Development and Practice of AI-Based Textile Cross-Border E-commerce Training Course

Shanyu Gu
Guangxi Transport Vocational and Technical College, Nanning 530001, Guangxi Zhuang Autonomous Region, China
Corresponding author: Shanyu Gu (e-mail: mmgu0826@163.com)

ABSTRACT With the development of artificial intelligence and cross-border e-commerce, the textile industry faces an urgent demand for digital transformation and compound talent training. This paper discusses the integration of artificial intelligence into the development and practice of textile cross-border e-commerce training courses and constructs a talent-training system adapted to industry requirements. The study first analyzes the objectives of textile cross-border e-commerce training, clarifies the competency specifications for compound talents, and systematically designs course modules integrating artificial intelligence technologies. The modules include intelligent market analysis, product selection optimization, intelligent product operation, automated customer service, data analysis, and decision optimization. The paper then elaborates on specific applications of artificial intelligence in the course, including AI-driven market analysis, intelligent product operation, and customer-service marketing. By introducing tools for data mining, product analysis, image recognition, customer profiling, and content generation, the curriculum strengthens students' ability to use artificial intelligence for overseas market analysis, product optimization, operational decision-making, and multilingual customer interaction in textile cross-border e-commerce scenarios.

INDEX TERMS artificial intelligence, textile e-commerce, practical training course, curriculum development, intelligent teaching

I. INTRODUCTION

AGAINST the backdrop of global economic digital transformation, cross-border e-commerce has become an important form of international trade. The textile industry, a traditionally strong sector, has witnessed rapid growth in its cross-border e-commerce business. The widespread application of artificial intelligence (AI) technology is profoundly changing the operational methods of textile cross-border e-commerce, altering aspects such as market analysis, product development, and customer service. However, the textile industry currently faces certain challenges in talent cultivation. Traditional teaching models cannot meet the demands of enterprises for compound talents with textile expertise, AI technology skills, and cross-border e-commerce operational capabilities. Vocational education, as the main platform for cultivating skilled personnel, urgently needs to establish a curriculum system that aligns with industry development needs. In this context, developing AI-based textile cross-border e-commerce training courses has significant practical implications.

II. CONSTRUCTION OF A TEXTILE CROSS-BORDER E-COMMERCE TRAINING CURRICULUM SYSTEM BASED ON ARTIFICIAL INTELLIGENCE

A. CURRICULUM OBJECTIVES AND TALENT DEVELOPMENT SPECIFICATIONS

The objective of the textile cross-border e-commerce training course is to cultivate compound talents with integrated expertise across textile professional knowledge, cross-border e-commerce operation capabilities, and artificial intelligence application skills. In terms of knowledge, students need to master the characteristics of textiles specifically as a critical input for AI systems, including classifying products based on fiber type, weave, and quality standards, international trade rules, cross-border e-commerce platform operation mechanisms, and the basic principles of AI technology. In terms of ability, they need to be able to use AI tools to conduct market data analysis, intelligent product selection, customer relationship management, and marketing planning. In terms of quality, students need to cultivate innovative thinking, international vision, and digital literacy [1]. The talent training specifications should be designed to correspond to the job requirements of textile cross-border e-commerce enterprises and determine the ability standards that students should possess, including using AI technology to analyze overseas market trends, find target customer groups, improve product structure, and enhance operational efficiency, etc., to ensure that the talents cultivated can meet the development requirements of the textile cross-border e-commerce industry in the era of intelligence [2].

