

Exploration and Practice of New Business Education in the Context of Digital Economy

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Abstract: This paper aims to investigate the impact of the digital economy on business education and propose key elements and practical pathways for the development of new business programs. With the rapid development of digital technology and the rise of the digital economy, the business field is undergoing significant transformation. Traditional models of business education are no longer sufficient to meet the demands of the digital economy era, thus necessitating adjustments and innovations in business education. The research framework of this paper consists of three main parts. Firstly, in the first section, we delve into the rapid development of digital technology and the rise of the digital economy, as well as their impact on traditional business operations. This section analyzes the challenges and opportunities brought by the digital economy to business education, providing a background and theoretical foundation for subsequent research. Secondly, in the second section, we propose key elements for the development of new business programs. These elements include updating curriculum offerings to ensure students acquire knowledge and skills relevant to the digital economy, enhancing teaching methods to adapt to digital learning environments and foster students' innovative thinking, strengthening practical components to enable students to apply their knowledge in real business environments, cultivating innovative thinking to address rapidly changing business demands, and promoting interdisciplinary collaboration to develop well-rounded individuals with teamwork skills in the business field. Lastly, in the third section, we explore practical pathways for the development of new business programs. These pathways include implementing case analysis to cultivate students' problem-solving and decision-making abilities by analyzing real-life business cases, establishing collaborations with industry partners and creating practical bases to provide students with opportunities for practical experience and industry-academia cooperation projects, as well as offering support and resources for student innovation and entrepreneurship. Through this research, we aim to promote the integration of business education with the digital economy, nurture business professionals with innovative thinking and interdisciplinary capabilities, and meet the demands of the rapidly changing and evolving digital economy era. The findings of this paper have significant guiding and reference value for higher education institutions and business educators, assisting them in adjusting and innovating business education to provide students with more competitive employment and entrepreneurial opportunities.

1. Introduction

Currently, with the rapid development of digital technology and the rise of the digital economy, the business field is facing unprecedented changes and challenges. Traditional models of business education are no longer able to meet the demands of the digital economy era. Therefore, comprehensive adjustments and innovations in business education have become crucial. This paper aims to explore the impact of the digital economy on business education and propose key elements and practical pathways for the development of new business programs. In the context of the rapid development of digital technology, there have been significant transformations in business operations. The emergence of the digital economy has brought about new business models and opportunities while also presenting various challenges to traditional business programs. Therefore, it is essential to conduct in-depth research on the impact of the digital economy on business education and how to respond to these influences. The key elements of the development of new business programs are the core tasks in adapting to the digital economy era. Updating curriculum offerings is necessary to ensure that students acquire knowledge and skills relevant to the digital economy in order to respond to the ever-changing business environment. Enhancing teaching methods is aimed at adapting to digital learning environments and fostering students' innovative thinking and problem-solving abilities. Strengthening practical components enables students to apply their acquired knowledge in real business environments and enhance their practical skills. Cultivating innovative thinking and promoting interdisciplinary collaboration aim to develop well-rounded business professionals with comprehensive abilities and teamwork skills. The practical pathways for the development of new business programs are concrete action plans to achieve the aforementioned elements. By implementing case analysis, students can cultivate their problem-solving and decision-making abilities by analyzing real-life business cases. Collaborations with industry partners and the establishment of practical bases provide students with practical opportunities and industry-academia cooperation projects to exercise and apply their knowledge in real business environments. Additionally, providing support and resources for student innovation and entrepreneurship, including training and resource support, can stimulate their innovative potential and entrepreneurial spirit. Through the research presented in this paper, we aim to promote the integration of business education with the digital economy and meet the demands of the rapidly changing and evolving digital economy era for business professionals. Higher education institutions and business educators can draw inspiration from the key elements and practical pathways proposed in this paper to adjust and innovate business education, cultivate talent with innovative thinking and interdisciplinary capabilities, and enhance their competitiveness in the digital economy era. In conclusion, this paper provides new ideas and directions for the development of business education by thoroughly examining the impact of the digital economy on business education and proposing key elements and practical pathways for the development of new business programs. By adapting to the demands of the digital economy era, business education can provide students with more competitive employment and entrepreneurial opportunities and make positive contributions to socioeconomic development[1].

