



Collaborative Education Between Cross-border E-commerce and International Chinese Education: Path Exploration and Case Analysis in an Industry-education Integration Context

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Abstract: This paper explores the integration of Cross-Border E-Commerce (CBEC) and International Chinese Education (ICE) under an industry-education collaboration framework. Amid expanding global trade and digitalization, there is rising demand for professionals with e-commerce expertise and cross-cultural communication competence. Based on case studies and literature, it examines synergies between the two fields, proposes a collaborative education model, and provides theoretical foundations, practical paths, and case data. The paper also addresses challenges, offers strategic recommendations, and notes that a well-structured collaborative approach can resolve talent shortages, improve educational outcomes, and support the global expansion of Chinese culture and e-commerce.

Keywords: Cross-Border E-Commerce, International Chinese Education, industry-education integration, collaborative education, talent cultivation, case study

1. Introduction

In the digital globalization era, cross-border e-commerce (CBEC) has become a robust driver of international trade, with China's CBEC transactions hitting RMB 2 trillion in 2022, accounting for 4.9% of its total trade. Meanwhile, International Chinese Education (ICE), a pillar of China's soft power, boosts global understanding of Chinese culture. Though distinct, both fields demand professionals skilled in intercultural communication, digital literacy and global market awareness. However, the current segmented educational system causes skill fragmentation and a mismatch between graduates' competencies and industry needs. This paper contends that integrating CBEC and ICE via industry-education collaboration can build a synergistic model, addressing talent shortages, enhancing employability and facilitating the internationalization of Chinese enterprises and culture.

2. Literature Review

2.1 Cross-border E-commerce Education and Talent Gaps

The growth of CBEC has highlighted a critical shortage of skilled professionals. Studies indicate that current educational programs often fail to provide students with the practical skills, digital competencies, and international exposure required by the industry (Hu, 2024; Li, 2019; Deng & Pei, 2023). Key challenges include outdated curricula, insufficient practical training, weak school-enterprise cooperation, and a lack of international perspective (Liu et al., 2022; Feng & Koompai, 2022).

Industry-education integration has been proposed as a solution to bridge this gap. Collaborative models, such as the German "dual system" and Chinese "school-enterprise cooperation," emphasize hands-on training, curriculum co-design, and shared resources between educational institutions and businesses (Chen, 2021; Feng & Koompai, 2022). These approaches have shown promise in enhancing students' employability and industry relevance.

2.2 International Chinese Education and Its Evolving Role

Traditionally centered on language teaching and cultural dissemination, International Chinese Education (ICE) is undergoing evolution amid economic globalization and China's Belt and Road Initiative, with mounting recognition of the need to integrate professional and vocational elements into its programs. Multinational corporations, e-commerce platforms and cultural exchange organizations are increasingly demanding professionals proficient in both Chinese culture and international business practices. Recent studies (Guo et al., 2023) indicate that ICE can gain from tighter alignment with industry needs in trade, tourism and digital services; embedding practical skills like digital marketing, cross-border logistics and e-commerce platform operation into language curricula could boost the career prospects of ICE graduates.

2.3 Theoretical Basis for Integration

The convergence of CBEC and ICE can be understood through the lens of interdisciplinary education, competency-based training, and industry-education integration theory. By combining technical e-commerce skills with linguistic and intercultural competencies, educators can create a holistic learning experience that prepares students for global careers. Furthermore, collaborative learning theory emphasizes the value of partnership between academia, industry, and cultural institutions in designing relevant and dynamic curricula.

3. A Collaborative Educational Framework: Principles and Components

3.1 Guiding Principles

The integration of CBEC and ICE follows four guiding principles: industry-driven curriculum design co-developed with CBEC enterprises, language service providers and cultural organizations; a blended learning approach combining online simulations, virtual exchanges and real-world projects; dual certification covering professional e-commerce certificates and language credentials like HSK; and international mobility supporting student internships, study tours and virtual collaborations with overseas partners.

3.2 Structural Components

This framework has four core components for CBEC-ICE integration. First, integrated curriculum modules cover CBEC fundamentals, business Chinese and intercultural communication, plus real-world capstone projects. Second, collaborative platforms include school-enterprise labs, digital simulation environments, and international networks with overseas universities, Confucius Institutes and trade associations. Third, teacher development focuses on dual-qualified instructors and industry secondments. Fourth, competency-based assessment and certification draw on project portfolios, internship performance and industry feedback, while acknowledging prior learning and micro-credentials.

4. Case Analysis

4.1 Case 1: Zhejiang Yuexiu University of Foreign Languages

This institution has established a "Cross-border E-commerce Collaborative Education Base" in partnership with Alibaba and Amazon. The program integrates business Chinese, cross-cultural communication, and e-commerce operation courses. Students participate in live projects, such as managing overseas storefronts and conducting multilingual customer service. Graduates have reported high employment rates in CBEC firms and cultural exchange agencies.

4.2 Case 2: Shenzhen Polytechnic

Shenzhen Polytechnic offers a joint program between its CBEC faculty and International College. The curriculum includes modules on "Digital Marketing for Global Markets" and "Chinese for E-commerce Professionals." Students engage in internships with local e-commerce companies serving Southeast Asian markets, utilizing their language skills to facilitate trade.

5. Challenges and Recommendations

5.1 Identified Challenges

The development of International Chinese Education (ICE) faces multiple hurdles: institutional barriers like silos between business and language departments; resource constraints including insufficient funding, limited technology support, and scarce industry partnerships; quality assurance difficulties in standardizing cross-sector outcomes and certifications; and cultural resistance where ICE is traditionally regarded as a purely academic instead of vocational discipline.

5.2 Strategic Recommendations

Governments should incentivize cross-disciplinary programs via grants, flexible accreditation, and public-private partnerships; curriculum innovation should focus on modular, stackable credentials integrating CBEC and ICE competencies; immersive learning environments can be built by integrating AI, VR, and simulation tools; long-term partnerships with e-commerce platforms, logistics firms, and cultural institutions need to be strengthened; and longitudinal studies should be conducted to assess graduate outcomes and program effectiveness.

6. Conclusion

The integration of Cross-border e-commerce and International Chinese Education is a forward-looking strategy for

talent development in a digitalized global economy. By leveraging the principles for industry-education integration educators can create dynamic and relevant learning experiences that will prepare students for careers in the intersection of technology, trade, and culture. The case studies and frameworks in this paper, while presenting challenges, demonstrate the feasibility and benefits associated with such collaboration. Future efforts should be focused on scaling up successful models, enhancing teachers' capacity, and fostering global cooperation to realize the full synergy potential of CBEC and ICE.

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