B. COURSE CONTENT MODULE DESIGN INTEGRATING AI TECHNOLOGY

The course content modules should integrate textile professional knowledge, cross-border e-commerce business processes and artificial intelligence application technologies. The module design includes the main parts such as basic knowledge of textile cross-border e-commerce, basic AI technology application, intelligent market analysis and product selection, intelligent product operation, AI customer service and marketing, data analysis and decision optimization [3]. Textile professional modules include textile classification standards, fabric characteristic identification, international quality certification, etc., which serve as the domain-specific feature set for training and constraining AI models. AI application modules include machine learning principles, natural language processing, computer vision and other technical foundations, and practical modules include scenarios such as using AI tools to predict market demand, design intelligent customer service dialogues, and generate visual marketing content [4]. In particular, Computer Vision training focuses on identifying specific fabric properties like weave type (e.g., twill vs. satin), assessing yarn consistency, and flagging potential visual defects or quality issues from product images.

C. CONSTRUCTION OF PRACTICAL TRAINING PROJECT SYSTEM AND RESOURCE PLATFORM

The training project system should be designed with hierarchical and modular project tasks based on the real business scenarios of cross-border e-commerce in textiles. The basic level projects are introductory projects such as AI tool operation training and platform function familiarization. The advanced level projects are single skill training projects such as market data analysis, product detail page optimization, and customer consultation handling. The comprehensive level projects require students to complete the entire process of market research, product development, store operation, and customer maintenance simulation operation projects [5]. The resource platform should integrate resources from multiple parties to build a comprehensive training platform that includes AI tool software (e.g., Google Cloud Vision API for image recognition, OpenAI's ChatGPT for dialogue flow design, and Amazon SageMaker for custom machine learning models), cross-border e-commerce platform simulation system, textile database, teaching video resources, and online assessment system. The platform should have the ability to access real business data, provide the interface for using mainstream AI tools, and support students to operate and analyze data in real time [6].

III. APPLICATION AND PRACTICE OF ARTIFICIAL INTELLIGENCE TECHNOLOGY IN THE COURSE

A. AI-DRIVEN CROSS-BORDER E-COMMERCE MARKET ANALYSIS TRAINING

To clearly demonstrate the application process of AI technology in market analysis training, we have constructed a systematic training path (see Figure 1). This process covers the entire process from data collection to decision output, ensuring that students master the core skills of AI-driven market analysis.

In the analysis of the cross-border e-commerce market for textiles, artificial intelligence technology can greatly improve the speed of data processing and the accuracy of analysis. During the training, students were guided to use AI data analysis tools (such as Kibana for visualizing large e-commerce datasets or SellerMotor for competitive analysis) to conduct in-depth research on the demand trends, consumer preferences, and competitive landscape of textiles in overseas markets [7]. Multi-dimensional market data, including platform search popularity, sales data, user reviews, and social media discussions, were processed using machine learning algorithms to discover the demand characteristics and potential business opportunities of textiles in different regional markets. A critical step involves textile domain knowledge to interpret correlations—for example, linking seasonal trends to specific material properties (e.g., fleece for cold-weather search spikes or high UV-resistant fabrics for summer) or using classification standards to refine the clustering of demand data. Students used natural language processing technology (NLTK library in Python or commercial services like IBM Watson) to analyze the evaluation feedback of overseas consumers on textiles, with textile expertise essential for segmenting technical reviews (e.g., comments on 'hydrophobic finish' or 'pilling') to extract key demand points and pain points, and provide a basis for product improvement and marketing strategy formulation [8].

B. INTELLIGENT TEXTILE PRODUCT SELECTION AND OPERATION PRACTICES

Intelligent product selection and operation is a systematic decision-making process. Figure 2 illustrates the complete business chain from market insights to inventory optimization, with each step supported by scientific decision-making through AI technology.

