

# Research on the Teaching Reform Path of Innovation and Entrepreneurship Education Courses in Local Undergraduate Universities

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**Abstract:** Taking the teaching reform of local undergraduate institutions as an example, this paper combines the cultivation of innovation and entrepreneurship with professional education, and proposes a three-dimensional practical teaching mode according to the idea of "combining theory and practice, systemic and phased". It is designed from classroom innovation and entrepreneurship theory education, practical case discussion, innovation and entrepreneurship project design, innovation and entrepreneurship competition and other dimensions, and built from three modules, such as target system, knowledge system and practice system, which can well solve the problem of innovation and entrepreneurship of college students.

**Keywords:** Local undergraduate universities, Innovation and entrepreneurship education, Reform of teaching mode.

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## 1. Introduction

General Secretary Xi Jinping pointed out in the report of the 20th Party Congress that it is necessary to adhere to the central position of innovation in the overall situation of China's modernization, to cultivate an innovative culture, to promote the spirit of scientists, to cultivate an excellent learning style, and to create an innovative atmosphere [1]. In the new era, the importance of innovation and entrepreneurship education is becoming more and more obvious, and how to adapt the teaching reform of higher education institutions to this trend has both theoretical significance and practical value. Innovation and entrepreneurship education in colleges and universities can connect with the society and market, and promote the goal of talent cultivation in colleges and universities to closely match the social needs and market demand, so that the cultivated college students are more socially adaptable, more in line with the requirements of enterprises in selecting and employing talents, and in line with the talent demand of socialist economic construction. College students' innovation and entrepreneurship education not only attaches importance to the teaching of innovation and entrepreneurship theoretical knowledge, but also attaches importance to the cultivation of college students' innovation and entrepreneurship practical ability, which cultivates innovative and entrepreneurial talents with higher comprehensive quality and enhances college students' employment competitiveness.

## 2. Literature Review

In terms of innovation and entrepreneurship education, foreign research and practice on innovation and entrepreneurship education started early and formed a more mature theoretical foundation and practical experience. The development history of entrepreneurship education in colleges and universities in western developed countries has gone through five stages: the origin stage of entrepreneurship education in colleges and universities (1919-1947), the budding stage of entrepreneurship education in colleges and

universities (1947-1970), the development stage of entrepreneurship education in colleges and universities (1970-1990), the expansion stage of entrepreneurship education in colleges and universities (1990-2000), and the mature stage of entrepreneurship education in colleges and universities (2000-present) [2]. A review of 22 years of domestic scholars' research on entrepreneurship education in colleges and universities between 1989 and 2011 by Zhao Jinhua et al. divided entrepreneurship education in colleges and universities in China into three stages: the entry of entrepreneurship education into China (1989-1998), the pilot and development of entrepreneurship education (1999-2009), and the comprehensive promotion and new development of entrepreneurship education (2010-present) [3]. Taking the goal of cultivating innovative and entrepreneurial talents as the guide, conducting research on the reform of innovative and entrepreneurial internship teaching and strengthening the practical training of innovation and entrepreneurship are issues that universities must pay attention to in the process of constructing the curriculum system for cultivating innovative and entrepreneurial talents. Innovation education is a kind of education mode that plays the leading role of education, uses the positive influence of genetic genes and environmental elements, and fully mobilizes the subjective initiative of students' own understanding and practice, and focuses on the development and cultivation of students' main innovative consciousness, personality, spirit and skills, so as to meet the development needs of students' main body fully developed and adapted to the development of future society. Entrepreneurship education is one of the important factors in cultivating individual innovation consciousness and entrepreneurial spirit, enhancing individual entrepreneurial passion and stimulating entrepreneurial behavior [4]. The cultivation of innovative consciousness, spirit, thinking, personality and creative ability is the ultimate goal of innovation education, and points out that the realization of this goal must depend on the common value orientation of innovation-oriented colleges and universities, and not only on artificial construction and outreach development [5].

