

The Path Choice of China's Innovation and Entrepreneurship Mode of Universities and Colleges

Based on the Enlightenment of America Babson Commercial College

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Abstract—America Babson Commercial College, as a leader in the world's entrepreneurship field, is a model that each country uses for reference. On the basis of defining relevant concept, the paper introduces the innovation and entrepreneurship education mode of America Babson College, makes discussion from four aspects of educational idea, curriculum design, teaching methods and assessment system, and at the same time it analyzes the current China's universities and colleges' innovation and entrepreneurship education modes, and then puts forward four improvement suggestions according to China's actual situation and by referring to the successful experience of America Babson Commercial College, which are to update innovation and entrepreneurship education ideas, to construct scientific and reasonable course system, to enhance infiltration and integration with professional education and to establish effective evaluation system of teaching quality.

Keywords—China; universities and colleges; education mode of innovation and entrepreneurship; America; Babson College

I. INTRODUCTION

With the advent of 21 century's era of knowledge economics, innovative and entrepreneurship talents become each country's important strategic resources, and innovative and entrepreneurship education has aroused the extensive attention of each country. America's Babson College was established in 1919 and all the time guides the development of innovation and entrepreneurship education in America and all over the world, in successive 16 years, the entrepreneurship field ranks the first place in *America News and World Report*, and the successful experience of innovation and entrepreneurship education mode has an important enlightening role in developing China's innovative and entrepreneurship education.

II. THE DEFINITION OF CORE CONCEPT

A. Innovative Education

In 1995, in *Innovation Green Book* by European Union says: innovation refers to successfully producing, assimilating, and applying new things in economy and society, which provides a new method to solve a problem and make the satisfaction of person and society possible. Here "innovation"

mainly emphasizes innovation spirit, innovation thinking and innovation ability; In addition, scholar Michael A. Crumpton (2012) thinks that "innovation" refers to creating a better, a more effective, or more efficient flow and service, or producing viewpoint or culture that is more creative. Here "innovation" mainly emphasizes the innovation-type "product". Based on this, there are two-layer meanings for innovation education, which, in a broad sense, refers to a series of educational activity conducted by people with consciousness of innovation, innovation spirit and creative ability; and in a narrow sense, refers to a new kind of education compared with traditional education.

B. Entrepreneurship Education

The concept of "entrepreneurship education" is firstly put forward by United Nations Educational Scientific and Cultural Organization in 1989 at the international seminar facing 21 century education, which is Enterprise education or Entrepreneurship education in English and can be translated into "entrepreneurship education" or "entrepreneurship spirit education" in Chinese. At this seminar, Colin Boer considered "entrepreneurship education" being equivalent to "the third education passport", and he puts forward the cultivation of entrepreneurship ability to raise the equal status of academic education and vocational education. Of which, "entrepreneurship education" is a kind of education emphasizing the spirit of entrepreneur. As you see, the narrow "entrepreneurship education" refers to the education on initiating a new enterprise; the generalized "entrepreneurship education" refers to many qualities such as the innovative thinking, spirit of adventure, creative ability, and acute market insight ability.

C. Education Mode of Innovation and Entrepreneurship

"Mode" refers to the standard form of a kind of things that can let people do accordingly. In English, "mode" can be translated into "model", that is "normal form, sample plate and model". Xu Yongtjin (2012) defines "mode" as "effectively solve problems that has a kind of knowledge system and standard pattern with operability. According to this, the education mode of innovation and entrepreneurship, which means the effective and feasible knowledge system and

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standard style that are adopted during developing education activities of innovation and entrepreneurship, specifically including education ideas of innovation and entrepreneurship, the education subject setting of innovation and entrepreneurship, education and teaching mode and method of innovation and entrepreneurship and education and teaching quality assessment system for innovation and entrepreneurship.

III. ANALYSIS OF EDUCATION MODE OF INNOVATION AND ENTREPRENEURSHIP OF AMERICA BABSON COMMERCIAL COLLEGE

The innovation and entrepreneurship education of Babson Commercial College includes two levels, which are undergraduate education and postgraduate education, then from the view of undergraduate course education level, analyze the education concept, curriculum design, teaching method and evaluation system in order to draw lessons from them.