Computer vision technology is used to intelligently identify and classify textile images, extract feature information such as style, color, and pattern. Crucially, the training emphasizes using Computer Vision to analyze textile-specific properties such as the fabric's weave structure, yarn count consistency (via high-resolution image analysis), and automatic assessment of quality by detecting visual inconsistencies (e.g., pilling or uneven dyeing). This helps with product information management and the production of visual marketing content. Students use AI tools to generate product detail pages that meet the aesthetic and cultural

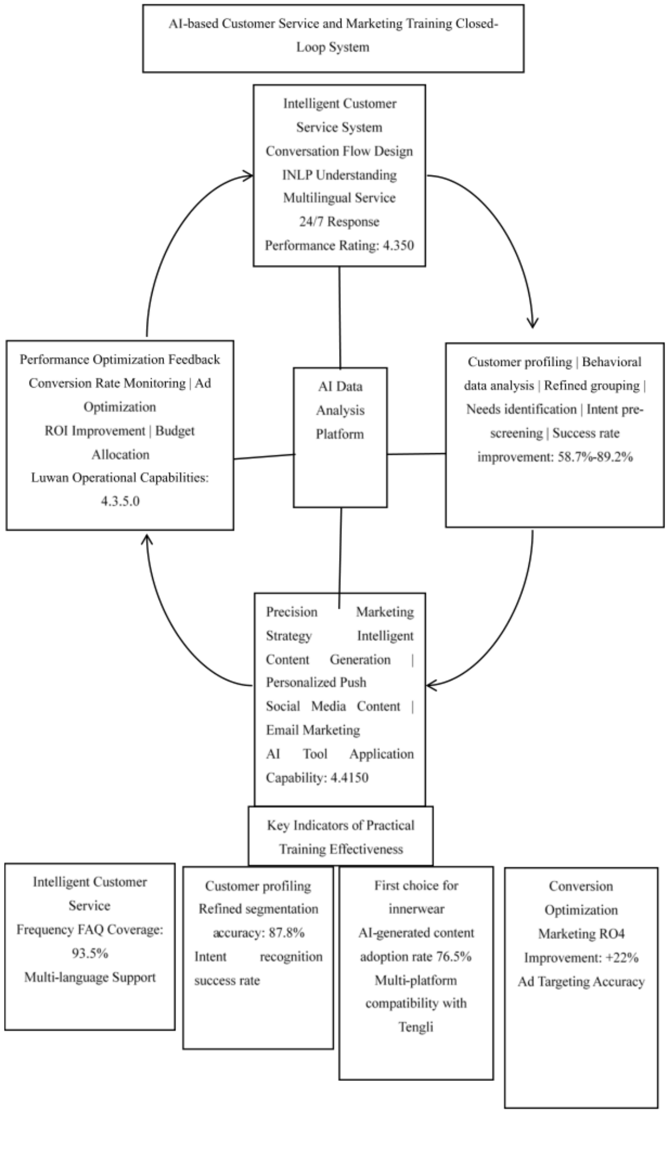

FIGURE 1. Flowchart of AI-driven cross-border e-commerce market analysis training for textiles

characteristics of the target market, including copywriting, image optimization, and video production, to improve the professionalism and attractiveness of product display.

The selection and operation of textile products is an important part of the success of cross-border e-commerce. AI technology provides scientific decision support for this process. During the training, students are guided to use the intelligent product selection system and optimize the product combination based on the market data analysis results, combined with factors such as textile characteristics, supply chain capabilities, and profit margins [9]. In this process, textile expertise is not merely a combination factor, but acts as a critical constraint for the AI model: students must manually define and validate the feature importance of quality and material compliance based on target market regulations, overriding or adjusting AI recommendations that violate textile standards. Computer vision technology (OpenCV or PaddlePaddle frameworks) is used to intelligently identify and classify textile images, extract feature information such as style, color, and pattern, and help with product information management and the production of visual marketing content. Students use AI tools (Canva's Magic Write or Adobe Sensei features) to generate product detail pages that meet the aesthetic and cultural characteristics of the target market, including copywriting, image optimization, and video production, to improve the professionalism and attractiveness of product display [10].

