

Study on the Teaching Reform of Innovative Entrepreneurship Course in Applied Undergraduate Colleges under “New Normal”

Taking Business Administration as an Example

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Abstract—“New normal” has the three characteristics of “speed shift”, “structural optimization” and “innovation drive”. The way of economic growth has changed from extensive in the past to intensive. The competitive advantage is also changed from population and land “Dividends” in the past to innovation and system “dividends”, and quality and efficiency of economic growth can only be improved through scientific and technological innovation. Higher education, especially the applied undergraduate education therefore needs to comply with the development of “new normal of economy”. This paper puts forward the overall idea of reform from three major teaching modules including innovative entrepreneurship theory courses, simulation exercises and practical training, to cultivate innovative entrepreneurial talent fit for industrial change and structural adjustment.

Keywords—new normal; innovative entrepreneurship; education reform

I. INTRODUCTION

After the rapid growth over past 30 years, China's economy begins “new normal” of relatively stable development, which proposes the talent training model of innovative entrepreneurial type to the development of applied undergraduate colleges in China. According to government planning and industrial structure of China's economic development, combined with the local industrial layout and personnel training objectives. With the issuing of “implementation opinion on the deepening innovative entrepreneurship education reform in colleges” (No. [2015] 36 of State Council) in May 2015, China established to build and improve the education system of innovative entrepreneurship by 2020, taking the new concept “facing all and classifying teaching” as guidance. The Fifth Plenary

Session of the Eighteenth CPC Central Committee firstly puts entrepreneurship at the first place of development concept of the times, and makes an important deployment for innovative entrepreneurial personnel, as an important part of education reform in 13th Five-Year Plan. Besides, the applied undergraduate colleges need more practice guidance compared with academic ones.

II. LITERATURE REVIEW

Many scholars make researches in innovative entrepreneurship related areas of university education from different angles. Some scholars analyze the concept of applied undergraduate colleges and innovative entrepreneurial education, and clearly defined that the application-oriented undergraduate colleges implement the professional general education in personnel cultivation, of which the main task is to develop high-quality applied talents (Long Yan, 2016), while innovative entrepreneurial education focus on integration and dialectical unity of “innovation” and “entrepreneurship”. (Ju Zhiyu, 2016). Dong Xin (2016) studies the necessity of innovative entrepreneurial education in the applied undergraduate colleges from the perspective of needs of highlighting applied characteristics, improving the self-development of college students, relieving the severe employment pressure and construction of innovative country. Many scholars have explored the various models of innovative entrepreneurship education such as “broad spectrum type”, “full coverage”, “differentiation” and “stratification”. Some have put forward the research project incubation type of focal length, cooperation of government, industry, students and research, divergent professional practice type and comprehensive type according to the difference of innovative educational objects (Wang Yanxin, 2015); some scholars study the constraints and problems of innovative entrepreneurship education in applied undergraduate colleges in-depth (Cao Yuanming,

Project fund: Social Science Fund Project of Jiangsu University of Technology (Kyy14532), the Project of Higher Education Reform in Jiangsu Province in 2015 (2015JSJG156)

2016). Shi Xiaojuan (2015) makes study from the perspective of design of innovative entrepreneurship curriculum system, establishes the curriculum standards and corresponding personnel training standards, and studies the reform and transformation of innovative entrepreneurship education in applied undergraduate colleges in the background of new normal. In addition, a group of scholars proceeding from the experience of successful foreign countries, studied entrepreneurial education of applied colleges in the United States, Japan, Germany (Liu Yanyan, 2016), the Netherlands (Chen Huizhong, 2015) and other countries to propose new ideas and suggestions for development and reform in this regard in China. In summary, reform of innovative entrepreneurship teaching has become a project worth everyone's attention and research, as well as an aspect worth exploring and thinking of reform in teaching.

III. THE NECESSITY OF UPGRADING AND TRANSFORMATION OF INNOVATIVE ENTREPRENEURSHIP EDUCATION IN THE APPLIED UNDERGRADUATE COLLEGES

After the rapid growth over past 30 years, China's economy begins "new normal" of relatively stable development, which proposes the talent training model of innovative entrepreneurial type to the development of applied undergraduate colleges in China. The Fifth Plenary Session of the Eighteenth CPC Central Committee firstly puts entrepreneurship at the first place of development concept of the times, and makes an important deployment for innovative entrepreneurial personnel, as an important part of education reform in 13th Five-Year Plan. Besides, the applied undergraduate colleges need more practice guidance compared with academic ones.

