. Preferential treatment should be given to students who participate in studio projects and achieve excellent results in scholarship evaluation and internship recommendation. Labor remuneration and honorary recognition should be provided to enterprise mentors who actively participate in studio teaching to fully stimulate the enthusiasm of all parties involved.

5. Conclusion

This study focuses on the pain points of talent training in e-commerce major in private universities and constructs a "project-driven" studio education model. Through the systematic design of four core dimensions—organizational structure coordination, curriculum system reconstruction, teaching team building and project management optimization—this model effectively breaks the boundaries of traditional classrooms, realizes the organic integration of theoretical teaching and practical teaching, can significantly improve students' practical skills, innovative thinking and team collaboration capabilities, enhance their employment competitiveness, and at the same time deepen university-enterprise cooperation and promote the effective implementation of integration of production and education.

The implementation of this model requires the support of improved policy, resource and system guarantee measures. By formulating supporting policy documents, integrating internal and external resources, and establishing and improving management systems, a solid guarantee can be provided for the smooth operation of the model. The "project-driven"

studio education model constructed in this study provides practical references for private universities to deepen the integration of production and education and improve the talent training quality of e-commerce major, and also offers useful insights for the construction of studio-based education models for similar majors in other private universities. In the future, further exploration can be conducted on the in-depth integration of the studio model with emerging technologies such as artificial intelligence and big data, continuously optimizing the connotation of the model and improving the accuracy and effectiveness of talent training.

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