A. *“Entrepreneurship Genetic Code” Educational Idea of Innovation and Entrepreneurship Education*

With the mission of “cultivating the enterprise leader who can create huge economic and social value in the world”, Babson Commercial College thinks that the ultimate purpose of innovation and entrepreneurship education is to cultivate the innovative spirit and entrepreneurial ship ability, and meantime cultivate the global vision of students. As you see, the innovation and entrepreneurship education of Babson Commercial College is not simply a training of “entrepreneurship” and aiming at the development of the whole school, which internalizes the quality such as innovative thinking, career consciousness, spirit of adventure, and acute insight so as to set the future business value orientation for students, which is “entrepreneurship genetic code” education ideas put forward by the originator, Dimens, of Babson Commercial College, and “entrepreneurship genetic code” is the quality and accomplishment needed by enterprise leaders. Under the guidance of educational ideas, Babson Commercial College considers entrepreneurship as not only a subject but also a kind of cultural and life style so as to help students to conduct personal experience and gradually nourish personal soft and hard technical ability.

B. *“Enter-type” Curriculum Design of Innovation and Entrepreneurship Education*

The course design of Babson Commercial College integrates management technology, humane studies and natural science, and breaks the fence of innovation and entrepreneurship education and discipline-based subjects and between traditional subjects, and meantime, brings into classroom teaching and each type of extracurricular practice activities to the curriculum system in order to strengthen the practical skill and ability of students and meantime, cultivate the entrepreneurship of students. The course design follows the principle of “from the shallower to the deeper, and step and step”, which is composed of three phases that are finding opportunities, course exploration and massed learning, meaning freshmen and sophomores gradually know about themselves and set their personal objectives according to the

study of basic required courses, through wide-range studying multi-disciplinary knowledge to, to some extent, broaden their horizon and scope of knowledge, and when students become juniors and seniors, through a large number of personalized elective courses, help students to conduct the specific and deep learning according to personal characteristics and hobbies so as to facilitate students to learn from other’s strong points to offset one’s weakness and this kind of “progressiveness” curriculum design, to a higher degree, conforms to the cognitive characteristics of students.

C. *“Immersion” Teaching Method of Innovation and Entrepreneurial Education*

So-called “immersion” teaching methods refers to providing students with a kind of cultural atmosphere with a complete system, and let students, in the long run, steep in the kind of environment created by universities and colleges. For example, the “management and entrepreneurial base” of Babson Commercial Colleges (FME) is praised as the most innovative entrepreneurial education course in America by America’s small enterprises and entrepreneurship association (USASBE), and is a required course of freshmen, and let students study basic theoretical knowledge, and meantime, let students build enterprises and experience the process of entrepreneurship according to grouping simulation, and require each “enterprise” to establish cooperative relations with local service institutions of community and provide at least 80-hour service, and donate all the corporate profit to service institutions, which not only can help students to study relevant theoretical knowledge, and put them into practice in order to actually cultivate the social responsibility of students.

D. *The “All-Around” Assessment System of Innovation and Entrepreneurship Education*

Babson Commercial College attaches importance to the assessment of education quality of innovation and entrepreneurship and construct a set of scientific and systematic evaluation index. In this index, the number and kind of courses are not the key point of assessment, while its evaluation objects include whether course designs are rational or not, whether teaching method is effective or not, whether the needs of students are satisfied and whether the stated objectives are realized. In addition, Babson Commercial College established an entrepreneurship research center, and there are specialized people to conduct dynamic follow-up survey for course progress and teaching efficiency, and the forms of questionnaires are often adopted so as to timely know about the teaching effect on entrepreneurship courses and students’ satisfaction and then at any time adjust teaching programs according to investigation results and improve teaching method. It’s just the kind of “all-around” assessment system that let Babson Commercial College can agree with the purpose of “pursuit of excellence” so universities and colleges can gradually develop and are enduring.

IV. CURRENT SITUATIONS OF EDUCATION MODE FOR INNOVATION AND ENTREPRENEURSHIP IN CHINA'S UNIVERSITIES AND COLLEGES

The innovation and entrepreneurship education in China dated from the end of the 1990's in last century, because it starts relatively late, although reaching abundant results, but compared with the model of the education success of foreign universities and colleges' innovation and entrepreneurship and the gap of China's current demand for talents, there are still very big development space.