There is a big difference between applied undergraduate education and academic education. Although both belong to the undergraduate level education type, compared with the latter, the former pay more attention on cultivation of students' practical application ability and professional ability. Its connotation be embodied in: First of all, applied undergraduate education is opposite to the traditional science education type since the former focus on the application of professional knowledge and the education process emphasize on activities and practice. With the current demand for talent in the new economies of society, the talents under education of the latter type need to form technical applied system urgently. Therefore, applied undergraduate education has become an important cradle to cultivate technical applied talents; secondly, the talents cultivated by applied undergraduate education not only need wide basic knowledge, but also need to improve technical application ability and technological innovation ability, which must be cultivated combining with professional and non-professional quality; Finally, the applied undergraduate education has strong industrial and social characteristics. This type of higher education, "value orientation reflects the industrial characteristics, target embodies the applicability, curriculum presents compositionality, the training process incarnates practicality, talent evaluation give expression to diversity." Therefore, transformation and upgrading of

innovative entrepreneurship education in applied undergraduate colleges is very necessary in the background of "New normal".

A. *"Transformation of Educational Concept" is Conducive to Transformation and Upgrading of Innovative Entrepreneurship Education*

With sustainable development of China's economy and continuous optimizing of all kinds of traditional and emerging industries, not only "high" and "top" elite management personnel are need, but also a lot of high-quality technical talents with innovation and entrepreneurial awareness are demanded. Hence, applied undergraduate education must change the pursuit of "high", "big", "advocating reputation", "pursuing profit" in the past to carry out reform and innovation practically and deeply; change the previous inherent thinking to combine with the practice closely and cultivate the application ability of comprehensive skills of students to provide adequate, suitable and excellent technical human resources for the rapid development of society.

B. *The Transformation and Upgrading of Innovative Entrepreneurship Education Facilitates the Adjustment of "Personnel Training System"*

The applied undergraduate colleges aim at cultivating technical and skillful talents. The structure system of personnel training should be adjusted in time according to students and different market demands, in which the optimization of training system of higher vocational undergraduates is more obvious. Applied undergraduate colleges on the one hand encourage undergraduate students with conditions and willingness to actively participate in continuing education to enhance their comprehensive application capacity of technology, on the other hand provide opportunities to support their access to graduate education. During the period, explore transformation and upgrading of development of innovative entrepreneurship and vocational education through actively developing various forms of technical education, providing assurance for the optimization of personnel training system.

C. *The Transformation and Upgrading of Innovative Entrepreneurship Education is Conducive to the "Cultivation of Innovative Core Competence"*

Applied undergraduate colleges bear the heavy responsibility of cultivating innovative entrepreneurial talents in the background of "new normal", which is the base of innovative talents cultivation. "Cultivation of innovative core competence" is the core requirement of "new normal" to transformation and upgrading of applied undergraduate colleges. They should increase intensity of the innovative entrepreneurship education through deepening the integration of production and education, to deepen the level of professional spirit of innovative entrepreneurship and technical skills of college students, comprehensively enhance their professional skills and creativity, and then realize the cultivation objectives of the core competence of applied undergraduate colleges.

IV. OVERALL IDEA OF TEACHING REFORM OF INNOVATIVE ENTREPRENEURSHIP EDUCATION IN APPLIED UNDERGRADUATE COLLEGES

In regard to the teaching reform, it should focus on the deep integration of professional education and innovative entrepreneurial education and comprehensively enhance the education and training capacity of innovative entrepreneurship of professional teachers, so that teachers can integrate the concept of innovative entrepreneurship in professional education, and establish the encouragement mechanism to promote the integration of the two, and ultimately form the ability to cultivate the students' ability of innovative entrepreneurship unconsciously in professional education. The basic teaching reform idea is: to integrate three goals of talent cultivation including the major educational theory and basic knowledge of innovation, entrepreneurship, professional skills, comprehensive ability and then form the teaching reform idea of basing on construction of innovative entrepreneurship theory, taking simulation exercise as platforms and depending on combat training to enhance students' innovative entrepreneurship ability comprehensively. The overall idea of teaching reform adopted for the three modules are as follows:

A. *Integrate the Concept of Innovative Entrepreneurship into the Curriculum Reform*

Reform on innovative entrepreneurship education will help change the current situation of the isolation of resources and innovate the mode of collaborative cooperation among government, universities and enterprises. In the process of educational reform, the design of innovative and innovative curriculum system will be more systematic, the teaching methods will be more flexible and practical and the practical characteristics are more prominent than the traditional courses, which highly coincides with the goal of deepening the practice teaching reform. At present, innovative entrepreneurship education has become an effective carrier and direction of teaching reform in applied colleges, which is of great significance to the improvement of overall education level. The first module is integrating the concept of innovative entrepreneurship into the teaching reform of theoretical curriculum, which includes integrating innovative entrepreneurial concept into non-entrepreneurial courses and creating theoretical courses of innovative entrepreneurship.

