Exploration on the Construction of Characteristic Courses of Innovation and Entrepreneurship in Colleges and Universities

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Abstract. The innovation and entrepreneurship courses at home and abroad focus on skill training, which is slightly inadequate in the quality education and thinking inspiration of entrepreneurs. The innovation and entrepreneurship characteristic courses of entrepreneurship and innovation integrate students' entrepreneurship, entrepreneurs' entrance to school, entrepreneurship competition, innovation research, and entrepreneurship quality education into classroom teaching through scientific and reasonable teaching design. Meanwhile, they build MOOC resources and make use of them teaching and diversified evaluation, which have achieved good teaching results and many achievements. This paper explores and summarizes how to construct innovative and entrepreneurial characteristic courses to provide reference and reference for the design of innovative and entrepreneurial characteristic courses.

1. Introduction

According to the spirit of "opinions on vigorously promoting innovation and entrepreneurship education in and universities and college students' independent entrepreneurship work" issued by the Ministry of the business administration major of Xi'an International University has carried out the innovation of "specialty + entrepreneurship" talent training mode, among which entrepreneurship and innovation is a special course. The course integrates school enterprise cooperation, enterprise creation, innovation and entrepreneurship competition and achieves good practical results, highlighting the characteristics of "top 50 entrepreneurship universities in Northwest China",

2. The Current Situation of Innovation and Entrepreneurship Curriculum Design at Home and Abroad

2.1 Design of Foreign Innovation and Entrepreneurship Courses

The kauff man Center for entrepreneurship leadership in the United States defines innovation and entrepreneurship education as the teaching of ideas and skills to individuals so that they can identify opportunities ignored by others. The primary goal of innovation and entrepreneurship education is to increase students' cognition and understanding of the start-up and management process of new ventures, and then to increase students' understanding of career choice of entrepreneurship.

The curriculum setting mode emphasizes the infiltration of Entrepreneurship (innovation and risk-taking spirit in essence) into the management function activities, and combines the characteristics of new and existing enterprises to form specific curriculum content based on entrepreneurship orientation and company type entrepreneurship. In order to realize the cultivation of entrepreneurial ability such as identifying and seizing opportunities, innovating and changing, it also teaches students to meet different practical needs Specific skills required.

The curriculum system is mainly divided into the quality of entrepreneurs, the creation and management of new enterprises, the entrepreneurial environment and management. There are five types of entrepreneurship in specific industries and social entrepreneurship.
The main teaching methods adopted in foreign countries are as follows: organizing student teams to design and recommend business plans; inviting successful entrepreneurs to teach practical entrepreneurship experience; organizing students to conduct case analysis; encouraging students to give speeches; organizing students to complete enterprise projects; regular course seminars and literature discussions, etc. The goal of innovation and entrepreneurship education determines that the integration and innovation of resources in teaching methods are externalized into flexible and diverse teaching forms based on reality simulation.

2.2 Curriculum Design of Domestic Innovation and Entrepreneurship

The construction of innovation and entrepreneurship courses in China focuses on students' innovation awareness and entrepreneurship as the training objectives. More and more universities attach importance to interactive and participatory teaching methods. The educational concept of innovation and entrepreneurship curriculum has evolved from "Teacher centered teaching oriented education activity" to "integrated education activity emphasizing the dominant position of teachers and tapping the personal potential of students".

The practicality of innovation and entrepreneurship curriculum is the basic feature of the difference between entrepreneurship curriculum and general theory curriculum, which needs a lot of consideration and support of practical activities. A large number of colleges and universities increase the proportion of practical courses in teaching, which can encourage students to carry out low-cost investment or simulated entrepreneurship, carry out university students' entrepreneurship activities as the leading role, build university students' Entrepreneurship bases or parks, and carry out university students' innovation and entrepreneurship education from multiple perspectives; again, around the "Challenge Cup" and "entrepreneurship plan" competition, carry out university students' innovation and entrepreneurship by "Competition Promoting Education" The government has given great support to the innovation and entrepreneurship education and actively promoted the development of various forms of entrepreneurship education.