C. AI-BASED CUSTOMER SERVICE AND MARKETING TRAINING

The application of AI technology in customer service and marketing forms a closed-loop system. Figure 3 shows the

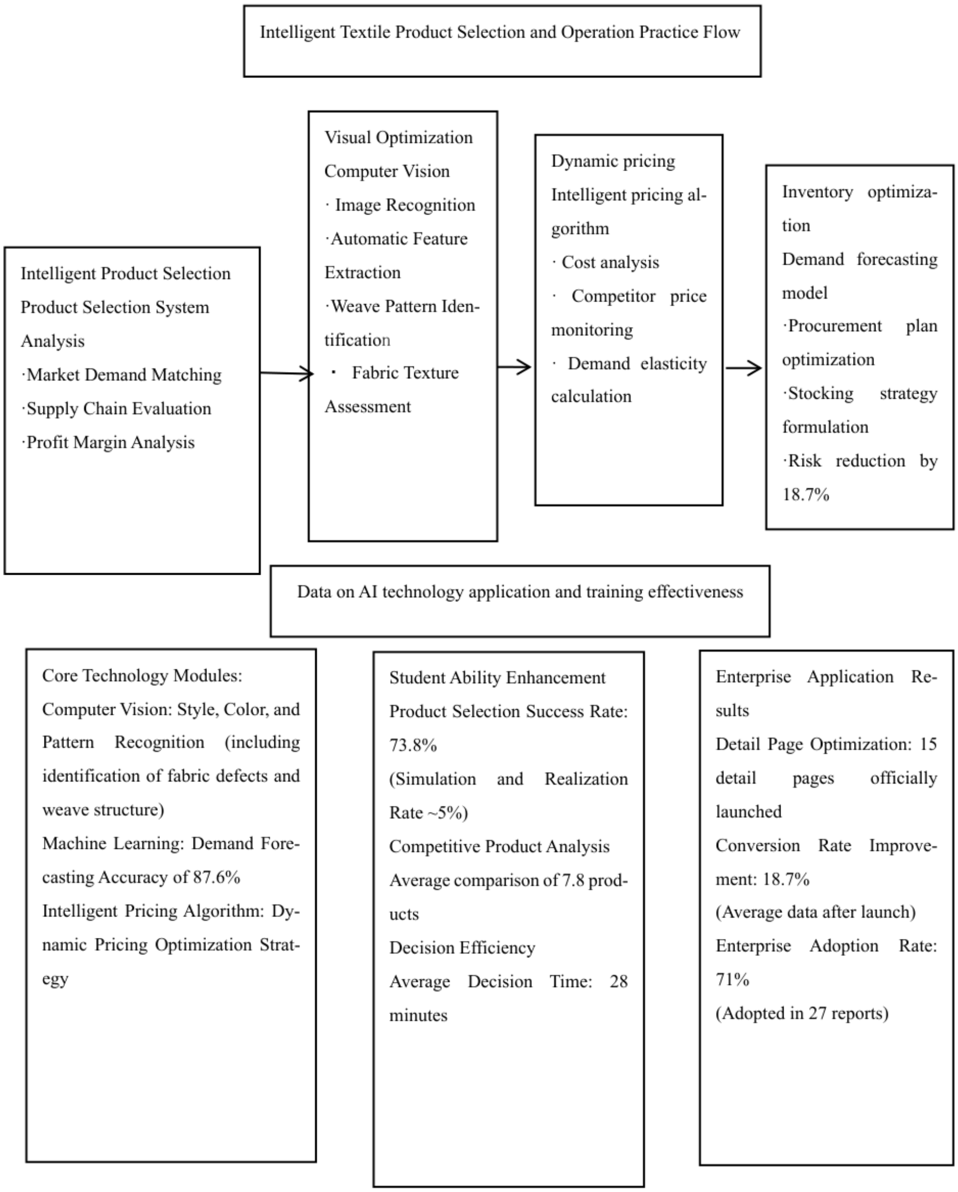

FIGURE 2. Flowchart of Intelligent Textile Product Selection and Operation Practice

entire training path from building intelligent customer service to optimizing precision marketing. Each link supports the others, forming a data-driven marketing system.