2. The Impact of the Digital Economy on Business Education

2.1. Rapid Development of Digital Technology

With the rapid development of information technology, digital technology has been widely applied in various fields. The rapid rise of technologies such as mobile internet, big data, artificial intelligence, and blockchain has brought about significant changes to the business world. These digital technologies have not only changed business models and operational methods but also had a

profound impact on business education. Firstly, the popularity of mobile internet has made business education more open and flexible. Students can access learning materials, participate in online discussions and activities anytime and anywhere through smartphones and tablets. The emergence of online learning platforms and educational applications provides students with convenient learning pathways and personalized learning experiences. The rapid development of digital technology has also promoted the rise of distance education and online degree programs, allowing students to access quality business education without geographical restrictions. Secondly, the application of big data and artificial intelligence has brought new opportunities and challenges to business education. Big data analysis and mining techniques can help business education institutions better understand students' learning needs and interests, providing personalized learning resources and tutoring services. At the same time, the application of artificial intelligence technology has also brought intelligent learning and assessment methods to business education, such as automated grading systems and intelligent tutoring robots. These technology applications can improve students' learning effectiveness and teaching quality while also posing new requirements for the teaching models and roles of business education institutions.

2.2. The Rise of the Digital Economy

The digital economy refers to an economic form based on digital technology, with data as its core, and conducted through digitization, networking, and intelligent means of production, distribution, and exchange. With the continuous development and application of digital technology, the digital economy is showing a trend of rapid growth and has had a profound impact on traditional business models and business education. Firstly, the rise of the digital economy is changing business models and industry patterns. Traditional physical businesses are gradually transforming into digital and online formats, with emerging business models such as e-commerce, the sharing economy, and online payments emerging continuously. These transformations have posed new demands on business education, which needs to cultivate talents with digital thinking and innovation capabilities to adapt to the business requirements of the digital economy era. Secondly, the rise of the digital economy has also brought new career opportunities and challenges to traditional business disciplines. With the widespread application of digital technology, emerging professions such as data analysts, digital marketing experts, and e-commerce managers are gaining increasing attention. These emerging professions impose higher requirements on business education, requiring the cultivation of talents with interdisciplinary knowledge and comprehensive abilities who can flexibly respond to various challenges in a digital environment.

2.3. Challenges and Opportunities for Traditional Business Disciplines

Traditional business disciplines face a series of challenges and opportunities in the digital economy era. On the one hand, the rise of the digital economy poses new challenges to traditional business disciplines. Traditional business education focuses too much on the imparting of theoretical knowledge and traditional management skills while lacking in-depth understanding of digital technology and the digital economy. Therefore, business education needs to undergo reforms, strengthen the teaching and research of digital technology, and cultivate students with digital thinking and innovation capabilities.

On the other hand, the rise of the digital economy also brings new opportunities to traditional business disciplines. The widespread application of digital technology provides abundant teaching resources and learning tools for business education. Business education can leverage technologies such as online learning platforms, simulated business environments, and virtual laboratories to provide more practical and innovative teaching experiences. At the same time, the development of

the digital economy also provides broader employment opportunities for graduates of business disciplines, as they can find suitable careers in digital enterprises, internet companies, entrepreneurial projects, and other fields.

In order to respond to the impact of the digital economy on business education, business education institutions can adopt the following strategies:

1) Update curriculum offerings: Business education should update its curriculum offerings by adding courses related to digital technology and the digital economy to cultivate students' digital thinking and innovation capabilities. Additionally, interdisciplinary courses can be introduced to develop students' comprehensive abilities.

2) Innovate teaching methods: Business education should adopt diverse teaching methods, combining online learning, case analysis, team projects, and other approaches to provide more practical and innovative teaching experiences. Digital technology can also be utilized to provide personalized learning support and tutoring services.

3) Strengthen industry-academia research cooperation: Business education institutions should enhance cooperation with enterprises and research institutions, carry out practical projects and research, and provide students with opportunities to connect with the actual business environment. This can increase students' employability and promote innovation and development in business education [2].

In summary, the digital economy has had a profound impact on business education. Business education institutions need to adapt to the development trends of the digital economy, strengthen the teaching and research of digital technology and the digital economy, and cultivate students with digital thinking and innovation capabilities to meet the business demands of the digital economy era. At the same time, business education institutions should also seize the opportunities brought by the digital economy, innovate teaching methods, strengthen industry-academia research cooperation, and update curriculum offerings to provide students with practical and relevant knowledge and skills. By doing so, business education can effectively prepare students for the challenges and opportunities of the digital economy and contribute to the development of a digitally skilled workforce.

