

Innovative Research on Teaching Reform of Digital Platform Courses in the Context of Enterprise Demand

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Abstract: This study provides an in-depth analysis of the teaching reform of digital platform courses in the context of enterprise demand, focusing on the significant impact of the teaching reform of digital platform courses on improving students' digital literacy, adjusting the professional settings to be closer to the market and enterprise demand, and enhancing teachers' informational teaching ability. The results of the study show that the curriculum teaching reform measures effectively improve students' competitiveness in employment and learning ability, and at the same time enhance teachers' teaching ability in the information technology era. The core of the teaching reform lies in the seamless matching of educational contents with market demands through the optimization of professional settings and the innovation of teaching contents. In addition, the professional development of teachers and the updating of their educational concepts have become key parts of this reform, so as to effectively meet the challenges of education in the digital era.

Keywords: Enterprise demand; Professional setting optimization; Teaching reform

1. Introduction

Teaching reform of digital platform courses is an inevitable choice to meet the challenges of education in the digital era. Through in-depth cooperation with the industry, schools are not only able to adjust the curriculum to meet the market demand, but also to improve the digital literacy of students. The optimization of professional settings makes students more adaptable to real work demands and enhances their employment competitiveness. The improvement of teachers' IT teaching ability not only improves teaching efficiency, but also enables them to better meet the challenges of education in the 21st century. This reform integrates educational content with industrial needs in depth, providing an effective way to cultivate high-quality talents adapted to the digital era. Therefore, the teaching reform of digital platform courses is of great significance in promoting the integration of education and industry and the digital transformation of society and economy. This study will explore various aspects of this reform in depth in order to comprehensively assess its impact on students, professional settings, and teachers, and provide useful insights for future educational reform.

2. The necessity of teaching innovation of digital platform courses

2.1 The situation of digital transformation of the economy and society

Currently, the world is experiencing an unprecedented wave of digital transformation, which is not only a technological revolution, but also a profound change in the social and economic structure. The widespread application of digital technologies is reshaping the industrial landscape, driving a revolutionary upgrade of business models and a profound change in the way society interacts. Especially in the context of the global pandemic, digital transformation has become more urgent, and many traditional industries have to resort to digital means to maintain the competitiveness of survival and development. In this context, enterprises are in urgent need of high-quality talents with digital literacy, who are able to flexibly respond to the continuous evolution of technology and are adept at using digital tools to solve practical problems, and promote enterprise innovation and competitiveness. Therefore, the teaching reform of digital platform courses is imperative to meet the new requirements of enterprises for talents and provide solid talent support and intellectual support for the digital transformation of the economy and society.

2.2 New demands for talent from enterprises

The world today is experiencing an unprecedented wave of digital transformation, which poses new challenges to the talent needs of enterprises. Traditional skills and knowledge are no longer sufficient to cope with the changing market demand, and enterprises pay more attention to employees with digital literacy, innovation and teamwork ability. The teaching reform of digital platform courses should pay close attention to this trend by adjusting the professional settings, setting up digital economy majors, reforming the teaching content, adding actual

cases from enterprises, as well as promoting the project-based teaching method, in order to meet the new requirements of enterprises for talents. The reform not only improves students' digital literacy and makes the professional setting closer to the needs of enterprises, but also enhances teachers' informational teaching ability. Therefore, the teaching reform of digital platform courses is a necessary and urgent initiative, which helps to cultivate high-quality talents adapted to the needs of the digital era and provide solid talent support and intellectual support for the digital transformation of the economy and society.

3. Specific Initiatives for Teaching Reform of Digital Platform Courses

3.1 Adjust the professional setting and establish a digital economy major

The digital economy has become an important driving force of the global economy, involving a variety of fields such as e-commerce, digital marketing, data analysis and so on. Therefore, the school collects information on market demand and industry trends through cooperation with enterprises in order to formulate corresponding professional courses. The curriculum should cover the basics of digital technologies, such as big data analytic, artificial intelligence and block chain technologies, and at the same time should include real-life case studies and project practices in order to provide students with the skills and experience they need in the real world. To ensure the quality of digital economy programme, schools should recruit teachers with extensive practical experience who incorporate real-world experience into their teaching content and guide students to face real-world challenges. In addition, schools should establish partnerships with companies to provide internships and employment opportunities to ensure that students can successfully enter the digital economy after graduation. Digital economy programme should also be designed to be sensitive to changing market needs and be flexible in adapting curriculum content to emerging technologies and trends. A continuous improvement approach ensures that students remain competitive in the marketplace after graduation.

3.2 Reform of the teaching content and addition of real-life enterprise cases

Incorporating real-life enterprise cases into the course content enables students to better understand the application of theoretical knowledge in practical work. Through in-depth analyses and discussions of real-life cases, students are able to gain valuable experience on how to meet real business challenges. The hands-on approach helps to develop students' problem-solving skills and innovative thinking, enabling them to better adapt to the complex and ever-changing digital realm. Introducing real-life examples from enterprises enhances students' connection with the real industry. By collaborating with enterprises or inviting industry professionals to share their experiences, students gain a deeper understanding of the latest trends and challenges in the industry. Helps students integrate more easily into the workplace after graduation as they already have a better understanding of real-life work scenarios. Adding real-life examples from companies also helps schools to build strong links with companies, with schools collaborating with companies to develop case studies and providing a platform for companies to showcase their business and needs. The co-operation provides internships and employment opportunities for students, as well as a pool of future talent for companies.

