An Exploration of Teaching Reform Integrating Internet Mindset into Vocational Undergraduate Business Administration Education

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Abstract: *This study addresses the adaptability challenges faced by vocational undergraduate business administration education in the digital business environment and explores pathways for teaching reform guided by the Internet mindset. By analyzing the reconstructive effect of the Internet mindset on knowledge production and its inherent tension with the existing educational model, it demonstrates the logical foundation for their convergence in terms of paradigm and competencies. Subsequently, it systematically constructs a teaching reconstruction framework: updating course content through dynamic interactive modules; innovating teaching methods via iterative and distributed collaboration; and establishing an evaluation system focused on user orientation and data-driven insights. The research also examines supportive systems such as teacher transformation, digital environments, and cultural reshaping, while reflecting on the boundaries of integration and challenges to sustainability, thereby providing a systematic framework for the transformation of educational paradigms.*

Keywords: *vocational undergraduate; business administration education; Internet mindset; teaching reform; curriculum reconstruction; competency structure*

Introduction

Driven by the wave of digitalization, business models, organizational forms, and competitive logic are undergoing a fundamental reconstruction based on the Internet mindset. This demands that future business practitioners possess the corresponding cognitive approaches and behavioral capabilities. As a crucial link in cultivating high-level technical and skilled talents, vocational undergraduate business administration education is facing a severe adaptability crisis in its original educational philosophy, content system, and teaching methods. The stable knowledge system, linear teaching process, and standardized evaluation relied upon by the traditional educational model are in profound paradigmatic conflict with the core principles emphasized in the Internet era, such as user-centricity, data-driven decision-making, rapid iteration, and ecosystem collaboration. Therefore, exploring how to integrate the Internet mindset not as sporadic technical supplementation but as the core for reshaping the educational paradigm deeply into the entire teaching process possesses urgent theoretical necessity and practical immediacy. The significance of this research lies in transcending tool-level teaching improvements. It is committed to systematically constructing a theoretically self-consistent, clearly-pathwayed, and operable teaching reform framework from the height of paradigm innovation in thinking. This aims to address the strategic challenges posed by industrial transformation to talent cultivation quality and to promote a substantive transformation of vocational undergraduate business administration education from "adapting to the past" to "facing the future."

1. Theoretical Coupling Between Internet Mindset and Business Administration Education

1.1 The Core Connotation of Internet Mindset and Its Characteristics in Knowledge Production

Internet mindset is not a singular technical concept but rather a systematic cognitive paradigm and logic of value creation in the digital age. Its core connotation focuses on user-centric networked collaboration, data-driven decision-making, rapid iterative trial and error, and the construction of open, shared ecosystems. It emphasizes connection over ownership, interaction superseding rigid processes, and empowerment replacing control, thereby reconstructing the operating rules of traditional value chains. This thinking paradigm views an organization as a dynamically evolving network node, whose

competitiveness stems from the capacity for continuous information and resource exchange with the external environment, rather than from the static accumulation of internal resources[1].

At the level of knowledge production, the Internet mindset has given rise to new characteristics distinct from the standardized knowledge transmission of the industrial era. Knowledge exhibits a high degree of contextualization, fragmentation, and generativity. Its authority no longer stems solely from established disciplinary systems or centralized institutions but is continuously validated and evolves through distributed, participatory interaction and collaboration. The boundaries of knowledge production have become blurred, with the roles of producer and consumer interpenetrating, forming a cycle of ongoing dialogue and co-creation. This knowledge ecology demands that learners possess the ability to filter, integrate, and construct personalized meaning from massive, unstructured information, posing a fundamental challenge to traditional educational models based on certainty and systematicity.

1.2 The Goal Orientation and Inherent Tensions of Vocational Undergraduate Business Administration Education

Vocational undergraduate business administration education aims to cultivate high-level technical and skilled talents who possess both professional theoretical knowledge and applied operational skills, enabling them to serve directly in complex business scenarios within specific industrial sectors. Its goal orientation lies between the disciplinary depth of traditional academic undergraduate programs and the operational proficiency of ordinary vocational skill training. It emphasizes solving comprehensive management problems in authentic or simulated work environments. This type of education demands that the curriculum system, teaching content, and evaluation criteria closely follow industrial technological changes and business model iterations. Its value realization is ultimately reflected in the graduates' dynamic adaptability and value-creating capability in responding to professional situations.