1) *Integrating innovative entrepreneurial concept into non-entrepreneurial curriculum:* In the teaching process of traditional management courses, concept of innovative entrepreneurship can be integrated into the using of the teaching methods of "research teaching method", "cases study", "group discussion" and so on to carry out innovative entrepreneurship education. Taking management as an example, "cases study" in teaching assumes that when students become entrepreneurial managers, what should they do if entrepreneurial partners suffer management crisis in growth period and so on to guide students to conduct research. The students are exposed to the real scene of management affairs simulated by data, be required to use

the knowledge to comprehend, analyze, discuss and propose solution to deal with a variety of complex issues on innovative entrepreneurship. innovative entrepreneurship education is a kind of quality education including innovative entrepreneurship. In the "new normal" economy, it has gone beyond the narrow sense of training students to start a business, but the broader sense of innovative entrepreneurship education is the cultivation of innovative spirit and innovative ideas. Therefore, integrating concept of innovative entrepreneurship into the non-entrepreneurial curriculum must take innovation as the foundation of entrepreneurship, and take entrepreneurship as the carrier of innovation and expression form. In the non-entrepreneurial curriculum teaching, the overall planning of development of student capacity and achievement of value should be the focus from beginning to end, and attention should be paid to the cultivation and development of students' innovative thinking and practical ability. Innovative thinking and practical ability should be combined deeply in the non-entrepreneurial courses.

2) *Start the theoretical courses of innovative entrepreneurship:* In the process of starting new course of innovative entrepreneurship, the choice for teaching methods is abundant. In addition to the teaching methods used in non-entrepreneurial course, "heuristic method", "demonstration method" and "group speech" and other teaching methods can also be used. Taking "entrepreneurial marketing" as an example, it selects the design of successful entrepreneur's brand to inspire the students. For example: "three squirrels" wins the online super seller through cartoon image and "drink more water" earns 1 billion Taiwan dollar yearly by publicizing brand name silently. In the process of inspiring, appropriate reviews and multimedia presentations should be adopted to inspire students to think, develop students' innovative entrepreneurial thinking, and enlighten students to discuss in depth and carry out the group speech of innovative plan with the topic such as "I can also....", which can enhance the students' level of innovative entrepreneurship rapidly.

B. *Teaching Reform of Innovative Entrepreneurship for the In-class Experimental Platform*

The second module mainly includes a series of simulation experiment course, which improve students' ability to innovate and start business comprehensively relying on in-class experimental platform through the teaching reform of innovative entrepreneurship on various types of in-class experiment.

1) *Break the boundary of majors and disciplines to organize teaching:* Break the major boundary in the teaching process and mixed students from different majors to form teams, so that reasonable major structure of team members can enable students with professional specialty to get appropriate job opportunities in the team and obtain professional experience in the experiment. In the process of

experiment, students are encouraged to try other professional positions they are interested in or familiar with if they have spare energy to learn, so that they can get more practical experience. Ultimately, the team is required to simulate production and operation activities and make the appropriate operating decisions by brainstorming based on collective wisdom.

2) *Broaden the scope of simulating operation training:* First of all, expand the involving industry category of virtual industries, use the actual external market environment of various industries for teaching design; second, expand the scope of simulation business. For example, students can set up a company to know that establishment of a company needs to communicate with different social levels and departments - including government functional departments, and get familiar with the relevant laws and regulations, as well as related investment and financing activities. Thus students can recognize the systematic feature, complexity and risks of innovative entrepreneurship activities in a more stereoscopic way.