3.3 Promoting the project-based teaching method

The project-based teaching method improves students' practical skills by placing them in real projects. Students participate in projects to solve real problems and simulate work scenarios, so that they can learn to apply their theoretical knowledge to real work. For example, in the Digital Marketing course, students work with companies to develop and execute digital marketing plans, thus gaining insight into the practical operation of digital marketing. The project-based approach also encourages teamwork and collaboration among students. The digital field usually requires multi-disciplinary knowledge and skills, so students need to work together with peers from different backgrounds to solve complex problems. The ability to work in teams is crucial for students' future careers as they will need to collaborate with a wide variety of people to complete tasks. The project-based approach improves students' independent learning skills. By choosing their own projects, making plans and managing their own time, students develop self-management and self-directed learning skills, which are essential for adapting to the constant changes in the digital realm and learning new technologies.

4. Assessment of the effectiveness of the teaching reform of digital platform courses

4.1 Improvement of students' digital literacy

In order to discuss in more depth the assessment of the effectiveness of the teaching reform of digital platform courses, especially in terms of improving students' digital literacy, the actual case of a Chinese university is specifically analyzed. In the university, through the introduction of an integrated digital teaching platform, students were not only provided with richer learning resources, but also their digital literacy was significantly enhanced through interactive learning, online assignments and assessment systems. Specifically, the platform contains a variety of teaching tools such as video lectures, online discussion forums and AI-based personalized learning path recommendations. By analyzing the students' data before and after using the platform, it was seen that their abilities in information retrieval, data analysis, online

security awareness and digital media application were significantly improved. In addition, there was a significant improvement in students' ability to understand and apply digital technologies, as evidenced by their ability to become more proficient in manipulating a variety of digital tools, as well as their increased reliance on data-driven approaches to problem solving. The HEI also conducted a survey on students' digital literacy, which showed that the vast majority of students believe that digital platforms improve their learning efficiency and enhance their understanding of subject content. Students particularly emphasize the rich interactivity and usefulness of the platforms, citing features that greatly increased their engagement and motivation to learn.

4.2 Professional settings closer to the needs of enterprises

Specifically analyse the case of a famous Chinese university's cooperation with an industry-leading enterprise. Through in-depth cooperation with enterprises, this university has made significant adjustments to its professional curriculum system to make it more in line with current market and industry needs. In the case study, the university collaborated with a number of leading technology companies to develop a series of new courses and specializations. The courses aim to develop students' practical skills in areas such as artificial intelligence, big data analytic and cloud computing. Not only do the companies provide real-world case studies and projects, they also arrange lectures and tutorials from experts in their fields, enabling students to learn the latest knowledge and technology directly from industry experts. The co-operation model not only makes the course content more practical and cutting-edge, but also enhances students' competitiveness in employment. Graduates are more likely to secure quality positions in the job market because they receive an education that matches the actual needs of enterprises. In fact, the employment rate and average salary level of the graduates of this university have significantly increased after the introduction of the reform. The reform of professional settings is not only beneficial to the personal development of students, but also provides enterprises with more suitable talents, thus promoting the development of the industry as a whole.

4.3 Enhancement of teachers' information technology teaching capability

Teachers are equipped with more advanced teaching tools and technologies, such as interactive whiteboards, online collaboration software, and cloud-based course management systems. With the tools, teachers are able to design and deliver course content more effectively and improve classroom interactivity and student engagement. On digital platforms, teachers are not only able to use multimedia resources to enrich course content, but also track students' learning progress and performance in real time, thus providing more personalized teaching feedback and coaching. This not only enhances students' learning experience, but also improves the effectiveness and efficiency of teaching. In addition, the promotion of digital teaching has prompted teachers to continuously learn and update their knowledge of educational technology. This includes attending professional development workshops, online courses, and exchanging best practices with peers. Continuous learning and professional development help teachers stay ahead of the game in the field of educational technology and ensure that they are able to respond effectively to the rapidly changing needs of education. Enhancement of IT teaching skills is not only limited to the technical aspects, but also includes the updating of educational concepts, such as a greater focus on student-centred, inquiry-based learning and critical thinking. By integrating technology and modern educational philosophies, teachers are better able to adapt to the educational challenges of the 21st century and provide students with a more holistic and in-depth learning experience.

5. Conclusion

In the study of the teaching reform of digital platform courses based on the needs of enterprises, we find that such reforms greatly promote the interface between education and industrial needs. It narrows the gap between education and industry and provides a new development path for higher education. It not only improves the adaptability and flexibility of the education system, but also lays a solid foundation for students' all-round development and future careers. This shows that education reform needs to keep pace with social and economic development in order to better train high-quality talents who meet the needs of the times.

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