Customer service and marketing are key parts of cross-border textile e-commerce in building brand reputation and promoting sales conversion. The integration of AI technology can significantly improve service quality and enhance marketing accuracy. In the training, students master the construction and application of intelligent customer service systems, learn to design textile consultation dialogue processes, and train chatbots to understand and answer common questions such as fabric composition, size selection, washing and maintenance, and logistics distribution, so as to achieve 24/7 multilingual customer service [11]. Textile domain experts are vital in the deployment of this system, specifically for curating the 'knowledge base' and technical terminology required for accurate Natural Language Processing (NLP) interpretation, ensuring the chatbot can distinguish between similar but technically distinct concepts (e.g., 'twill' vs. 'denim' or 'linen' vs. 'ramie'). Natural language processing technology is used to analyze customer consultation content, identify possible purchase intentions and pain points of needs, and thus provide clues for precise marketing. Students are guided to use AI tools (e.g., HubSpot's Service Hub or open-source solutions like Rasa) to complete the construction of customer profiles, and to refine the classification of customers based on browsing behavior, purchase history, interaction records and other data, so as to formulate personalized marketing plans. Students learn to

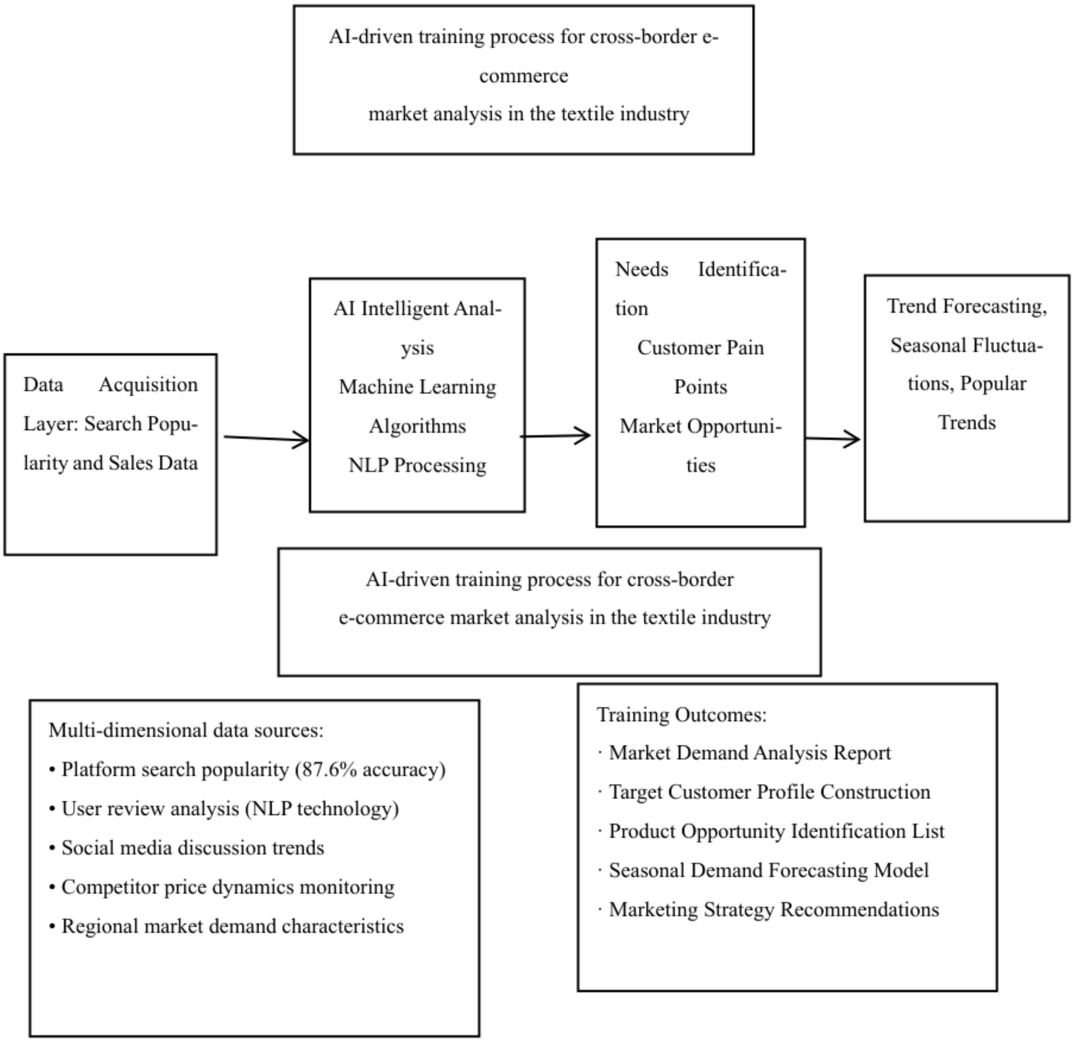

FIGURE 3. Flowchart of Customer Service and Marketing Training Based on AI Tools

use intelligent marketing content generation tools to create textile promotion copy, social media content and email marketing materials for different platforms and different audience groups. AI-driven advertising optimization is used to achieve the goal of efficient use of marketing budget and improved conversion rate [12].

IV. IMPLEMENTATION PATH AND TEACHING MODEL INNOVATION OF PRACTICAL TRAINING COURSES

A. IMPLEMENTATION OF TASK-DRIVEN PROJECT-BASED TEACHING