However, there exists a significant tension within the current vocational undergraduate business administration education system. The curriculum content often lags behind the pace of development in business practices. Particularly when facing new business formats, new organizational models, and new job positions fostered by the internet, the existing mechanisms for updating the knowledge system appear sluggish. The linear teaching model centered on the teacher and textbooks struggles to simulate the networked, uncertain, and rapid-feedback environments faced in enterprise operations. A more fundamental tension lies in the deep paradigmatic conflict between cultivating students' structured ability to solve deterministic problems and the market's increasing demand for practitioners to possess the cognitive flexibility to handle ambiguity and make non-standardized decisions.

1.3 The Logical Foundation for Integration: Innovation in Thinking Paradigms and Restructuring of Competency Frameworks

The fundamental logical foundation for integrating the Internet mindset with vocational undergraduate business administration education lies in driving the educational thinking paradigm itself to shift from a predetermined, closed "production" logic to a generative, open "evolution" logic. This requires educational designers to transcend viewing the internet merely as a tool or a curricular supplement. Instead, they must internalize the core tenets of the Internet mindset-user-centricity, data-driven decision-making, rapid iteration, and ecological symbiosis-transforming them into the organizing principles and value orientation of teaching activities. Teaching should no longer be perceived as a unidirectional knowledge transmission process, but rather be constructed as a micro-learning ecosystem that supports continuous interaction, feedback, and co-creation, thereby simulating and cultivating the business thinking habits of the internet era throughout the process[2].

The innovation in this thinking paradigm inevitably leads to a systematic restructuring of students' core competency framework. Traditional linear management functions in conventional competency models, such as planning, organizing, directing, and controlling, need to be integrated with or upgraded into new competency dimensions centered on "connection" and "creation." Specifically, the competency structure must enhance situational awareness and data interpretation skills to cope with information overload and uncertainty; it needs to develop the ability for rapid prototyping and iterative improvement of minimum viable products to meet the demands of agile action; and it must foster cross-boundary collaboration and networked mobilization capabilities to achieve value integration within distributed resources. This restructuring aims to shift students' competency spectrum from adapting to a stable industrial order towards being capable of navigating the dynamic complexity of the digital business environment.

2. Reconstruction Pathways for the Teaching System Oriented Towards the Internet Mindset

2.1 Reshaping Course Content: From Static Knowledge to Dynamic Interactive Modules

The traditional business administration curriculum system heavily relies on structured textbooks and established disciplinary frameworks, exhibiting significant static and closed characteristics in its content. This model focuses on transmitting verified past business knowledge and deterministic solutions, where knowledge units possess clear internal logic but rigid boundaries and suffer from slow update cycles. Its inherent organizational logic follows a linear deduction from foundational theories to application scenarios, presupposing a stable business environment and universal management principles. This results in a structural disconnect between the teaching content and the reality of internet-based commerce, which is characterized by rapid iteration, cross-boundary integration, and uncertainty. Consequently, the knowledge system students acquire often lags behind the forefront of practice even at the moment of its formation[3].

To integrate the Internet mindset, course content must be reshaped from static listings of knowledge into a series of dynamic, interactive "learning modules" that support continuous iteration. The design of these modules should follow the principle of "context-driven, problem-oriented" tasks. For instance, specific scenarios such as "generating precision marketing strategies based on user personas" or "designing pricing mechanisms and incentive systems for multi-sided platforms" should replace traditional textbook chapters like "Pricing Strategy." Each module constitutes a micro knowledge ecosystem, integrating essential theoretical anchors, real-time or simulated business data streams, digital analytical tools, and open-ended exploratory tasks. The modules themselves should incorporate a "versioning" concept, allowing their components to be updated agilely based on industry trends and academic advancements. The essence of this reshaping is transforming the knowledge transmission process from the delivery of conclusions into a "scaffolding" that supports students in ongoing contextualized knowledge construction. While completing module tasks, students must independently retrieve, filter, integrate, and apply cross-disciplinary knowledge. This process naturally fosters the development of a dynamic, interconnected, and extensible personalized knowledge network suited for addressing complex, non-standard problems, rather than a linear, closed chain of knowledge.

2.2 The Shift in Teaching Methods: Iterative Feedback and Distributed Collaborative Learning Models

Teacher-centered lecture-based instruction is, in essence, a unidirectional transmission of information. Its feedback mechanisms are slow and have limited pathways, making it difficult to support the logic of "rapid verification and continuous optimization" emphasized by the Internet mindset. In this model, learning paths are strictly predetermined and synchronized. It cannot adequately respond to differences in learners' cognitive styles, nor can it effectively simulate the ambiguity and nonlinear challenges inherent in real business decision-making. Interactions within the classroom are often limited to superficial question-and-answer sessions, lacking a complete cognitive cycle involving deep collaboration, continuous trial and error, and evidence-based solution refinement within authentic task contexts.

