

The Progress and Development Strategies of Innovation and Entrepreneurship Education at Local Comprehensive Universities in China

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Abstract

The IaEE (innovation and entrepreneurship education) plays a vital role in cultivating innovative and entrepreneurial talents for innovative countries. This paper analyzes the progress of IaEE in LCUs (Local comprehensive universities) in China, as well as the problems faced by LCUs in the new period, discusses the organic relationship between IaEE and talent cultivation. And then puts forward improvement measures for IaEE, with a view to making IaEE a new impetus for talent cultivation in universities.

Keywords

Local Comprehensive Universities; Innovation and Entrepreneurship Education; Progress and Development Strategies.

1. Introduction

There are 532 LCUs (Local comprehensive universities) in China which play a mainly role in local higher education. The LCU students have professional and skill education, and are the strong driving force of local development.

Under the guidance of the national innovation and entrepreneurship policy, the college students must keep up with the times and become the main force of "mass entrepreneurship and innovation". And the local governments have introduced relevant guidance from year 2015. LCUs have also started innovation and entrepreneurship teaching, but there are still some problems that need to be improved.

At present, entrepreneurship education for college students in China is still in the initial stage of paying more attention to ideas, strengthening teachers and planning practice. The cultivation of local comprehensive university students has caused an embarrassing situation of lack of innovation and creativity, due to the lack of IaEE. Therefore, it is very necessary to clarify the problems in LCUS students IaEE and propose solutions.

2. Progress in Entrepreneurship Education

Since 2015, under the strong promotion of the government, innovation and entrepreneurship education has been rapidly and widely promoted in Chinese universities. The curriculum system, platform and mechanism of innovation and entrepreneurship education have been gradually established in LCUs.

China's "Thirteenth Five-Year Plan" clearly stated that "innovation is the first driving force for development let innovation become a common practice in the whole society". IaEE for college students is a strategic issue, which is related to national economy and the sustainable development of Chinese society. And the government, education institution and whole society attach a great importance to it. It is a major strategic measure to serve the construction of an innovative country.

To promote education reform for mass entrepreneurship and innovation, the Ministry of Education has organized the China International Internet+ Innovation and Entrepreneurship Competition for seven sessions. The competition aims to lead entrepreneurship and employment through innovation, to promote profound changes in the talent cultivating paradigm of colleges and universities.

Since year 2016, in order to promote innovation entrepreneurship education, the local government education departments demanded LCUs to set up a new department - innovation entrepreneurship college. The college specifically responsible for the design of innovation entrepreneurship education framework, management of courses, training teachers, providing innovative and entrepreneurship practice, promoting the docking of students' innovation and entrepreneurship projects and social resources. The College of Innovation and Entrepreneurship has become a pillar force for universities to promote innovation and entrepreneurship education.

According to ministry of education of China, colleges and universities have generally opened a total of more than 30,000 courses on IaEE. They have also employed a large number of outstanding talents as IaEE teachers, with nearly 35,000 full-time teachers and more than 139,000 part-time mentors.

Meng Fanqi (2019) focuses on the main ways and advanced experiences of leading and supporting college students to start their own businesses in representative regions and universities, who founded that the IaEE model not only imparts the knowledge of innovation and entrepreneurship to college students, but also cultivates students' innovative spirit and entrepreneurial ability.

Zhao Lidan, Wang Fengxiao, and Zhang Tianqi (2019) puts forward that IaEE is an educational concept and model, and IaEE is essentially a quality education. They found many LCUs of science and engineering in China have problems in IaEE, such as low awareness of innovation, imperfect curriculum system, insufficient practice platform and weak teachers. Wang Junchao, Li Hongliang (2021) found that the lack of entrepreneurial environment, entrepreneurial policies, neglect of practice, and the lack of entrepreneurial drive are the causes of the relatively weak entrepreneurial ability of science and engineering students.