A. Educational Ideas Lack Comprehensiveness

Like America Babson Commercial College, most universities of foreign developed countries think that the most important for innovation and entrepreneurship education is entrepreneur's spirit and action while the understanding of innovation and entrepreneur education by China's most students and universities & colleges is still limited to alleviating the employment pressure problems of undergraduates brought by the increase enrollment of China's universities and colleges. Survey shows, most of universities and colleges of developed countries think that each student all has the potential of becoming an entrepreneur, while most of China's universities and colleges think that not every student is suitable to become an entrepreneur, and it's interesting that most of students are also unwilling to participate in entrepreneurial practice activities provided by universities and colleges. The reason why this kind of phenomenon happens is that most students

Think that they will choose starting a business after graduation, so they concentrate their attention to the study activity of this profession and have no interest in innovation and entrepreneurial education and practical activity. Under the guidance of one-sided educational idea, the essential purposes of innovation and entrepreneurial education inevitably cannot be realized.

B. Course Design Lacks Systematicness

At present, China's some universities and colleges have gradually aware that putting the curriculum design of innovation and entrepreneurship and specialized courses at the equal status. For example, Tsinghua University established over 10 entrepreneurship series courses, and specially design courses and practice compulsory projects like "technological entrepreneurship", and "innovation and entrepreneurship of specific industries". In addition, there are also some universities opening required courses or elective courses on innovation and entrepreneurship, and actively organize relevant lectures, but compared with the "enter-type" curriculum design of undergraduates from America Babson Commercial College, the design of China's these courses is relatively isolated, scattered and lack systematicness, which not only embodies the separation between these innovation & entrepreneurship courses and other specialized courses, but also embodies inner logic relations lack between these entrepreneurship courses. This kind of phenomenon is naturally adverse to the internalization of innovation spirit and enterprise ability, and let the education of innovation and entrepreneurship leave on the surface.

C. Teaching Method Lacks Permeability

So-called innovation and entrepreneurship teaching mode with penetrability, like America Babson Commercial University, creates the atmosphere of innovation and entrepreneurship education. At present China's some universities and colleges also starts to pay attention to the penetrability of innovation and entrepreneurship education. For instance, invite entrepreneurs to take a lecture at colleges, which not only helps students understand what is entrepreneurship but also let enterprises understand how to help students to form innovative spirit and consciousness. In addition, Renmin University of China established a series of courses like "entrepreneurship" and "venture investment", put the personal quality needed by innovation and entrepreneurship into classroom teaching. These results, of course, are reproachless, but from the whole, there still exist problems with simplex and without penetrability in China's university innovation and entrepreneurship education, which results in students who start up business paying attention to study and entrepreneurship process, and students without entrepreneurship plans even more take course s, so the phenomena of the unbalances between educational objectives and actual results.

D. Teaching Evaluation Lacks Mechanism

The innovation and entrepreneurship education quality assessment of America Babson Commercial College is specially in the charge of entrepreneurship research center, in China though many universities and colleges starts to attach importance to the construction of teaching evaluation system, but at present many colleges and universities don't set special innovation and entrepreneurship education assessment institutions, which results in no matter universities or teachers cannot timely understand the actual effect of innovation and entrepreneurship education, so they cannot conduct effective decisions at the first time of the happening of problems so the development of innovation and entrepreneurship education often disconnect with reality, and the educational effect doesn't play its maximum role. For example, in foreign countries, there is a study manifesting, at present the concern for introspection by teachers is not enough, on one hand, teachers don't deeply understand the innovation and entrepreneurship education, and on the other hand, because the teaching evaluation mechanism is lacking so that guide teachers to reflect.

V. USE THE SUCCESSFUL EXPERIENCE OF AMERICA BABSON COMMERCIAL COLLEGE FOR REFERENCE TO COMPLETE CHINA'S INNOVATION AND ENTREPRENEURSHIP EDUCATION MODE

Through using the innovation and entrepreneurship education mode of America Babson Commercial College for reference, combining China's national condition, from four aspects such as educational idea, course system, teaching methods and evaluation mechanism, the author puts forward the humble opinion for the construction of China's universities and colleges' innovation and entrepreneurship education mode to in order to start a discussion:

A. *Update the Educational Idea of Innovation and Entrepreneurship*

In China, although from the macro-level, the country puts forward the teaching objective of innovation and entrepreneurship education: "Stimulate the career consciousness of students, increase the sense of social responsibility, spirit of innovation and entrepreneurial ability, and increase the students' entrepreneurship, employment and entrepreneurial ability and accelerate students' entrepreneurship, employment and integrated development. However, as the above stated, at present China's university and college innovation and entrepreneurship education are still simply understood as "study and entrepreneurship procedure or matters needing attention" so developing innovation and entrepreneurship education must start from updating educational ideas, and from macro-level, the country shall strengthen the publicity and guidance of the significance of innovation and entrepreneurship education, and meantime, students themselves shall really accept and actively study from the perspective of personal growth, and consciously cultivate their "artisan spirit" of keeping improving and the flexibility of "working with anyone", and only by this China's innovation and entrepreneurship education can avoid "formalism".

B. *Construct Scientific and Reasonable Course System*

There is no doubt that as China's regular institutions of higher learning, it's unpractical and not necessary to design the course system of the specialty commercial universities and colleges like America Babson Commercial College but China's universities and colleges can use America Babson Commercial College for reference, according to students' cognitive characteristics and personal interest, by stages and modules conduct the curriculum design, which not only focuses on the practical value of course content and meantime, pays attention to the inner logic and interaction between different courses so as to avoid the phenomena of scattered, isolated and repeated courses, which requires management, when establishing the education course system of innovation and entrepreneurship shall understand the need of society and students themselves, follow the principle of "step by step, and from the easy to the difficult and complicated" to conduct the course arrangement and meantime, assure the teaching objectives of each course, and fully examine and discuss whether the course agrees with the final objectives of realizing innovation and entrepreneurship education so as to construct the innovation and entrepreneurship education course system conforming to China's national condition.

C. *Strengthen the Permeation and Integration of Professional Education*

The innovation and entrepreneurship education of America Babson Commercial College has become a kind of culture, which constantly receives the education and infection related to innovation thought and entrepreneurial ability. Using America Babson Commercial College for reference, China's universities and colleges, through unceasing fusion, create the education culture atmosphere of innovation and entrepreneurship and in practice, present the atmosphere, and only by this help students internalize the soft skills emphasized

by innovation and entrepreneurship education. For example, through many teaching methods such as group cooperation, role play, and experience-type teaching, the participation of students increases so as to guide students to gradually try and falsify, pardon the "mistakes" of students, motivate students to "query", and cultivate students' awareness of reconsideration and self-analysis to let students deeply experience the sense of worth of finding and solving problems, from this put the objectives of cultivating students' innovative thinking and entrepreneurial ability into the professional education in order to create the cultural atmosphere of innovation and entrepreneurship education.

D. *Establish Effective Evaluation System of Teaching Quality*

Scientific teaching evaluation is an important guarantee of education quality, and meantime in a dynamic environment promotes the innovation and entrepreneurship education so as to help students really experience, act and response. Using the successful experience of America Babson Commercial College, China's colleges and universities shall put the evaluation of educational quality of innovation and entrepreneurship and professional quality evaluation of education and teaching at an equal status. In assessment process, the feedback information of students or test scores cannot be simply considered as the yardstick and the evaluation of employment unit and students' practical ability as an important criterion of assessment, and also conduct the tracing investigation of graduates who have done pioneer work. In addition, in America, magazines such as Business Week, Entrepreneur, and Success conducts a yearly assessment for university entrepreneurship education program, and China shall use them for reference according to physical truth. Only the combination of countries, universities & colleges, and societies & person, a set of complete and feasible teaching evaluation mechanism can be established, only by this the sustainable development of China's universities and colleges' innovation and entrepreneurship can be promoted so as to drive the construction of innovation-oriented countries.

VI. CONCLUSION

The successful Experience of Innovation and Entrepreneurship Education Mode of America Babson Commercial College manifests the great effect of interdisciplinary talents, while in our universities and colleges the professional skills of students increase gradually and the cultivation of students' entrepreneur's spirits is lacked, which certainly will result in many problems such as the tunnel vision of students, the lack of the sense of duty and innovative thinking so as the holy land of breeding talents, universities and colleges must fully aware of the importance of cultivating students' comprehensive abilities and accomplishment and put them into practice only by this can our universities and colleges face the huge challenge of new century.

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