3. Key Elements for the Development of New Business Programs

3.1. Updating Curriculum Design

Updating curriculum design is one of the key elements for the development of new business programs. In the era of the digital economy, business education needs to keep pace with the times by incorporating courses related to digital technology and the digital economy. These courses may include digital marketing, e-commerce, data analysis, innovation, and entrepreneurship. By updating the curriculum design, business education can ensure that students acquire the latest business knowledge and skills to meet the demands of the digital economy. Furthermore, business education can introduce interdisciplinary courses to cultivate students' comprehensive abilities. For example, integrating business with fields such as science, engineering, and social sciences can foster students' systems thinking and innovation capabilities. Such curriculum design can help students better understand business issues and provide diverse solutions.

3.2. Enhancing Teaching Methods

Enhancing teaching methods is another key element in the development of new business programs. Traditional business teaching methods primarily rely on classroom lectures and case studies, but in the era of the digital economy, business education needs to adopt more diverse and

innovative teaching methods. One effective teaching method is to combine online learning platforms with virtual laboratories to provide practical learning experiences. Students can access learning resources, participate in online discussions, and engage in learning activities through online platforms. Virtual laboratories can simulate real business environments, allowing students to make business decisions and engage in practical operations in virtual settings. Such teaching methods can increase student engagement and practical skills. Additionally, business education can employ team projects and problem-based learning methods. By forming interdisciplinary teams, students can develop collaboration and innovation skills while solving real business problems. Problem-based learning methods can stimulate students' active interest in learning and cultivate their problem-solving and critical thinking abilities [3].

3.3. Strengthening Practical Components

Strengthening practical components is an important element in the development of new business programs. Traditional business education focuses on imparting theoretical knowledge but lacks opportunities for practical application. In the era of the digital economy, business education needs to establish stronger connections with the actual business environment and provide more practical opportunities. Practical components can include internships, practical training, and collaboration with businesses. Business education institutions can establish close partnerships with companies to offer internship and practical training opportunities to students. Additionally, business education can organize student participation in real business projects and collaborate with companies to solve practical problems. Through practical components, students can apply their acquired knowledge to real-world situations, enhancing their practical skills and professional competence.

3.4. Cultivating Innovative Thinking

Cultivating innovative thinking is a key element in the development of new business programs. The digital economy era requires business graduates to possess innovation capabilities and be adaptable to various challenges in a rapidly changing business environment. Business education can promote students' innovation abilities through courses and activities that foster innovative thinking. For example, introducing courses on innovation management and design thinking can teach students how to identify business opportunities, propose innovative solutions, and implement them. Additionally, business education can organize entrepreneurship competitions and entrepreneurial training camps to ignite students' entrepreneurial passion and provide practical opportunities. Cultivating innovative thinking also involves encouraging students' spirit of exploration and critical thinking. Business education can foster students' proactive thinking and problem-solving skills through research-based learning and independent projects. Meanwhile, teachers can play the roles of guides and motivators, directing students to fully unleash their innovative potential.

3.5. Promoting Interdisciplinary Collaboration Skills

Promoting interdisciplinary collaboration skills is a key element in the development of new business programs. In the era of the digital economy, business problems often require knowledge and skills from multiple fields, necessitating interdisciplinary collaboration for their resolution. Business education can promote students' interdisciplinary collaboration skills through interdisciplinary curriculum design and project collaborations. For instance, organizing collaborations between business students and students from other disciplines to work on projects can help solve complex business problems through teamwork. Such interdisciplinary collaboration can enable students to understand knowledge and perspectives from different fields and cultivate

their collaboration and communication abilities. Furthermore, business education institutions can establish interdisciplinary research centers or laboratories to facilitate communication and collaboration among different disciplines. Through interdisciplinary research and project collaborations, students' comprehensive abilities and their capacity to solve complex problems can be developed. In summary, updating curriculum design, enhancing teaching methods, strengthening practical components, cultivating innovative thinking, and promoting interdisciplinary collaboration skills are key elements for the development of new business programs. By comprehensively applying these elements, business education can better meet the demands of the digital economy era and cultivate business professionals with comprehensive literacy and innovative capabilities.

