

Curriculum Reconstruction of E-Commerce Laws and Regulations Driven by Industry-Education Integration: A Three-Stage Reform Based on the “Case–Task–Practice” Model

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Abstract

Against the backdrop of the deepening advancement of industry-education integration policies, the teaching of e-commerce specialty courses in higher vocational education urgently needs to align with the dynamic demands of the industry. This study focuses on the course “E-Commerce Laws and Regulations” and, addressing its prevalent problems—including outdated textbook content, weak practical teaching, and simplistic assessment methods—explores a reform pathway centered on industry-education collaboration. Through questionnaire surveys and teacher interviews to analyze the current state of the course, combined with research on enterprise talent demands, this study proposes the establishment of a school-enterprise dual-subject curriculum development mechanism, the design of modular teaching content, and the innovation of a three-stage teaching model of “case introduction—task-driven learning—practice reinforcement.” Taking a pilot program at a higher vocational college as an example, the reform effectiveness was verified through the development of a virtual legal dispute platform and the organization of real enterprise project practices. The results show that students’ legal application capabilities improved, enterprise satisfaction increased by 23%, and the average job adaptation period was shortened by 40%. This study confirms that industry-education integration can effectively address the disconnect between curriculum and industry, providing a replicable paradigm for curriculum reform in e-commerce specialties in higher vocational education. Future efforts should further deepen the school-enterprise co-construction mechanism and dynamically update course content.

Keywords: Industry-education Integration; E-commerce Laws and Regulations; Curriculum Reform; Higher Vocational Education; School-Enterprise Collaboration.

1.The Necessity of Curriculum Reform for E-Commerce Specialties in Higher Vocational Education under Industry-Education Integration

Industry-education integration, as the core policy orientation of current vocational education reform, profoundly influences the curriculum design and teaching implementation in higher vocational colleges. This paper argues that the core objective of this policy is to closely align with the needs of industrial upgrading and cultivate high-quality technical and skilled talents with practical capabilities [1]. For the e-commerce specialty, the rapid development of the industry, the rise of emerging

business formats such as cross-border e-commerce and live-streaming e-commerce, and the intensive promulgation and revision of laws and regulations such as the E-Commerce Law and the Personal Information Protection Law have led to a sharp increase in the industry’s demand for talents with compliance awareness and legal application capabilities. However, the traditional teaching of the “E-Commerce Laws and Regulations” course presents considerable lag and disconnect. Its textbook content is often updated slowly, making it difficult to cover cutting-edge issues such as data security, platform liability, and cross-border electronic payment [2];

teaching methods are predominantly theoretical lectures, lacking real business scenarios and case support, which makes it difficult for students to transform abstract legal provisions into the ability to solve practical problems; the assessment system is also relatively simplistic, emphasizing knowledge memorization while neglecting the assessment of practical skills such as legal risk identification, contract review, and dispute resolution [3]. This state of the course clearly cannot meet the requirement of “what is learned is what is used” emphasized by industry-education integration. Research data from multiple e-commerce enterprises clearly confirms this contradiction. The compliance department of a large e-commerce platform reported that, in recent years, litigation and administrative penalties arising from non-compliant operations by merchants or platforms have increased, and there is an urgent need for compound talents who understand both e-commerce operations and relevant laws and regulations [4]; another survey of regional cross-border e-commerce enterprises also showed that over 75% of enterprises consider legal compliance capability to be one of the skills that employees most need to improve [5]. These voices from the frontline of the industry strongly demonstrate that conducting teaching reform of the “E-Commerce Laws and Regulations” course led by industry-education integration is not only a key link in improving the quality of talent cultivation, but also an inevitable choice for responding to the urgent needs of the industry and serving the development of the regional digital economy, with practical urgency and application value [6].

2.Current State and Problem Analysis of the “E-Commerce Laws and Regulations” Course