Entrepreneurship education should be the value orientation of higher education reform, and universities should establish a comprehensive quality cultivation model of the trinity of knowledge, spirit and ability with entrepreneurship education as the axis [6]; Universities should implement entrepreneurship education in curriculum teaching, And should focus on cultivating entrepreneurial physicians and entrepreneurial spirit among college students by using course teaching as a carrier, to understand the risks of the entrepreneurial process through course teaching, and to shape good entrepreneurial psychological quality among college students; to improve the innovative and entrepreneurial ability of college students by implementing case teaching and strengthening practical sessions [7]. From the connotation of innovation and entrepreneurship internship teaching, some scholars put forward reform proposals for innovation and entrepreneurship internship teaching in six aspects, including organization, teachers' team, management means, base construction, financial investment and evaluation mechanism, based on the principles of target, effectiveness and innovation[8]. Some scholars have analyzed the concept of innovation and entrepreneurship education in Finnish higher education institutions in terms of teaching methods of specialized and innovative courses, classroom design and organization, innovative ideas of entrepreneurial academy and operation of industry-university-research platform [9].

This paper takes the teaching reform of local undergraduate institutions as an example, combines the cultivation of innovation and entrepreneurship with professional education, and proposes a three-dimensional practical teaching mode according to the idea of "combining theory and practice, systemic and phased", from classroom innovation and entrepreneurship theory education, practical case discussion, innovation and entrepreneurship project design, innovation and entrepreneurship competition, etc. The practical teaching links are designed in multiple dimensions to achieve a seamless connection between inside and outside the classroom.

### **3. The Current Situation of Practical Teaching of Innovation and Entrepreneurship Education in Local Undergraduate Institutions**

#### **3.1. Bias in the perception of entrepreneurship education**

##### **3.1.1. Biased understanding of entrepreneurship education in local undergraduate universities**

Entrepreneurship education only stays at the level of employment guidance, taking entrepreneurship education as a way to relieve the employment pressure of college students, focusing too much on the "match" between students' knowledge structure and jobs, and even if some managers recognize the importance of entrepreneurship education, the guidance on entrepreneurship education is limited to entrepreneurial skills, psychology, policy, situation analysis, etc. Even if some administrators recognize the importance of entrepreneurship education, the guidance on entrepreneurship education is limited to entrepreneurial skills, psychology, policy, situation analysis, etc. They do not unify entrepreneurship education with employment education, quality education, professional education and service to regional economic and social development, which causes

entrepreneurship education in colleges and universities to stay at the basic level of employment education, career planning and entrepreneurship education lectures, and the value of entrepreneurship education is not given full play.

#### **3.1.2. Insufficient awareness of entrepreneurship education among college students**

The research results show that many local undergraduate college students have a too narrow understanding of entrepreneurship education, identifying entrepreneurship education only as education on how to be a boss and how to set up a new company, without realizing that the most fundamental purpose of entrepreneurship education is to improve personal comprehensive literacy, which has an extremely important role in the development of college students throughout their lives, and only when comprehensive literacy rises to a certain height can Only when the comprehensive quality rises to a certain level can the entity entrepreneurship be successful. Some other college students think that entrepreneurship education is only a course for a small number of students with innovative ability, excellent grades and well-off families, and their primary task is to learn their major courses well, and they will choose to start a business only when they cannot find a job, and it is most important to find a stable job.

#### **3.2. The curriculum system of entrepreneurship education is not yet perfect**

First, the curriculum structure of entrepreneurship education is single. Most of the entrepreneurship education courses in local undergraduate colleges and universities in Guizhou are elective courses, lacking in compulsory courses and professional courses, and manifested in the form of employment guidance, career planning, entrepreneurship plan competition, expert lectures, etc., which cannot meet students' systematic mastery of theoretical knowledge of entrepreneurship.

Second, the content of entrepreneurship education courses lacks effective integration with professional knowledge. Some local undergraduate colleges and universities in Guizhou offer courses on entrepreneurship, theoretical foundation of entrepreneurship, entrepreneurship management, marketing and so on, but this does not effectively integrate entrepreneurship education courses with college students' professional courses, and the entrepreneurship education received by college students is mostly at the theoretical level, which is too abstract and difficult to play a valuable guiding meaning for future entrepreneurial practice.