The adoption of a task-driven project-based teaching methodology is an effective strategy to align course content with specific operational tasks and project practices, thus achieving the intended learning outcomes of the textile cross-border e-commerce training courses. To systematically demonstrate the efficacy of project-based teaching, teaching data from two semesters was compiled and analyzed (see Table 1).

Implementation of this methodology over two semesters resulted in a student skill attainment rate of 92.3%, a 24% increase compared to the traditional teaching model. In the course implementation process, the course group designed three levels of training projects, a total of 18, covering 60 knowledge points and 45 skill requirements [13]. The basic level projects (6 projects) had an average completion time of 4-6 hours, and the students' completion rate reached 98.7%. The advanced level projects (8 projects) involved single skills such as market data analysis and product detail page optimization, with an average project completion time of 8-12 hours and an excellent rate of 76.5%. The comprehensive level projects (4 projects) required students to complete the full-process simulated operation, with each project taking 20-30 hours, of which 85.2% of the students were able to independently complete the complete cross-border e-commerce operation process. In the teaching practice of the 2024 academic year, the accuracy rate of the market analysis report made by students using AI tools was 87.6%, the

TABLE 1. Statistical Table of Project-Based Teaching Implementation Effectiveness

Evaluation Dimensions	Specific indicators	Data Results	Comparison and explanation
Overall results	Skills qualification rate	92.3%	24% higher than traditional teaching methods
	Total number of projects	18 pcs	Covering 60 knowledge points and 45 skills
Basic layer projects (6 items)	Average completion time	4–6 class hours	-
	Student completion rate	98.7%	-
Upgraded layer projects (8 items)	Average completion time	8–12 class hours	-
	Excellent rate	76.5%	-
Comprehensive layer projects (4 projects)	Time spent on a single project	20–30 class hours	-
	Independent completion rate	85.2%	Able to complete the entire process of operation

product selection success rate (simulated sales conversion rate > 5%) was 73.8%, and the average customer satisfaction simulation score of the intelligent customer service dialogue design was 4.3 points (out of 5) [14].