3. The Deficiency of Innovation and Entrepreneurship Curriculum Design at Home and Abroad

3.1 Lack of Deep Integration of Innovation and Entrepreneurship Skills and Entrepreneurship

The curriculum design of innovation and entrepreneurship in domestic colleges and universities focuses on skills training, lacking in-depth integration with entrepreneurship. One of the core entrepreneurship educations lies in the shaping of entrepreneurship. To a great extent, the success of entrepreneurship depends on whether the entrepreneurs have the thinking idea and ability of enterprise operation and management. Innovation and entrepreneurship education should deeply integrate entrepreneurship skills and entrepreneurship.

3.2 Lack of Deep Integration Between Entrepreneurship Cultivation and Innovation and Entrepreneurship Activities

At present, the systematic curriculum system of innovation and entrepreneurship is not perfect, the content of the curriculum is relatively scattered, and the level and internal relevance are not high; the content of the curriculum focuses on the innovation and Entrepreneurship of large and medium-sized enterprises, and the characteristics of College Students' innovation and entrepreneurship are not enough. The essence of entrepreneurship is innovation. In the process of entrepreneurship cultivation, innovation factors should be integrated into the whole process of entrepreneurship teaching, so as to improve the effectiveness of innovation and entrepreneurship teaching.
3.3 Lack of Deep Integration Between Innovation and Entrepreneurship Education and Core Literacy Cultivation

The curriculum design of innovation and entrepreneurship education in Colleges and universities mainly focuses on how to increase the employment of students, and pays less attention to the core quality of entrepreneurship. The deep integration of innovation and entrepreneurship education and core literacy cultivation is not enough. In addition to providing professional knowledge and skills guidance, innovation and entrepreneurship education is more important for entrepreneurs to cultivate entrepreneurship, not only for students to set up enterprises, but also for students to have the concept and quality of sustainable development.

4. Characteristic Curriculum Design of “Entrepreneurship and Innovation”

The spirit of innovation, entrepreneurial consciousness, entrepreneurial ability and their values cultivated in Entrepreneurship and innovation are the core quality and competitiveness that college students should master in their innovation and entrepreneurship.

4.1 Curriculum Design Highlights the Deep Integration of "Skills + Literacy"

The course construction of "entrepreneurship and innovation" takes the students of innovation and entrepreneurship as the core line. By stimulating students' learning interest and potential, adhering to the concept of characteristic, personalized, application-oriented and innovative training, in the construction of the overall pattern of "all staff, all process and all-round education", efforts are made to strengthen the deep integration of innovation and Entrepreneurship with the cultivation of moral education core literacy and entrepreneurship skills Features: to highlight the systematic reform and innovation of the innovation ability orientation, teaching methods, practical training and team building of the curriculum system, and to improve the quality of innovation and entrepreneurship education centering on the development of students.

4.2 The Curriculum System Focuses on Both "Theory Oriented and Practice Oriented"

The course of "entrepreneurship and innovation" consists of entrepreneurship, entrepreneurship and innovation. The knowledge points are divided into 50 parts. The course system is divided into theory oriented course and practice oriented course. The theory oriented curriculum aims to cultivate the researchers in the direction of entrepreneurship, and the practice oriented curriculum aims to cultivate the students' practical ability to identify, capture and deal with the uncertainty of new opportunities. The practice oriented courses are mainly divided into five categories: the quality of entrepreneurs, the creation and management of new enterprises, entrepreneurial environment and management, entrepreneurship in specific industries and social entrepreneurship. The content architecture is shown in Figure 1.