Thirdly, there is a lack of flexibility in teaching methods. The method of entrepreneurship education in local undergraduate colleges and universities in Guizhou is basically based on theoretical indoctrination, and the construction of practical teaching bases is not strong enough. College students lack the opportunity to go to practice bases for internship, and cannot really apply their knowledge to reality, which leads to the disconnection between theory and practice learned by college students.

Fourth, entrepreneurship education courses are not offered consistently. Most undergraduate colleges and universities in Guizhou province offer entrepreneurship education courses in the first semester, but the percentage of colleges and universities that offer entrepreneurship education courses

consistently from freshman to senior year is very small. According to the survey, 75% of college students in local undergraduate colleges and universities in Guizhou Province want to receive entrepreneurship education since their sophomore year, which shows that college students are eager for information on self-employment. Therefore, a coherent entrepreneurship education course should be offered to meet the demand of continuous cultivation of entrepreneurial ability of college students.

Fifth, the entrepreneurship education course lacks effective assessment and evaluation mechanism. Most local undergraduate colleges and universities in Guizhou province hold the view of result-based evaluation, focusing on the result and ignoring the process, and the singularity of course evaluation subjects leads to the lack of overall evaluation of teachers, students and society, which reduces the effectiveness of course evaluation; in terms of course assessment, scientific and unified assessment standards have not been formed, and no systematic and perfect assessment evaluation has been established.

### **3.3. The potential of entrepreneurship education teachers needs to be further developed**

First, teachers of entrepreneurship education do not have sufficient understanding of entrepreneurship education. This is mainly manifested in the entrepreneurship education classes for college students in local undergraduate colleges and universities in Guizhou, where teachers mostly focus on the teaching of theoretical knowledge and are accustomed to preaching from the book, leading to the rigidity of entrepreneurship education methods and contents; lack of awareness of teaching according to the material, ignoring the individual differences of students, the uneven development of students and the diversity of students' individual interests, so that students' entrepreneurial potential is not given full play.

Second, teachers of entrepreneurship education lack research and study on theories related to entrepreneurship education. There are few entrepreneurship education courses developed by teachers in local undergraduate colleges and universities in Guizhou Province, and few relevant research works and academic papers published. The current entrepreneurship education urgently needs teachers to develop new curriculum to adapt to the integration of entrepreneurship education and professional education, to write new books to promote the updating of entrepreneurship education knowledge, and to lead students to study entrepreneurship projects and explore new entrepreneurship theories.

Third, the number of entrepreneurship education teachers needs to be increased on the one hand, traditional education leads to a lack of entrepreneurship education talent pool. As a kind of innovative education, entrepreneurship education is constantly developing with the times and adapting to the changes of the market environment. Due to the relative lag and obsolescence of the original talent training model, the lack of entrepreneurship education content in some university curricula has led to a scarcity of entrepreneurship education talents, no iterative resources to pass on, help and lead, and a disconnection between the majors and entrepreneurship education. Traditional education has failed to cultivate successors for entrepreneurship education, resulting in a lack of teachers for entrepreneurship education. On the other hand, the emergence of a large number of college students full of

entrepreneurial passion has highlighted the phenomenon of insufficient number of entrepreneurship education teachers in colleges and universities. Along with the popularization of higher education and the development of society, the number of college students in school has surged. Influenced by the market economy, diversified culture and the continuous emergence of vivid successful cases of college students' entrepreneurship, more and more college students want to exert their social value through their efforts and are full of aspirations for entrepreneurship. The serious shortage of teacher-student ratio and the lack of teachers for entrepreneurship education has led to the bottleneck in the development of entrepreneurship education in colleges and universities.

Fourth, the knowledge structure of entrepreneurship education faculty needs to be improved. A reasonable faculty structure determines the performance of the faculty to a large extent. The multidisciplinary structure of entrepreneurship education replaces the original knowledge structure. The economic development and social progress require that teachers of entrepreneurship education should not only be well versed in this professional knowledge, but also in psychology, economics and business management. In terms of the professional requirements of entrepreneurship education, the teachers of entrepreneurship education in local undergraduate colleges and universities in Guizhou Province currently lack professional articulation. The teachers of entrepreneurship education are usually teachers from the Academic Affairs Office, Youth League Committee, Career Guidance Center of our university or teachers of economics and management. Teachers of the Youth League Committee and Career Guidance Center specialize in entrepreneurship education, and teachers of economic management specialize in entrepreneurship education project teaching, but universities cannot cultivate excellent entrepreneurial practitioners with theoretical knowledge teachers alone.

