

Research on Innovation and Entrepreneurship Course Design and Practice Based on Native Culture*

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Abstract—This paper introduces the teaching design plan and teaching effect of the courses of "innovation and entrepreneurship cultivation" of School of Fine Art of Huanggang Normal University, presents that how to combine with the local traditional culture to cultivate the students' consciousness of innovative thinking and team cooperation, and puts forward an effective education mode in this course from the practical perspective of teaching link design and teaching interaction.

Keywords—native culture; teaching design; teaching practice; entrepreneurship and employment

I. INTRODUCTION

In 2017, School of Fine Art of Huanggang Normal University set up a specialized course of "innovation and entrepreneurship cultivation" facing the undergraduates of animation major. Based on the application of students' professional knowledge, the establishment and construction of this course is a useful attempt to integrate the local cultural characteristics, innovation and entrepreneurship ideas and methodologies, and lead the students to experience the entrepreneurship and employment in advance.

II. COMMON TEACHING QUESTION AND STUDENT ANALYSIS

The university has set up the same type of entrepreneurship employment education curriculum, and the first major problem to be solved in this course is how to distinguish and complement this kind of curriculum. "Entrepreneurial 3+3", "career planning and employment entrepreneurship guidance for college students" and other courses are the school-level common required courses, so the teachers are difficult to carefully teach students in accordance of their aptitude when they face a large number of students in different majors. Therefore, it is necessary to conduct a general understanding for students' situation, make a teaching design well and distinguish them from other similar courses.

The students of this course belong to the undergraduates of animation major who have the ability of hand drawing. After studying in university for several years, they have a certain understanding on the animation industry. Fig. 1 shows that

students have strong ability of hand drawing and computer operation but their ability of team cooperation, communication and innovation is still weak and still needs to be improved. This course will provide appropriate training to the students for their deficiencies, and aims to strengthen the students' teamwork ability, and improve the communication and expression ability and innovation ability of each student while improving their teamwork spirit. Figure 2 is a survey result of students' willingness to entrepreneurship or employment before class. 70% of the students choose to work first after graduation, 13% of them have plans to start up their own business, and 17% of them have no definite plans for the future. From this data, we can see that students have different appeals for entrepreneurship or employment and they need guidance by category.

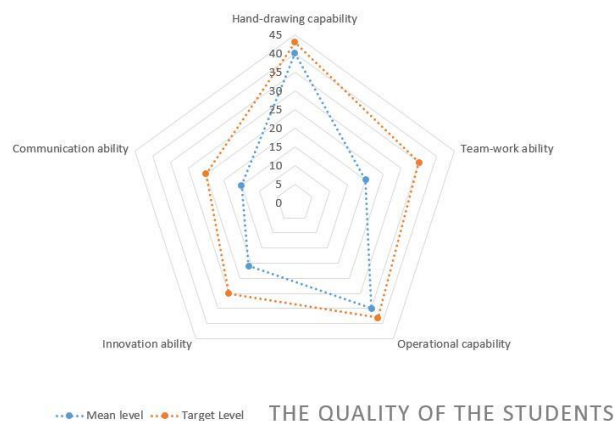


Fig. 1. The quality of students.

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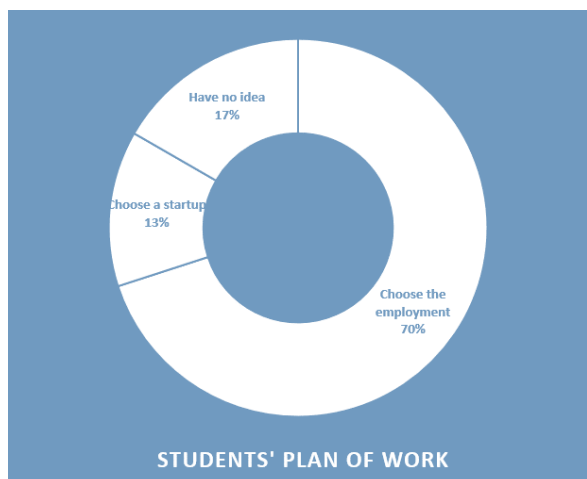


Fig. 2. Students' plan of work.