4.3 Teaching Organization and Implementation Integrate Enterprise Elements

Starting from the requirements of the development of market economy for innovation and entrepreneurship talents, with the students' innovation and entrepreneurship ability as the main line, the curriculum content system is scientifically planned, and the comprehensive and systematic design is carried out from the aspects of the construction of teaching content system, the selection of teaching methods, and the selection of teaching materials, as shown in Figure 2.
4.3.1 Construction of Teaching Content Based on Corporate Entrepreneurship

The curriculum model emphasizes the infiltration of Entrepreneurship (innovation and risk-taking spirit in essence) into management function activities, and combines the characteristics of new and existing enterprises to form specific curriculum content based on entrepreneurial orientation and corporate entrepreneurship. According to the educational thought of "wide caliber, thick foundation, and quality-oriented" of innovation and entrepreneurship education, we should meet the needs of colleges and universities and society in the course content, increase the course capacity with the basic principles and methods as the main line, cultivate the ability to identify and grasp opportunities, innovate and change entrepreneurs, and teach specific skills to meet different practical needs.

4.3.2 Invite Entrepreneurs to Participate in the Design and Implementation of Teaching Activities

In the way of "going out and inviting in", students are led to enter the enterprise cognitive learning; experts and scholars from other schools and entrepreneurs around are invited to enter the campus to give lectures and participate in the design of classroom teaching and course content, so that students can master the teaching content from various aspects and strengthen the cultivation of students' learning ability and innovation ability.

a. According to the teaching objectives of "less time, new content, high level and good effect", the corresponding measures are formulated;

b. In the teaching method, multimedia teaching, entrepreneur field teaching and classroom teaching are used;

c. The renewal of curriculum content reflects the cultivation of innovation ability and comprehensive quality, and focuses on the introduction of the latest development of disciplines;

d. After the completion of each stage of teaching work, a summary evaluation and improvement will be carried out.
4.3.3 The Teaching Materials Boldly Choose the Masterpieces of World-Class Enterprise Management

At present, there is no university textbook of "entrepreneurship and innovation". We boldly chose Peter Drucker's work "innovation and entrepreneurship". At the same time, we used a large number of relevant materials for reference to systematically study the contents and materials of the textbook, focusing on the basic concepts, basic theories, basic methods and practical ability of innovation and entrepreneurship theory with practice, pay attention to training students' innovation consciousness and ability.

Figure 2. Organization and Arrangement of Teaching Content.

5. Diversified Teaching Methods and Means

5.1 Selection of Teaching Methods

5.1.1 Project Teaching Method

Based on the project, with the design task and design topic as the core, under the guidance of the teacher, a relatively independent project will be handed over to the students for their own processing, information collection, scheme design, project implementation and final evaluation will be in the charge of the students themselves and monitored by the teachers. Students understand and grasp the basic requirements of the whole process and each link. During the implementation of the project, students are asked to solve the problems. Teachers summarize and analyze the examples to enhance students' understanding of the theory and methods of innovation and entrepreneurship and their ability to solve the problems of innovation and practice.

5.1.2 Combination of Teaching and Discussion

Pay attention to heuristic teaching, and reflect the main role of students. In the whole process, classroom teaching, discussion class, reading notes, flipped class and other methods are used to promote students' positive thinking, improve their ability of self-study, cultivate students' ability of organizing information, using information and solving problems, and achieve good teaching results.

5.1.3 Teaching Method of Close Connection Between Theoretical Learning and Innovative Training

After the theoretical study, seven opportunities for innovation were successively arranged as the theme of market research, student team cooperation, and team members took turns as team leaders to coordinate the overall project and assign specific tasks, so as to improve the ability of student innovation project management.
5.1.4 Teaching Method of Combining Classroom Teaching With Academic Report

Inviting experts and scholars in relevant fields and excellent entrepreneurs with rich innovation practice ability to give lectures and academic reports on innovation and entrepreneurship for students not only improves students' enthusiasm for learning the course, but also plays a good role in promoting students to actively participate in innovation practice and stimulate their entrepreneurship.

5.2 Selection of Teaching Devices

5.2.1 Flexible Use of Various Teaching Devices

For the teaching of general theoretical knowledge, combined with the current practice of innovation and entrepreneurship, the latest case materials are cited to make matching and easy to understand multimedia courseware for teaching, so as to improve the efficiency of class.