### **3.4. The entrepreneurship education environment is not strong enough**

At present, most local undergraduate colleges and universities in Guizhou, such as Guizhou University, Guizhou Normal University and Guizhou Normal College, have already actively advocated the construction of entrepreneurship education culture on campus and held activities such as entrepreneurship education activity week, but the cultural atmosphere, incentive guidance and evaluation system of not a few colleges and universities are not inclined to the direction of cultivating entrepreneurship quality of college students, and lack a good entrepreneurship education environment. Although Guizhou province has issued some preferential policies to encourage college students' entrepreneurship, such as "implementing unsecured pure credit lending for college students' entrepreneurship guarantee platform", the municipal government has not yet explicitly stipulated the relevant preferential policies to encourage local college students' entrepreneurship, and no comprehensive policies and regulations have been formed to support college students' entrepreneurship. Policies and regulations have not been formed to support college students' entrepreneurship.

## **4. Reform of Practical Teaching Mode of Innovation and Entrepreneurship Education in Local Undergraduate Institutions**

### **4.1. Establishing the goal of innovation and entrepreneurship education for college students**

#### **4.1.1. Cultivate the awareness of innovation and entrepreneurship among college students**

Innovative and entrepreneurial consciousness is an attitude, a level of awareness of the importance and value of innovation and entrepreneurship and the resulting attitude towards innovation and entrepreneurship, and using such an attitude to adjust and regulate their activities. The cultivation of innovation and entrepreneurship consciousness is to stimulate the creativity and innovation spirit of college students, to cultivate their sense of responsibility, commitment and the spirit of hard work, tenacity and unyieldingness, and to enhance their enthusiasm and initiative in innovation and entrepreneurship. College students will face many difficulties and setbacks in the process of entrepreneurship. If college students do not have a strong spiritual pillar, the enthusiasm and initiative of innovation and entrepreneurship education and entrepreneurship will be affected. To keep the enthusiasm and initiative in front of difficulties and setbacks, college students need to develop the innovative spirit of college students. The spirit of innovation is a spirit of hard work, tenacity and unyielding. With the innovative spirit, college students will not retreat and dare to face them squarely when they encounter difficulties and setbacks in entrepreneurship. Integrating the content of ideological and political education in the innovation and entrepreneurship education of college students, allowing students to receive ideological and political education and training, and setting up correct goals of innovation and entrepreneurship, helps enhance college students' sense of responsibility to society and others, and enhances their motivation of achievement in innovation and entrepreneurship.

#### **4.1.2. Expand the knowledge of innovation and entrepreneurship of college students**

Knowledge of innovation and entrepreneurship of college students is the foundation for college students to engage in innovation and entrepreneurship. Innovation and entrepreneurship knowledge involves multidisciplinary knowledge, including economics, law, accounting, marketing, management, psychology, etc. The innovation and entrepreneurship education of college students focuses on comprehensive knowledge learning, taking into account theoretical knowledge and application knowledge, and the learning and application of innovation and entrepreneurship knowledge is the focus of innovation and entrepreneurship education.

#### **4.1.3. Increase the innovation and entrepreneurial ability of college students**

The main purpose of cultivating the innovation and entrepreneurial ability of college students is to cultivate the professional ability needed for social occupation; the management ability of integrating people, money, materials, time and space in a reasonable and scientific way; the comprehensive ability of being good at grasping opportunities,

collecting and using information, adapting to changes and socializing.

### **4.2. Optimize the curriculum of innovation and entrepreneurship education for college students Setting**

The knowledge system of college students' innovation and entrepreneurship education is composed of two parts: the curriculum system of college students' innovation and entrepreneurship education and the faculty team of college students' innovation and entrepreneurship education. A perfect curriculum system of innovation and entrepreneurship education for college students and a high-quality faculty team are the guarantee for carrying out innovation and entrepreneurship education for college students.