B. REAL-WORLD TRAINING SCENARIOS IN COLLABORATION BETWEEN SCHOOLS AND ENTERPRISES

The course team has established extensive collaborative partnerships with 12 cross-border e-commerce textile companies, three of which have annual sales exceeding 50 million yuan. The resulting school-enterprise collaboration mechanism has demonstrably enhanced the practicality and employment orientation of the course. To systematically present the outcomes of school-enterprise cooperation, we have compiled key data from 2024 (see Table 2).

The course team has established in-depth partnerships with 12 cross-border e-commerce textile companies, three of which have annual sales exceeding 50 million yuan. This school-enterprise collaboration mechanism has significantly enhanced the practicality and employment orientation of the course. In 2024, the companies provided 38 real-world operational projects for student training, covering all aspects of market research, product development, and store operation. Of the student-developed work under the guidance of company mentors, 27 market analysis reports were actually adopted by the companies, accounting for 71%. Of the product detail pages optimized by students, 15 were officially launched and used by the companies, resulting in an average increase in conversion rate of 18.7% after product launch. Regarding the faculty, the course team employs nine external technical experts from companies as part-time instructors, covering approximately 30% of the practical training hours. The average satisfaction score for the company experts' lectures is 4.6 out of 5, with most students finding the practical cases and technological applications presented by the company mentors to be cutting-edge. In terms of internship and employment, the employment rate of students who participated in school-enterprise collaborative training was 94.5%, of which 68.3% of students were employed by partner companies, and their average salary in the first year was 22% higher than that of students who did not participate in the training [15].

C. PROCESS EVALUATION AND INTELLIGENT FEEDBACK MECHANISM

The course employs a comprehensive evaluation system comprising 5 dimensions and 20 indicators: knowledge mastery (20%), skills application (35%), innovative thinking (15%), teamwork (20%), and professional qualities (10%). Evaluation data comes from four main sources: teacher evaluation (40%), student selfevaluation (15%), group peer evaluation (20%), and industry mentor evaluation (25%). Since its implementation in September 2024, the AI-powered intelligent evaluation system has recorded 1.56 million data points on student actions and generated 2,340 personalized learning reports. System analysis shows that students spend an average of 42 minutes on market data analysis, with data processing accounting for 62% and result interpretation for 38%. In the product selection phase, students compare an average of 7.8 competitors, review market data 3.2 times, and spend an average of 28 minutes on final decision-making. The intelligent feedback mechanism demonstrated significant effectiveness. The system detected a 34.6% error rate among students in the "AI tool parameter settings" section; this dropped to 12.3% after providing learning resources. The initial pass rate for the "customer profile building" skill was only 58.7%, but after providing five microlessons and three practice sessions, the pass rate reached 89.2%. The final comprehensive assessment results showed that the standard deviation of student ability development in classes using formative assessment decreased by 0.8 units, indicating that formative assessment effectively narrowed the ability gap among students. A satisfaction survey of the intelligent feedback system revealed that 93.5% of students found the system's feedback timely and accurate, and 87.8% believed that the learning resources recommended by the system significantly helped improve their abilities.

V. CHALLENGES AND SUSTAINABILITY OF AI-BASED CURRICULUM IMPLEMENTATION

While the initial implementation yielded promising results (as shown in the 2024 academic year data), ensuring the long-term viability and impact of an AI-based curriculum presents significant operational and strategic challenges that must be addressed.

TABLE 2. Statistical Table of School-Enterprise Collaborative Training Effectiveness

Evaluation Category	Specific projects	Quantity/Proportion	Results Explanation
Partner companies	Total number of partner companies	12	Three of them have annual sales exceeding 50 million yuan.
	Provide real project numbers	38	Covering the entire business process
Student research results transformation	Market analysis report adopted	27 (71%)	Actual use by enterprises
	The product details page has been launched.	15	Conversion rates increased by an average of 18.7% after launch.
Faculty	External corporate experts	9 people	Responsible for approximately 30% of practical training hours
	Corporate mentor satisfaction	4.6 points	5 points maximum
Employment effectiveness	Student employment rate	94.5%	-
	Percentage of employees working for partner companies	68.3%	-
	First-year salary advantage	22% higher	Compared to students who did not participate in practical training
Enterprise Evaluation	AI tool application capabilities	4.4 points	The industry average score is 3.8.
	Cross-border operation practical skills	4.3 points	The industry average score is 3.6.