For the content with strong operational requirements, use computer-aided teaching, scene simulation and watching typical videos of innovation and entrepreneurship cases, so that students can understand the essentials of innovation and entrepreneurship, and cultivate the awareness of innovation and entrepreneurship.

For the content with strong principle and logical connection, we should use multimedia combined with traditional teaching methods (such as blackboard writing) to guide students to think actively following the teacher's thinking, and give students time to make notes, so as to review and consolidate after class.

5.2.2 Enrich Practical Teaching Content

Large practical teaching links, and optimize the combination of practical teaching content, including inviting entrepreneurs from outside the school to give lectures, bringing students to the enterprise site to organize teaching, guiding students to participate in the innovation and entrepreneurship competition of college students, the entrepreneurship Simulation Competition of college students, applying for entrepreneurship training projects of students, guiding students to create enterprises, etc. Curriculum group teachers actively undertake the task of innovation and entrepreneurship research, absorb students' participation, and introduce the research content and results into the teaching content in time. The implementation of these measures greatly promotes the teaching reform of entrepreneurship and innovation.

5.2.3 Adhere to the Teaching Evaluation and Exchange System

The members of the course group form a mutual listening system, discuss the teaching contents, teaching methods and the advantages and disadvantages of the courseware by using the network course evaluation platform, establish the teaching interaction column between teachers and students by using the network, adjust the teaching methods and improve the teaching quality in time according to the teaching evaluation (student evaluation and peer evaluation) results.

5.2.4 Teaching Informatization Embodies "Ubiquitous" Characteristics

In addition, relying on the new form of "Internet + education", we will build a network learning platform, carry out hybrid teaching, provide MOOC high-quality resources, and form a "ubiquitous" learning environment in which everyone can learn, everywhere can learn, and can learn from time to time. See Figure 3.
Figure 3. Schematic Diagram of Teaching.

Figure 4. Allocation of Teaching Methods and Means.
5.2.5 Comprehensive Examination in all Aspects and Processes Shall Be Carried out for Performance Evaluation.

The course performance adopts the whole process assessment method:

a. usual performance: including multi-channel and all-round assessment, mainly including arrival rate, class interaction, preview homework, group discussion, completion of homework after class, innovative training projects and project reports.

b. final assessment: it reflects the fairness, transparency, ability orientation and innovation of course assessment through written examination, project analysis report, innovation report, entrepreneurship report, company creation and other forms. The allocation of teaching methods and means and the cultivation of innovation and entrepreneurship are shown in Figure 4.

6. Remarkable Teaching Results

After years of practice and exploration, the "entrepreneurship and innovation" course group has achieved good teaching results, with fruitful results: "Research on the teaching reform of entrepreneurship and innovation course in the context of innovation and entrepreneurship education", "Research on the prevention of entrepreneurial financing risks of college students" successfully established a 2017 school level teaching reform project of Xi’an International University; in the "Fourth National College Students' Internet"+ "In the "innovation and entrepreneurship" competition, it won the third prize in China; in the 7th, 8th and 9th "national college students Market Research Competition", it won the second prize in China and the second prize in Shaanxi Province for many times; in recent three years, it won two second prizes in the "National College Students Innovation and entrepreneurship Comprehensive Simulation Competition", and six first prizes in Shaanxi Province.

Through the "entrepreneurship and innovation" course teaching, each class has several students who have successfully started their own businesses and established their own companies; the "entrepreneurship and innovation" course has been rated as the online course of "innovation and entrepreneurship education course construction in Shaanxi Province in 2019", which has successfully set up projects and carried out construction, so that more college students who are determined to start their own businesses can benefit.

This paper is the thesis on the curriculum construction of innovation and entrepreneurship education in Colleges and universities of Shaanxi Province approved by Shaanxi Provincial Department of education in 2019.

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