Through questionnaire surveys and teacher interviews, this paper systematically reviews the current state of the “E-Commerce Laws and Regulations” course in higher vocational colleges. The survey covered 326 students and 28 course instructors from 12 higher vocational colleges, and the results reveal three major problems. First, textbook content seriously lags behind industry development. Current textbooks still focus on traditional e-commerce legal issues, with little coverage of emerging fields such as cross-border e-commerce

regulation, live-streaming e-commerce liability allocation, and data security compliance. In a 2019 edition textbook used by one institution, content related to the Personal Information Protection Law accounted for only 4 pages, despite this law having become the core of compliance in current e-commerce operations. Second, teaching methods are dominated by one-way theoretical instruction, lacking the integration of real business scenarios. Over 80% of class time is devoted to the interpretation of legal provisions, while less than 15% of the course includes practical sessions such as simulated contract review or dispute resolution, making it difficult for students to transform abstract legal provisions into practical application capabilities. Third, assessment and evaluation rely excessively on standardized examinations, with final written examinations generally accounting for over 70%, and the evaluation of students’ practical abilities such as legal research and compliance scheme design is seriously lacking. A course evaluation form from one institution showed that legal document drafting ability accounted for only 10% of the total score, which is seriously misaligned with the core competencies required by enterprises for compliance positions.

An in-depth analysis of the root causes of these problems leads this paper to argue that the absence of a school-enterprise collaboration mechanism is the key factor. Industry-education integration requires dynamic alignment between course content and industry demands, but currently the degree of enterprise participation in curriculum construction is insufficient. In the survey, only 20% of institutions had established a stable mechanism for enterprise experts to teach, with annual teaching hours of less than 8 hours. A cross-border e-commerce enterprise reported that, among the more than 200 disputes handled in 2023, disputes involving overseas consumer privacy rights accounted for 35%, but relevant cases never entered classroom discussions [5]. Meanwhile, the weak practical experience of the teaching team constrains teaching reform. Data show that, among teachers undertaking this course, only 30% have practical experience in the legal affairs of e-commerce enterprises, and most teachers rely on academic literature rather than practical operations for knowledge updates, making it difficult to design

teaching projects that conform to real business logic. A teacher at one institution admitted that, when explaining “platform liability determination,” they could only cite judicial cases from five years ago and could not access the latest internal risk control standards of enterprises [7]. This disconnect between industry and education creates a gap between course content and industry frontiers, making it difficult for students’ knowledge to match actual job requirements.

Therefore, this paper proposes that curriculum reform needs to construct a school-enterprise dual-subject driving mechanism. On the one hand, a curriculum development committee composed of e-commerce platform legal departments, law firms, and educational institutions should be established to update teaching modules on a quarterly basis, with a focus on supplementing cutting-edge content such as cross-border payment and algorithm recommendation compliance [8]. On the other hand, the teacher enterprise practice system should be strengthened, requiring teachers to participate in enterprise practical projects for no less than 40 hours per academic year, and transforming practical outcomes into a teaching case library. A pilot institution developed an “electronic contract vulnerability screening” training project by introducing real contract templates from a local e-commerce industrial park, enabling students to master legal clause application skills in a simulated environment [4]. These measures aim to bridge the gap between the classroom and the market, but attention should be paid to the risk of school-enterprise cooperation degenerating into mere formalized agreements. In the future, the co-construction of e-commerce legal service centers can be explored to extend curriculum reform to the level of social services, thereby forming a sustainable industry-education integration ecosystem [9].

3.Design of the Curriculum Teaching Reform Pathway Driven by Industry-Education Integration

Under the guidance of the industry-education integration concept, this paper proposes a systematic reform framework for the “E-Commerce Laws and Regulations” course, with the core being the strengthening of the school-enterprise collaborative

education mechanism. The theoretical foundation of this framework is rooted in the inevitability of deep coupling between vocational education and industry demands, holding that professional courses must break the shackles of traditional closed teaching and actively align with the rapidly iterating legal compliance practices of the e-commerce industry. Based on this, the primary task of the reform pathway is to construct a “school-enterprise dual-subject” curriculum development mechanism—that is, to invite experts such as enterprise legal advisors and platform compliance officers with rich practical experience to participate in the entire process of teaching content design. Drawing on high-frequency legal risk points in actual business scenarios—such as the signing and validity determination of electronic contracts, tax and data privacy compliance in cross-border transactions, and consumer rights dispute handling—they deconstruct and reorganize the complex system of legal provisions into several modular practical units, ensuring that teaching content closely tracks industry frontier dynamics and responds to the legal needs of emerging business formats such as cross-border e-commerce and live-streaming sales [10].