A. ADAPTING TO RAPID TECHNOLOGICAL EVOLUTION

The rapid pace of development in the AI sector—particularly the frequent updates to commercial platforms (e.g., changes to Google Cloud Vertex AI or AWS SageMaker features) and the emergence of new generative models—demands a highly agile curriculum development process. Future iterations of this course must adopt a modular, tool-agnostic design where learning objectives focus on core AI concepts (e.g., prompt engineering, model tuning, data feature selection) rather than specific tool interfaces, minimizing disruption when platforms inevitably change. A continuous review cycle, occurring at least semesterly, will be essential to swap out obsolete tools and integrate current industry best practices.

B. FACULTY PROFESSIONAL DEVELOPMENT AND RESKILLING

The primary bottleneck for scaling the curriculum is maintaining the pedagogical and technical expertise of the teaching faculty. A formal, continuous professional development program is required, focusing on both the theoretical foundations of new AI models and their specific application to textile e-commerce workflows. This program includes mandatory participation in industry certifications, collaboration periods with partner companies, and scheduled peer-teaching sessions where faculty share new tool proficiencies. Securing dedicated internal funding for faculty release time to engage in this continuous reskilling process is non-negotiable for long-term sustainability.

C. RESOURCE MANAGEMENT: DATA AND API ACCESS

The practical training's reliance on real-world data and commercial AI APIs (e.g., for advanced NLP or Computer Vision) necessitates a sustainable funding and management model. The current dependence on short-term project grants for API access is unsustainable. Future planning requires securing institutional, multi-year operational budgets dedicated to maintaining necessary subscriptions for commercial e-commerce data aggregators and securing enterprise-level licenses for AI platforms to ensure uninterrupted, real-time data access for students. Furthermore, developing internal, anonymized datasets from partner companies should be prioritized to reduce external API dependency and create proprietary training data aligned with specific textile industry challenges.

VI. CONCLUSION

AI-based textile cross-border e-commerce training courses is an exploration undertaken in response to the needs of industrial digital transformation and vocational education reform. By establishing a scientific curriculum system, deepening the application of AI technology, and innovating teaching methods, the quality of textile cross-border e-commerce talent training can be effectively improved, providing intellectual support for the industry's progress. With the continuous development of AI technology and the evolving forms of cross-border e-commerce, curriculum development needs to be dynamically updated and optimized, deepening school-enterprise cooperation, strengthening practical orientation, and cultivating more high-quality textile cross-border e-commerce talents with international competitiveness.

AUTHOR CONTRIBUTIONS

Gu Shanyu designed, collected and analyzed the data, and drafted the manuscript. Gu Shanyu conducted the study, critically revised the manuscript for important intellectual content, and gave final approval of the version to be published. Gu Shanyu participated fully in the work, take public responsibility for appropriate portions of the content, and agreed to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

CONFLICTS OF INTEREST
The author declares no conflict of interest.

FUNDING
This research was supported by,
1. The 2023 special project of the "14th Five Year Plan" of Guangxi Education Science "Research on the Construction and Optimization of the Five dimensional and Innovative Education Ecosystem of E-Commerce Curriculum Based on" Internet plus "(Project Number: 2023ZJY1678).
2. National Business Education Training and Research "14th Five Year Plan" 2025 Annual Project "Practical Research on Empowering E-commerce Live Streaming Marketing Innovation Mode with Digital Reality Integration Technology from the Perspective of Rural Revitalization" (Project Number: SKKT-25061).

ACKNOWLEDGEMENTS
Not applicable.

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