3. Present Situation of IaEE in LCUs

3.1. Not Paying Enough Attention to Innovation and Entrepreneurship Teaching

According to the actual situation at present, although many universities have carried out IaEE, many other universities still don't attach importance to it. Instead of taking a long-term view, they only regard this course as a way to increase the employment rate. At the same time, some universities take the teaching of various competition experiences and the concept which emphasize money accumulation, lacking the guidance and cultivation of innovation and entrepreneurship.

The survey results of the question "Have you studied the IaEE courses offered by the school" show that among the students who know that the school offers the IaEE courses, 28% have studied 1-2 courses, 2% have studied 3-4 courses, 14% have studied more than 5 courses, and 56% have not studied such courses. See Figure 1 for details.

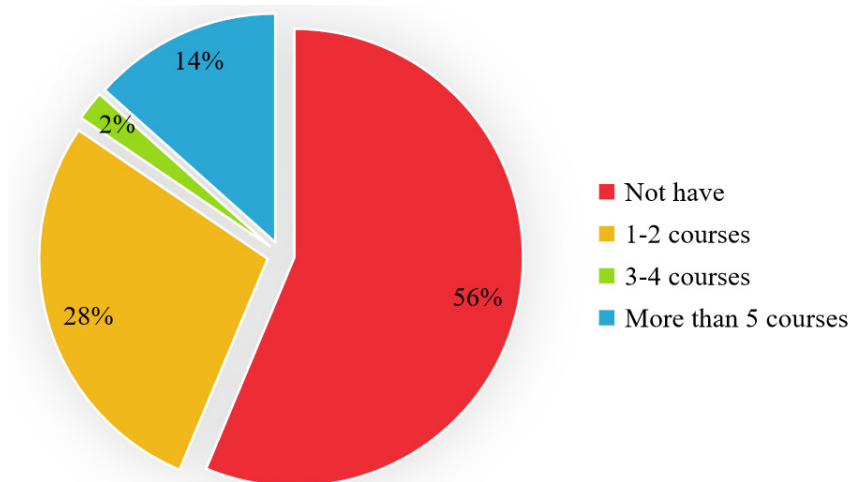


Figure 1. Survey result

The survey results show that students' participation in IaEE courses is not high, and more than half of the students have not taken courses in this field.

3.2. The Orientation of IaEE is Vague

Although the education authorities and university executives have fully realized the importance of innovation and entrepreneurship education, and taking great efforts to promote innovation and entrepreneurship education. But that consensus has not been agreed with by all the faculty and staff. Some tutors believe that innovation and entrepreneurship education is not necessary for college students, they believe that undergraduate and master students should only have to complete their study as required, and strive to become higher universities students. Some university staff believe that innovation and entrepreneurship education has disrupted the college education system and caused trouble to their work.

Chenxue Li (2021) showed that "The educational concept is relatively backward". And the lack of connotation interpretation and theoretical logic of transforming from "entrepreneurship education" to "innovation and entrepreneurship education" is the primary problem to be solved in current.

Chunquan Fu (2021) found that Some teachers believe that innovation and entrepreneurship education is to teach students to find a job and to open their own companies. They do not recognize that IaEE is more about the cultivation of innovation and entrepreneurship spirit and the ability improvement of students.

3.3. The Organization and Implementation of Innovation Education Curriculum is not Perfect

At present, the learning method of IaEE courses in LCUs is mainly classroom learning. In a survey, students show a strong entrepreneurial intention, but their participation in IaEE courses is not high. There are two reasons for this phenomenon.

The first is that the curriculum is unreasonable. the credits of IaEE courses are generally less, and most of them are arranged as elective courses. There is no more teaching time to systematically explain the relevant course content, which greatly affects the effectiveness of innovation and entrepreneurship courses.

Secondly, the teaching method is not scientific enough. Some teachers are used to giving lectures to students in traditional way, which only symbolically adds innovative case analysis, laboratory simulation software operation and social internship, and seriously affects the teaching effect.