3) *Introduce software to simulate practical training teaching in innovative Entrepreneurship:* Project Innovative entrepreneurship project access software to simulating practical training teaching provides a relatively high cost performance mode for cultivation of innovative entrepreneurial talent. In the reform of innovative entrepreneurship education in undergraduate colleges, ability of innovative entrepreneurship cannot be understood and grasped by students only by purely theoretical instillation. In the condition of relatively insufficient teaching resources in schools, the software is used to simulate the training opportunities, and join with innovative entrepreneurship projects, to make students constantly improve, develop and enhance themselves in the process of simulating practice, laying solid foundation for entering the real society. Although there are often some differences between the training simulated by software and the real market, the total cost is relatively low and characteristics such as the high controllability of experiment cannot be ignored. Besides, teaching methods can be used are relatively abundant, where the most common teaching features is to carry out "simulation" and "interactive experience" teaching. The most typical course is ERP sandbox simulation teaching, which requires students to simulate a company in group in the virtual market environment and solve the problems they meet in the market operation process to complete the important tasks.

C. Teaching Reform of Innovative Entrepreneurial Education on the Practical Training

The third module is the practical training of entrepreneurship, which emphasizes taking the theoretical knowledge on innovative entrepreneurship students learned before and real status and problems of the society and companies as the core, effective development of the comprehensive application of students as the purpose. It also

highlights to go beyond the limitations and stereotypes of traditional textbooks, classrooms and schools to extent the activity space to the real social field, providing students with opportunities of real business operations management. Practical training emphasizes on highlighting cultivation of students' innovation ability, practical ability and entrepreneurial spirit, and provides an effective way for innovative entrepreneurship education based on the platform of school and outside of school and regional society. Practical training can effectively get rid of "mere talking" and provide reliable support for the development of innovative entrepreneurship education. The module of teaching not only actively make use of the existing incubation park in the school, but also establish practice base or realize entrepreneurship jointly with the companies with strong economic strength to expand the education platform of innovative entrepreneurship in applied colleges.

Comprehensive skills contest of innovative entrepreneurship is taken as the example to illustrate and all the previous theoretical and practical ability is synthesized. They let students directly contact with enterprises or access the entrepreneurial projects in pioneer parks through field trip, so that project tasks can be implemented both inside and outside the school. Teaching methods are mainly participative teaching and small class teaching. The university training project "Nongfu spring marketing contest" is taken as an example, where each teacher leads a team of six people, to make new marketing strategy, image planning, product development, and promotional activities and so on for Nongfu spring within one month. The final assessment refers the comprehensive score of several parts including scoring of corporate team and final results of promotional activities.

By means of the above teaching ideas, means and methods to make innovation and change in many ways, so that the concept of innovative entrepreneurship can be deeply rooted in students' minds, and they can make the transformation from thinking to action. Ultimately, they can make progress from behavior to habit. The teaching reform of the applied undergraduate colleges should be carried out gradually based on innovation and entrepreneurship, so that students can form the conscious thinking of "innovative entrepreneurship" during the learning of the courses, and ultimately become the professional innovative entrepreneurial talents with knowledge, faith and behavior. In addition, in the teaching process, innovative and entrepreneurship education should also make targeted guidance and training to teachers to promote teachers transform from the pure knowledge impartation to the knowledge innovation guidance, adjust the teaching ideas and improve students' learning autonomy and enthusiasm in innovative entrepreneurship teaching, making students transform from passive lectures taking to initiative participating. In regard to assessment of students' grade of innovative entrepreneurship education, proportion of the relationship between mastering theoretical knowledge and improvement of practical ability should be balanced.

V. CONCLUSION

This paper argues that education reform of innovative entrepreneurship is not only a supplement to the existing education system, but also a very important way to cultivate a compound high-quality talent with creative thinking: First, innovative entrepreneurship has become the core element of personnel training. Innovation drive is theme of the times of social development and economic transformation in China, so innovative entrepreneurship has become the core elements of talent needs. Innovative society urgently need the innovative entrepreneurial talent with stereoscopic and open knowledge, innovative ability, divergent thinking, good character and high EQ. Compared with academic colleges, applied colleges undertake more important social responsibility for cultivating innovative entrepreneurial talents for social and economic development. This has also become a key node in the transformation and upgrading of teaching and learning in applied colleges. Second, innovative entrepreneurship has become an important indicator to measure talent's ability. In addition to traditional education, cultivation of innovative entrepreneurship should pay more attention to the enhancement and training of pioneering spirit and subversive thinking and other core competencies. Therefore, based on the transmission of knowledge and skills, applied colleges should inject innovative ideas in the process of education reform of innovative entrepreneurship, so that students can become the innovative entrepreneurial talent who can promote future social development and cope with the challenges of the times.

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