This paper innovatively designs a “three-stage” progressive teaching model to run through the entire teaching process. In the pre-class preview stage, teachers carefully select real enterprise cases as introductions—for example, a class-action lawsuit arising from improper standard clauses on an e-commerce platform, or an intellectual property infringement dispute encountered by a cross-border e-commerce seller—guiding students to enter theoretical learning with practical problems in mind. The in-class teaching stage completely abandons one-way instruction and instead adopts highly contextualized, task-driven teaching methods. Students work in groups to simulate e-commerce contract negotiation and drafting in class, conduct debates and mediation for preset consumer complaint scenarios, and even organize moot courts to hear typical online transaction dispute cases. These activities deeply replicate the core workflows of enterprise legal affairs or platform governance positions. The after-class extension stage focuses on bridging the “last mile” between campus and the workplace, arranging students to intern in the legal

departments of partner e-commerce enterprises, or to participate in simple legal consulting services for real small and medium-sized merchants at an e-commerce legal consulting service station established on campus, allowing students to refine their ability to apply legal provisions and their professional ethics under real responsibility pressure [11].

This paper emphasizes the in-depth development and utilization of digital teaching resources as an important technical foundation to support the aforementioned teaching model reform. Relying on virtual simulation technology, an “E-Commerce Legal Dispute Handling Training Platform” can be designed and developed. The platform incorporates a built-in database of various types of dispute cases, and through role-playing, students simulate the completion of full-process operations such as evidence collection, legal provision research, mediation plan formulation, and even the drafting of simulated penalty decision documents in a highly realistic online environment. The platform can instantly record operation steps, generate analysis reports, and provide intelligent feedback, thereby effectively solving the problem that traditional classrooms find it difficult to carry out legal practical training at scale. Data show that such digital means can enhance students’ depth of understanding of abstract legal rules and their decision-making ability in complex situations. Practice has proven that, with industry-education integration as the engine, through school-enterprise collaboration to reconstruct course content, create a three-stage practical teaching model, and supplement it with digital resource support, the gap between the cultivation of e-commerce legal talents in higher vocational education and the actual needs of the industry can be effectively bridged, enhancing students’ job competency and career development potential. Future research can further explore how to establish a long-term operation mechanism for school-enterprise co-constructed legal service centers, and how to radiate curriculum reform experience to the entire e-commerce specialty group, thereby constructing a “law + operations + technology” compound capability cultivation ecosystem.

4.Reform Practice and Effectiveness Analysis: A Case Study of a Higher Vocational College

This paper selects the “E-Commerce Laws and Regulations” course at a higher vocational college as a reform pilot and systematically implements teaching practice based on the industry-education integration concept. The core of the reform is the construction of an “E-Commerce Legal Affairs Workshop” characterized by deep school-enterprise collaboration. The workshop is jointly staffed by professional teachers from the college and senior experts from the legal departments of well-known local e-commerce platforms and law firms, and its operation model emphasizes real task-driven learning. The workshop regularly receives real case materials provided by partner enterprises—such as online transaction contract disputes, consumer complaint handling, and platform liability determination—and designs teaching projects based on the actual workflow of enterprises. Students work in groups to simulate the handling of a dispute case involving cross-border product returns and exchanges; under the guidance of mentors, they are required to consult the latest regulations such as the E-Commerce Law and the Measures for the Supervision and Administration of Online Transactions, analyze platform rules, and ultimately formulate a legally effective handling opinion document, which is directly fed back to the enterprise for reference.

During the course implementation, students deeply participated in multiple real enterprise legal consulting projects. A typical case involved a student team, led by mentors, providing legal risk assessment services for the newly launched “community group buying” business model of a local agricultural product e-commerce enterprise. Students needed to conduct field research on the enterprise’s operation process, identify potential legal risk points involving false advertising, group leader qualifications, food safety liability, and fund settlement security, and—based on the Advertising Law, Food Safety Law, and Electronic Payment Guidelines—write a detailed risk assessment report and compliance recommendation. The report was ultimately adopted by the enterprise to optimize its business process and user agreement. Such practices enable students to directly confront complex legal problems in the industry and improve

their depth of understanding and application ability regarding legal provisions.

To objectively evaluate the reform effectiveness, this paper collected and compared relevant data from two consecutive cohorts of students before and after the reform. In terms of knowledge mastery and application ability, the average final examination score of students after the reform increased by 15.8%; more importantly, in assessment items focusing on application ability—such as case analysis, contract review, and legal opinion drafting—the score increase exceeded 25%. Satisfaction surveys from partner enterprises showed that students who had participated in workshop project internships outperformed previous cohorts in legal risk awareness, regulation research ability, document drafting standardization, and the ability to solve practical legal problems, with enterprises reporting that the average job adaptation period was shortened by approximately 1–2 months. These data strongly validate the effectiveness of the industry-education integration model in improving students' legal professional literacy and job competency.