The transformation of teaching methods should draw upon the concepts of agile development and open-source collaboration to construct learning models characterized by iterative feedback and distributed collaboration. Specifically, teaching activities can be designed as cyclical processes based on "minimum viable prototypes." For example, students can be required to rapidly complete multiple cycles-including market hypothesis generation, business model canvas construction, user interviews, and solution refinement-around a product idea. In this process, the teacher's role shifts from lecturer to designer of the learning progression and continuous provider of feedback, utilizing digital tools to conduct high-frequency formative assessments of students' thinking processes and interim outputs. Simultaneously, the learning process should leverage digital platforms to break the physical boundaries of fixed classes, forming temporary, distributed collaborative groups centered on specific problems or projects. Through shared documents, asynchronous discussions, and collaborative editing, group members simulate the working model of distributed teams. In the process of solving complex tasks, they learn how to manage remote collaboration, integrate heterogeneous viewpoints, and engage in networked communication[4].

2.3 Updating the Dimensions of Learning Evaluation: Focusing on User Orientation and Data-Driven Competencies

The existing evaluation system primarily focuses on assessing the memorization and recall of deterministic knowledge, as well as proficiency in standardized operational procedures, representing a typical outcome-oriented summative assessment. The evaluation criteria are typically unilaterally set by the instructor and presented through summary symbols such as scores or grades, with results bearing a weak connection to value creation in real business scenarios. This evaluation approach is incapable of capturing students' exploratory resilience in tackling unstructured problems, their implicit contributions within complex collaborations, or the growth mindset demonstrated during continuous learning and self-correction processes. It concentrates on the static quality of the final output while largely neglecting the dynamic process-rich in learning value-through which that result was achieved.

The integration of the Internet mindset necessitates updating the dimensions of evaluation, shifting the focus from the coverage of disciplinary knowledge to assessing the core competencies of "user orientation" and "data-driven" capabilities. The evaluation must focus on whether students can identify and define the real needs of specific user groups and whether their proposed solutions demonstrate design thinking centered on user scenarios and experiences. Concurrently, it should incorporate an assessment of students' data literacy, including their ability to acquire, clean, analyze, and visually interpret relevant business data, as well as their propensity for making decisions or optimizing solutions based on data evidence. The evaluation methods themselves must also become more data-driven and process-oriented. For example, by collecting different versions of student work from project iterations, interaction logs from collaboration platforms, and feedback data from user testing, a digital portfolio reflecting their competency growth trajectory can be compiled. Furthermore, the evaluation subjects should expand beyond the instructor to include peers, project clients (or simulated users), and the learners themselves, thereby approximating the evaluation logic of genuine business value through a multi-source feedback mechanism[5].

3. Supporting Systems and Potential Challenges for Deepening Teaching Reform

3.1 Teacher Role Transformation and the Construction of a Mindset Renewal Mechanism

Within the traditional teaching structure, the teacher's role is primarily positioned as a transmitter of disciplinary knowledge and a controller of classroom proceedings, with authority established upon a relatively stable knowledge system and unidirectional evaluative power. The teaching model integrating the Internet mindset requires teachers to transform from a "source of knowledge" into "architects" and "facilitators" of learning ecosystems. Their core responsibility lies in designing learning situations that stimulate deep interaction and continuous exploration, while providing timely, personalized process-oriented feedback. This implies that teachers need to master new skill sets such as agile project design, learning data analytics, and online community facilitation. Their focus shifts from individual lecture preparation to the dynamic maintenance of collaborative processes, resource networks, and feedback mechanisms.

To support this profound transformation, a systematic mechanism for renewing teachers' mindsets and developing their capabilities must be constructed. This mechanism should transcend the traditional short-term training model and instead build a continuous professional development network based on communities of practice. Teachers can renew their cognition and abilities through authentic teaching reform actions, such as participating in interdisciplinary curriculum design projects, jointly reflecting on iterative teaching logs, or employing "action research" methods to continuously observe and revise their own instructional interventions. Institutional support must provide teachers with the "safe space for trial and error" and resource guarantees necessary for exploring new teaching models. Examples include establishing teaching innovation laboratories and formally recognizing the intellectual contributions of their curriculum development and learning design work. These measures elevate teaching reform from a matter of individual interest to a sustainable, organized professional practice[6].