III. TEACHING THOUGHT

A. Analyze Basic Contradiction and Set Teaching Objectives

In essence, there is a fundamental distinction between entrepreneurship and employment. Most of the students are interested in employment and are willing to enter a more mature company to learn and exercise. For the students who choose employment, they need the ability of team cooperation, learning and communication. For those students who want to start up their own business, they need to exercise their ability

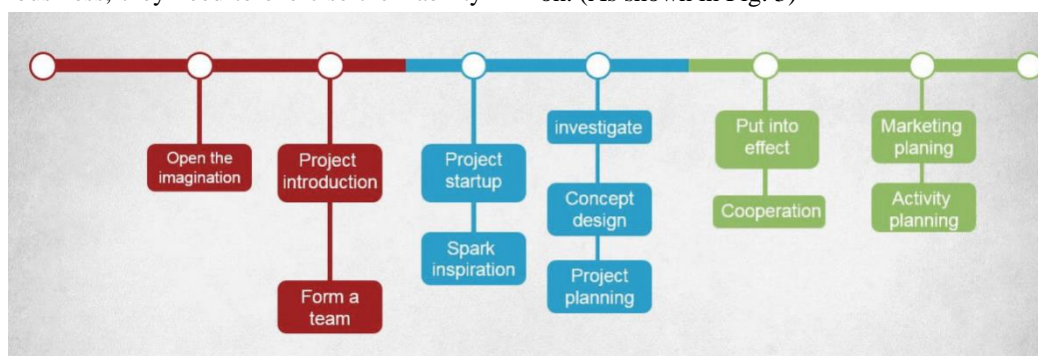


Fig. 3. Design drawing of curriculum structure.

C. Combine with Social Focus and Plan the Theme of Entrepreneurship

A good topic can not only stimulate students' autonomous learning ability, but also motivate their creativity. For this course, teachers need to design some open topics with certain degree of difficulty and challenges. If these topics can be combined with social focus, they will be more popular among students.

The Huangzhou farmer paintings are both strange and familiar to students. Studying at Huanggang Normal University, students should know of Huangzhou farmer painting. Huangzhou farmer paintings are one of the characteristic culture of Huanggang. Of course, students may learn little knowledge about this native culture, therefore,

of leadership, communication and knowing how to judge people and use them.

Through the analysis, we find that this course needs to carry out classification teaching, make a distinction between entrepreneurship and employment, try to give more space to the students who want to start up a business, and give full professional training and experience to the students who want to be employed.

B. Integrate the Actual Situation of the Students and Design the Course Structure

Through the survey of students' willingness to entrepreneurship or employment before class, we found 30 people in the class, and only 4 people are willing to start their own business. The number of students who plan to work is 6 times the number of students who plan to start a business. In this case, the beginning of the course needs some guidance for the students to encourage them to be bold in innovation and practice, to improve their enthusiasm and positivity in learning. The course aims to stimulate students' imagination and creativity by assigning the topics which are related to students' major and have some difficulties and challenges. Students who want to start their own business should make a draft of the plan to attract students who want to get a job, so as to form a team. With the commence of the project, students need to carry out further communication, form a clear direction of entrepreneurship, conduct a certain survey, do a good job of project planning, division of labor, marketing, activities and so on. (As shown in Fig. 3)

they choose the topic of "Huangzhou farmer painting", because this topic will not be too easy for students. At the same time, the country is vigorously developing the tourism economy and rural construction, and Huangzhou farmer paintings just can be as a breakthrough, which can not only promote the students to seek entrepreneurship ideas in the project design, but also bring the curriculum experience into the future practice.

D. Guide the Students into Situation and Rationally Distribute Groups

The completion of a successful project is inseparable from the contribution made by an excellent team. Only by relying on the team to complement each other, can we get the result of $1+1>2$. The formation of a good team requires

good leaders and high cohesion and strong sense of belonging of team members.

How to carry out group allocation is also a key step. If the method is adopted that teacher randomly assigns the team members, it may break the tacit understanding of the original team. Adopting the form of autonomous teaming will make the students changeless and it will be difficult for them to conquer difficulties. Therefore, in the course, we have designed a process of enterprise publicity and interview. In this way, the team members can have a process of mutual selection, making it easier to form team tacit understanding, at the same time, this method has some randomness. Such simulation process helps to form the centripetal force and cohesive force of the team and is conducive to mining the inner motivation of team projects.

IV. INNOVATE EDUCATION MODEL

A. Innovate Teaching Process and Improve Learning Efficiency

The teaching hours of this course is 48 hours. If the traditional method that teachers teach the content and students just listen from teachers is adopted, it is difficult to complete the focused teaching in a limited time, and the teaching goal cannot be completed and the effect of the class will not be too good. As shown in Figure 4, learning can be