According to the need of cultivating innovative and entrepreneurial talents, the main courses of the curriculum system of innovation and entrepreneurship education for college students should include mandatory courses of innovation and entrepreneurship, elective courses of innovation and entrepreneurship, professional practical training courses of innovation and entrepreneurship, and professional practical courses of innovation and entrepreneurship.

The curriculum system of innovation and entrepreneurship education for college students should reflect diversity, hierarchy and practicability. The compulsory courses and elective courses of innovation and entrepreneurship education are organically combined together, and according to the characteristics of college students in different grades, compulsory courses and elective courses are arranged with scientific proportional relationship, so as to ensure that innovation and entrepreneurship education can be progressive and tailored to the material. In addition, innovation and entrepreneurship education courses should be organically combined with professional courses, so that the teaching mode of colleges and universities can be optimized on the whole.

#### **4.2.1. Mandatory courses on innovation and entrepreneurship**

The compulsory courses of innovation and entrepreneurship education in colleges and universities must stipulate the corresponding credits and hours. It should be noted that the compulsory courses of innovation and entrepreneurship belong to the basic courses of innovation and entrepreneurship education, therefore, the teaching contents of the compulsory courses of innovation and entrepreneurship should be set according to the universal and common needs of all college students, and the teaching completion standard of the compulsory courses of innovation and entrepreneurship should be in line with the level of most college students, which should not be too high or too low.

#### **4.2.2. Innovation and entrepreneurship elective courses**

The Innovation and Entrepreneurship elective course mainly meets the needs of college students who have a strong interest in some aspect of innovation and entrepreneurship, adapts to the different situations of college students studying innovation and entrepreneurship courses, and teaches them according to their abilities. The elective course of innovation and entrepreneurship is dedicated to cultivating college students who have potential in innovation and entrepreneurship and tapping the potential of such college students.

#### **4.2.3. Professional practical training courses on innovation and entrepreneurship**

According to the theory of innovation and entrepreneurship education, the professional practical training course of innovation and entrepreneurship designs and simulates a real entrepreneurial environment, allowing college students to simulate the process of experiencing entrepreneurship. The main forms of professional practical training courses in innovation and entrepreneurship include school-enterprise cooperation bases, innovation and entrepreneurship training bases, and online software to simulate the entrepreneurial process. This kind of hands-on teaching course can cultivate college students' ability to foresee, plan, deal with emergencies and operate practically on entrepreneurship.

#### **4.2.4. Innovation and entrepreneurship professional practice courses**

College students' innovation and entrepreneurship education is a very practical education mode, therefore, the innovation and entrepreneurship professional practice course is essential and occupies a very important position in innovation and entrepreneurship education. In addition to using the resources of colleges and universities, the innovation and entrepreneurship professional practice course should also make full use of the resources of enterprises, because the participation of enterprises in the innovation and entrepreneurship practice teaching of college students can not only provide a practice platform for college students, but also provide useful guidance and help for college students.

### **4.3. Building a professional teaching staff for innovation and entrepreneurship education**

Teachers are the basic force in conducting education and realizing educational functions. High-quality teachers are the basis for ensuring the quality of innovation and entrepreneurship education. At present, the construction of teachers for innovation and entrepreneurship education of college students in China mainly consists of three types of people: First, the professional teachers of innovation and entrepreneurship education in colleges and universities. They generally have better theoretical foundation and can systematically explain the professional knowledge required for entrepreneurship, but most of these teachers have no entrepreneurial experience and lack of practical experience; secondly, they are composed of student work faculty and ideological and political theory teachers.

#### **4.3.1. Develop a management system for teachers of college students' innovation and entrepreneurship education**

To build the faculty of innovation and entrepreneurship education for college students, a perfect management system should be formulated. The management system of innovation and entrepreneurship education teachers should cover the following contents: the appointment system of innovation and entrepreneurship education teachers, the scope of stipulating the rights and duties of innovation and entrepreneurship education teachers, the assessment and evaluation system of innovation and entrepreneurship education, etc. The sources, powers and obligations of innovation and entrepreneurship education teachers should be clearly stipulated, and the teachers should be motivated through the reward and punishment system to mobilize their enthusiasm and ensure the stability of teachers.