3.2 Creating a Digital Learning Environment and Fostering an Agile Organizational Culture

A technology-supported learning environment should not merely involve the digital replication of teaching content or the simple accumulation of communication tools. Instead, it must serve as the structural foundation enabling the implementation of dynamic, interactive, and data-driven pedagogical

concepts. This environment needs to integrate functionalities such as project management, instant messaging, collaborative creation, version control, and multi-dimensional data analysis. It should be capable of comprehensively recording learning process trajectories, preserving the intermediate states of collaborative outputs, and supporting the visual analysis of individual and group learning behaviors. The goal is to construct a practice field isomorphic to future digital work scenarios, thereby making the learning process itself a formative experience for cultivating the Internet mindset and corresponding skills.

The deeper level of support lies in transforming the internal culture of the teaching organization towards agility and openness. This requires breaking the rigid teaching management structure based on fixed semesters and fixed classes, and exploring organizational forms that allow for flexible combinations of course modules and more elastic learning progress. The organizational culture must shift from an "industrial culture" emphasizing planning and execution to an "agile culture" that encourages rapid experimentation, tolerates phased failures, and learns from feedback. Fostering such a culture involves adjusting incentive mechanisms. For example, recognizing teams that achieve effective iterations in teaching methods, and promoting the formation of temporary teaching and research groups by teachers from different professional backgrounds to address complex business problems. This simulates the flattened, project-based collaboration model of internet companies at the organizational level, providing students with a subtle cultural immersion.

3.3 Examining the Boundaries and Considering the Sustainability of Deep Integration

The integration of the Internet mindset requires a careful examination of its reasonable boundaries to avoid falling into technological determinism or allowing commercial logic to excessively erode the essence of education. While pursuing efficiency, user orientation, and data-driven approaches, the educational process must still adhere to its deep-seated core of cultivating critical thinking, social responsibility, and sustainable ethical values. Overemphasis on immediate feedback and rapid iteration may undermine the cultivation of deep engagement with complex theoretical systems and long-cycle reflective capacities. Therefore, the reform must seek a prudent balance between embracing the instrumental rationality of the Internet mindset and preserving the humanistic value rationality of education. It is crucial to clarify which teaching components are suitable for adopting agile models and which core competencies still depend on deep reading, systematic deliberation, and silent internalization for their development.

The sustainability of the teaching reform faces multiple challenges. Its success depends not only on the initial advocacy of concepts and resource investment but also on whether a long-term mechanism for self-evolution can be established. One challenge lies in the institutionalized supply of regular mechanisms for knowledge updating and the dynamic adjustment of curricula-specifically, how to establish structured channels for continuously tracking industry frontiers and rapidly converting them into teaching resources. Another challenge involves maintaining long-term incentive mechanisms to sustain teachers' ongoing enthusiasm for the reform, preventing the momentum from waning due to diminished initial passion or lagging evaluation systems. A more fundamental challenge is how to endow the teaching system itself with the characteristics of a "learning organization," enabling it to continuously self-optimize based on internal and external feedback. This would foster a capacity for sustainable innovation rooted within the organizational system, rather than relying on individual pioneers. Achieving this requires a synergistic restructuring of the governance structure for program development, resource allocation methods, and quality assessment standards.

Conclusion

This study, through a theoretical coupling analysis of the Internet mindset and vocational undergraduate business administration education, systematically constructs a pathway for reconstructing the teaching system encompassing the three core components of curriculum, pedagogy, and evaluation. It further explores in depth the systemic conditions supporting the deepening of reform and the potential challenges. The research indicates that the successful transformation of the educational paradigm depends not merely on tactical adjustments to course content and teaching methods, but more crucially on the renewal of educators' own thinking paradigms, the structural reshaping of learning ecosystems, and the synchronous evolution of organizational culture. The core of the reform lies in translating the foundational tenets of the Internet mindset-user-centricity, data-driven approaches, iterative optimization, and open collaboration-into actionable and assessable instructional

designs and learning experiences. Future explorations should focus on establishing a balancing mechanism between dynamically updating course modules and ensuring the systematicity of the knowledge structure, on quantifying the long-term impact of new teaching models on students' complex problem-solving abilities and innovative thinking, and on constructing an institutionalized, learning-oriented professional community capable of continuous self-iteration and resilience. Ultimately, the vitality of vocational undergraduate business administration education will be reflected in its capacity for dynamic interaction with industrial evolution. The deep integration of the Internet mindset represents both the necessary pathway and the strategic fulcrum for building this capacity.

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