4. Practical Pathways for the Development of New Business Programs

4.1. Implementing Case Analysis

Implementing case analysis is one of the important practical pathways for the development of new business programs. Case analysis is a teaching method based on real business cases, aiming to cultivate students' problem-solving and decision-making abilities through the analysis and discussion of actual cases. In new business programs, a variety of business cases can be introduced to familiarize students with the business practices of different industries and companies. Students can analyze various aspects of the cases such as business models, market strategies, and organizational management, and learn from the successes and failures of business experiences. Through case analysis, students can enhance their understanding and analytical skills of business issues and develop critical thinking and judgment abilities. Additionally, case analysis can be conducted through team collaboration, where students work together in groups to analyze and discuss cases. This promotes cooperation and communication among students, helping them develop teamwork and communication skills[4].

4.2. School-Enterprise Collaboration and Practical Base Construction

School-enterprise collaboration and practical base construction are another important practical pathway for the development of new business programs. By establishing close partnerships with businesses, schools can provide students with more practical opportunities to learn and practice in real business environments. School-enterprise collaboration can include internships, practical training, and collaborative projects with companies. Schools can collaborate with relevant industries to arrange internships and practical training opportunities for students. Through internships and practical training, students can gain exposure to actual business operations, understand industry practices, and apply their learned knowledge to practical situations. Furthermore, schools can establish practical bases that provide simulated business environments and facilities for students to engage in practical operations. These bases can simulate real business scenarios, allowing students to make business decisions and engage in practical operations in virtual settings. Through the construction of practical bases, students can gain more authentic practical experiences, enhancing their practical skills and professional competence[5].

4.3. Supporting Student Innovation and Entrepreneurship

Supporting student innovation and entrepreneurship is another important practical pathway for the development of new business programs. In the era of the digital economy, innovation and entrepreneurship skills are crucial for business graduates. Schools can provide support and resources to help students cultivate their innovation and entrepreneurship capabilities. On one hand,

schools can organize innovation and entrepreneurship lectures and training sessions to familiarize students with the basic concepts and methods of innovation and entrepreneurship. Students can learn about innovative thinking and entrepreneurial skills, as well as understand the processes and elements of innovation and entrepreneurship. On the other hand, schools can establish entrepreneurship incubators or provide entrepreneurship funds to support students with entrepreneurial ideas in their practical operations. Entrepreneurship incubators can provide office spaces, mentorship guidance, and resource support to help students transform their entrepreneurial ideas into actual projects. Entrepreneurship funds can provide financial support to help students initiate and develop their entrepreneurial projects. Schools can also collaborate with entrepreneurship communities and businesses to provide students with entrepreneurship resources and collaboration opportunities. Through connections with the external entrepreneurship ecosystem, students can engage in exchanges and collaborations with entrepreneurs and industry professionals, expanding their entrepreneurial networks and resources. In summary, implementing case analysis, school-enterprise collaboration and practical base construction, and supporting student innovation and entrepreneurship are practical pathways for the development of new business programs. Through these pathways, students can be exposed to real business environments, enhancing their problem-solving, decision-making, and innovation and entrepreneurship capabilities. The effective implementation of these practical pathways will provide students with comprehensive business education and establish a solid foundation for their future career development.

5. Conclusion

In this paper, we have explored the practical pathways for the development of new business programs and analyzed the implementation of case analysis, school-enterprise collaboration and practical base construction, and supporting student innovation and entrepreneurship. Through the implementation of case analysis, students can learn from real business cases and cultivate their problem-solving and decision-making abilities. School-enterprise collaboration and practical base construction provide students with more practical opportunities to engage with real business environments and apply their learned knowledge in practice. Additionally, supporting student innovation and entrepreneurship is crucial for nurturing students' innovation and entrepreneurship capabilities, and schools can provide the necessary support and resources. Through these practical pathways, students can enhance their business literacy and practical skills, preparing them for future career development. Case analysis allows them to gain in-depth understanding of business practices and learn from both successes and failures. School-enterprise collaboration and practical base construction offer students the chance to interact with businesses and engage in practical operations, enabling them to better understand business operations and challenges. Meanwhile, supporting student innovation and entrepreneurship can ignite their innovative thinking and entrepreneurial spirit, cultivating their competitive advantage in the digital economy era. In summary, the development of new business programs through the implementation of case analysis, school-enterprise collaboration and practical base construction, and supporting student innovation and entrepreneurship can provide students with comprehensive business education, fostering their practical skills, innovation capabilities, and leadership qualities. The effective implementation of these practical pathways will establish a solid foundation for students' career development and societal contributions.

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