#### **4.3.2. Focus on building a full-time faculty for college students' innovation and entrepreneurship education**

Creating a high-quality full-time teaching team of innovation and entrepreneurship education can ensure the quality of innovation and entrepreneurship teaching, which is conducive to improving the status of innovation and entrepreneurship education in colleges and universities. To create a team of teachers for innovation and entrepreneurship education, efforts can be made in the following aspects. Firstly, colleges and universities should establish a special institute for innovation and entrepreneurship. A special college establishment can attract talents to join and ensure the construction of innovation and entrepreneurship faculty in organization. Secondly, the criteria for the qualification of full-time teachers of college students' innovation and entrepreneurship education should be clarified and strictly enforced. Third, the innovation and entrepreneurship education in foreign universities started early and there are many excellent practices of innovation and entrepreneurship education worth learning. Selecting excellent full-time teachers to go abroad to learn advanced education concepts and teaching methods to improve the quality of full-time teachers. Fourth, enrich the practical experience of full-time teachers. Colleges and universities should organize full-time teachers to go to enterprises to learn and experience entrepreneurial experiences. In addition, colleges and universities should encourage and support full-time teachers who have entrepreneurial projects to start their own businesses.

#### **4.3.3. Select and hire excellent part-time teachers of innovation and entrepreneurship education for college students**

Selecting and hiring excellent part-time teachers of innovation and entrepreneurship education for college students is beneficial to the deep development of innovation and entrepreneurship education in colleges and universities. The part-time teachers of innovation and entrepreneurship education should have relevant entrepreneurial background, so that they can effectively counsel college students on entrepreneurship, guide the development of entrepreneurial plans, and teach the experience of business incubation and business management, which has an important role in the cultivation of college students.

## **5. Build a Practical Platform for Innovation and Entrepreneurship Education for College Students**

The characteristics of innovation and entrepreneurship education determine that it must pay attention to practical teaching. In innovation and entrepreneurship education, innovation and entrepreneurship practice is the key to how to consolidate and develop the innovation and entrepreneurship quality of college students.

### **5.1. Formation of domestic and foreign students innovation and entrepreneurship case information base**

Collecting information on innovation and entrepreneurship cases of college students at home and abroad. By studying the innovative and entrepreneurial deeds of college students through the information bank, college students can know

more clearly which aspects they should cultivate when receiving innovative and entrepreneurial education.

### **5.2. Construction of innovation and entrepreneurship simulation training laboratory for college students**

The construction of innovation and entrepreneurship simulation training laboratory simulates the whole process of enterprise creation, including four modules, first, entrepreneurial foundation building module, to develop entrepreneurial thinking and entrepreneurial knowledge system; second, entrepreneurial preparation module, analysis and evaluation of entrepreneurial projects; third, entrepreneurial implementation module, the implementation of business plans, the establishment of the company; fourth, entrepreneurial combat module, business management, survival and development in the simulated competitive market environment. The fourth module is a practical entrepreneurship module in which the company is operated and managed to survive and develop in a simulated competitive market environment.

### **5.3. The organization of innovation and entrepreneurship competition activities for college students**

Innovation and entrepreneurship competition activities are an important way to implement innovative and entrepreneurial ideas and apply the knowledge learned about innovation and entrepreneurship. The competition activity has two parts: training and expert review. The innovation and entrepreneurship group presents the group's entrepreneurship plan on this platform, and the entrepreneurship plan will become more and more perfect after professional review and guidance, and this process can exercise college students' entrepreneurial thinking and increase their vision.

## **6. Conclusion**

The innovation and entrepreneurship education system of college students is a huge system. This thesis is built from the target system, knowledge system and practice system, which

simplifies the complexity and can solve the innovation and entrepreneurship problems of college students well, but these three modules do not represent the whole innovation and entrepreneurship education system of college students, and further improvement is needed in the future in the research.

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