At the same time, we also found in a survey that universities do not have enough IaEE teachers, and mostly can only train some non-senior teachers to engage in this task, due to the IaEE is a new job. So, it also greatly affects the effect of course.

3.4. Lack of Specialized Evaluation System

At present, there is no uniform standard for IaEE courses in China. LCUs mainly develop and implement IaEE courses according to their resource conditions, regional advantage or other characteristics. And the quantity, content and organization of courses are also different, which leads to the lack of uniform standardization and implementation standards for the evaluation of IaEE courses.

4. Development Strategies of IaEE in LCUs

4.1. Constructing the Educational Ecological Chain of Cultivating Innovative and Entrepreneurial Talents

First, it is necessary to formulate a talent training strategy for IaEE, and determine the direction and educational foundation for IaEE from the overall height, so that it can become an effective component of university talent training.

Second, create an IaEE park by combining the location advantages. As far as LCUs are concerned, they mostly have certain location advantages, and they can enjoy certain preferential policies or have certain good conditions for running schools within a certain range of the region. In IaEE, it is necessary to bring these advantages into full play, and build an IaEE park to make it a new point of educational activities.

Third, integrate educational resources and extend IaEE through internal and external combination. LCUs are rich in educational resources, and there are all kinds of resources on and off campus. Therefore, it is necessary to effectively integrate the resources inside and outside the school, so that IaEE can expand horizontally and vertically.

4.2. Developing Modular IaEE Courses

First, we should start with the basic modules. The main purpose of this stage is to lead students to understand the basic knowledge related to innovation and entrepreneurship, such as innovative spirit, teamwork, risk control, resource integration and the concept of new enterprises, etc., and to teach the corresponding courses according to these main contents.

Secondly, begin the innovation and entrepreneurship improvement module. This stage should lead students to understand the difficulties they will face in the process of starting a business and the universal problems that need to be solved, so that students can have some ideas about the problems they will encounter in the process of starting a business and the corresponding solutions, and let them deal with the problems they will face in the actual process through this stage.

Finally, take the higher-order module. Some students are born with keen intuition, some students are good at teamwork, and each student has different talents, but they should be further trained and improved.

4.3. Establishing a Practical Platform for IaEE Courses

The effective connection between IaEE practice activities and professional practice teaching provides a path for the in-depth training of innovative and entrepreneurial talents. The key point lies on professional knowledge, social needs and problems, and effectively cultivating and comprehensive practical ability developing for students. And transcend the limitations of teaching materials, classrooms and schools as well. And extend the natural environment, keeping students in close contact with nature, society and life.

4.4. Constructing the Curriculum Evaluation System of IaEE

First, build more diverse evaluation subjects. The idea of total quality management emphasizes all staff participation in the process of production and quality management. Similarly, education evaluation should not only from experts, scholars, teachers and students, but also from social forces.

Second, innovate the content and methods of curriculum evaluation. The evaluation of innovation education course should run through the whole course, and adopt the combination of formative evaluation and summative evaluation. In the course development stage of IaEE, we should first understand the students' demand for the course, the society's expectation for the cultivation of university talents or the social employment and entrepreneurship environment, as the basis for the course development; In the course implementation stage, we should repeatedly diagnose the defects of the course and provide suggestions for the subsequent revision. In the course completion stage, the course completion effect can be judged by comparing with the scheduled target of the course.

5. Summary

IaEE plays a vital role in building an innovative country, implementing the "double-first-class" development strategy and alleviating the increasingly severe employment situation of college students. Under the background of changing the mode of economic development, entrepreneurship has become a new idea and channel for college students. The in-depth research and exploration of IaEE reform and practice in LCUs is of great practical significance to universities, so that the concept of innovation and entrepreneurship can be organically combined with the professional process of talent cultivation. and at the same time, the connotation of innovation and entrepreneurship can be more deeply understood, which is conducive to the further reform of talent cultivation mode.

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