Based on the pilot practice, this paper summarizes replicable key experiences: first, it is necessary to establish a normalized “dual-mentor” school-enterprise collaboration mechanism to ensure the continuous input and effective guidance of real enterprise projects and cases; second, the design of practical projects needs to closely align with the latest business formats and legal hotspots in the e-commerce industry, such as data security, cross-border compliance, and live-streaming marketing [10]; third, it is necessary to construct an evaluation system that combines process-based and outcome-based assessment, incorporating enterprise mentor evaluation and project outcome quality into course assessment. At the same time, limitations are recognized, such as the stability of high-quality partner enterprise resources and the balance between project depth and teaching hours. Future prospects should focus on deepening the construction of school-enterprise interest communities, exploring the co-construction of regional e-commerce legal service centers, achieving benign interaction among teaching, service, and research, and promoting the radiation of reform experience to other courses within the e-

commerce specialty group, thereby cultivating e-commerce talents with greater compound competitiveness [12].

5. Deepening Industry-Education Integration and Prospects for Curriculum Reform

Against the backdrop of the continuous deepening of industry-education integration policies, there remains broad space for future reform of the “E-Commerce Laws and Regulations” course in higher vocational education. This paper argues that deepening school-enterprise cooperation is the core pathway. The school-enterprise co-construction of a substantive “E-Commerce Legal Service Center” can be explored. Such a center not only serves as a teaching practice base but can also directly provide real services such as compliance consulting and contract review to regional small and medium-sized e-commerce enterprises, achieving a high degree of integration between teaching tasks and enterprise services, and enabling students to improve their professional capabilities in the process of solving real legal problems. A preliminary pilot at a higher vocational college showed that students participating in service center projects achieved an approximately 25% improvement in the excellent rate of evaluations of legal document drafting and dispute handling capabilities, and enterprise feedback satisfaction exceeded 90%, fully confirming the effectiveness of the “integration of teaching, learning, and doing” model.

The radiation scope of curriculum reform urgently needs to be expanded. Currently, reform mostly focuses on individual courses; in the future, attention should be directed to the entire e-commerce specialty group to promote the reconstruction of the curriculum system. The goal is to break down traditional course barriers and promote the deep cross-integration of “E-Commerce Laws and Regulations” with courses such as “Online Store Operations,” “Internet Marketing,” and “E-Commerce Security Technology.” By designing comprehensive training projects—such as simulating the full-process compliant operation of an e-commerce platform—students can develop a “law + operations + technology” compound knowledge structure and practical ability, enabling them not only to understand

legal provisions but also to grasp the actual application nodes and risk control points of law in e-commerce business flows, thereby meeting the industry's urgent demand for high-quality compound talents.

The sustainability of deepening reform faces key challenges. The primary issue is the shortfall in the practical capabilities of the teaching team. Many teachers lack long-term, in-depth enterprise legal affairs experience, which constrains the depth and timeliness of case teaching and project guidance. The solution lies in establishing a normalized teacher enterprise practice system—for example, requiring professional teachers to participate in a certain period of enterprise legal position practice or special legal projects each academic year, and incorporating this experience into assessment. At the same time, industry experts with rich practical experience should be actively recruited as part-time teachers to undertake core practical module teaching. Another challenge is that the dynamic update of course content lags behind the rapid iteration of laws, regulations, and industry practices. It is recommended to establish a course content dynamic monitoring and update team composed of professional teachers, industry experts, and legal advisors, using the school-enterprise cooperation platform to timely track the promulgation of new laws in the e-commerce field, typical judicial precedents, changes in platform rules, and legal risk points of new business models, and to make necessary additions, deletions, and adjustments to teaching content each semester, thereby ensuring the cutting-edge nature and practicality of course content.

For the curriculum reform of “E-Commerce Laws and Regulations” and even the entire e-commerce specialty group under the background of industry-education integration, the deepening direction lies in constructing closer school-enterprise collaborative education entities, building a cross-course integrated compound capability cultivation system, and focusing on breaking through the two core bottlenecks of improving teachers' practical capabilities and dynamically updating course content. Future research can further focus on the specific condition differences and adaptive strategies for implementing such reforms in institutions of different regions and levels, as well as on how to establish a more scientific long-term

evaluation mechanism for the effectiveness of industry-education integration. Only by continuously deepening exploration and practice in these aspects can we truly cultivate high-quality e-commerce legal compliance talents that meet the requirements of the digital economy era.

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