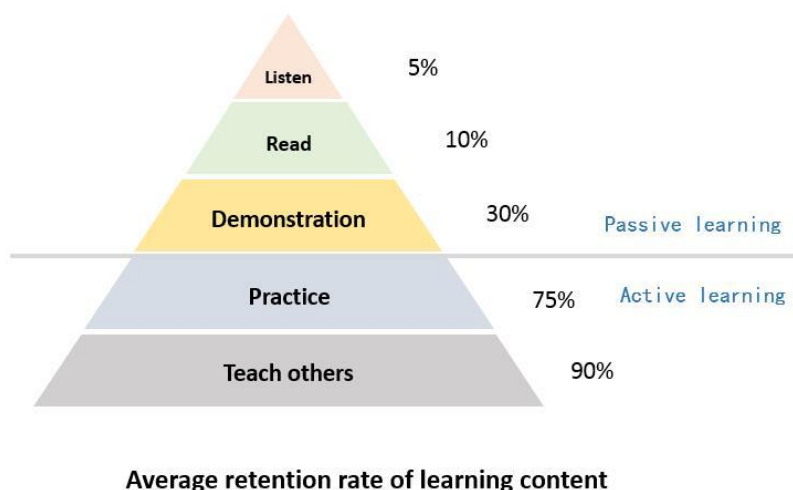


Fig. 4. Average retention rate of learning content

B. Actual Simulation Cultivates Learning Motivation

It is not objective enough for students to understand themselves before they go to the society and enter the workplace. In recent years, college students are affected by social environment, economic situation, family atmosphere, and their own circumstances, when choosing jobs and setting professional goals, they often stuck in “underachievement situation”. When choosing a job, they tend to give priority to salary, treatment, prospects and other factors, and often lack spirit of utter devotion; they usually have high expectations for their post and make wrong self-positioning, therefore,

divided into active learning and passive learning. The high retention rate of learning content is active learning, which is mainly conducted by practice and teaching to others. Therefore, in the course design, we divide the course into four categories: (1) open class, that is, the content that all students should learn together. (2) captain class, that is, the content that the students who choose to start up a business should learn (3) the team's internal lesson, which is the message conveyed by the captain to the team members, controlled by each team's leader. (4) acceptance class, at different stages, report the results of the group, so that each group should keep in touch and compete with each other.

Through this arrangement, there is not only the content of the new knowledge that all the students can learn together, but also the content of the entrepreneurship training for the captain. At the same time, the key and effective content withdrawn by the captain is conveyed to the team members, which increases the active learning time of the captain in the invisible, and exercises his ability of organization, analysis and communication. By receiving the information conveyed by the captain, the team members can interact with each other in many aspects and improve their learning efficiency, simultaneously, exercise their ability to communicate and receive information. The emergence of practical class is conducive to forming cohesive force and centripetal force, forming a sense of collective honor, and helping students get deeper experience in practice.

there will be malposition between students and the real demands of employing unit.

For this situation, we hope that we can help students recognize their vocational ability and find a career goal as soon as possible through actual simulation in advance. The students can decide to play the role of the employee or the entrepreneur in their curriculum by their own judgment. Students who choose employment need to prepare their resume, introduce themselves and show their professional abilities. The students who choose to start a business should prepare the plan and blueprint of entrepreneurship, carry out the budget, make clear the funds and the number of talents

required in the early stage, and then carry out the recruitment simulation after all the enterprises introduce their corporate planning. Employers choose the suitable companies to send resumes, after both party inform the professional problems and salary, they sign contracts and form teams.

Such a process of mutual selection (as shown in Fig. 5) allows the students who have chosen jobs to practice early and find their own shortcomings to correct as soon as possible; it also can promote the students who have chosen to start a business to make a clear preparation and their own responsibilities before entrepreneurship; at the same time, it can form a good team atmosphere, and each of students will choose for their first time and try your best to work together to complete a good project.



Fig. 5. Simulate the talent selection for a company.

V. TEACHING PRACTICE RESULTS

From the teaching results, the scores are quite satisfactory. The students have their own different ideas, and have implemented them step by step based on their own ideas. Facing the same topic, "Huangzhou farmer painting", the students give completely different thoughts and answers.

The first group is targeted at the vast number of mobile phone users. They combine "farmer painting" with UI interface design, and then design a series of wallpapers, skins, lock screens, couple heads and other works. Combining "farmer painting" with the Internet industry, they narrow the distance between the works and young people. Combining "farmer painting" with other folk art styles such as paper cutting and embroidery, they create the new graphic languages. Extending the contents of expression in "farmer painting", on the basis of following the style of farmer painting, they use the new technique of expression to show people's new life in a new era. With sufficient works, the first group provides some ideas for the development of the farmer paintings and also brings some enlightenment to the design of tourism products in Huanggang.

The second group aims at the masses who really like the characteristic tourism products. Combining "farmer painting" with home improvement products and characteristic tourism products, they design the album of painting, shopping bag, featured tile of farmer painting and peripheral products, provide consumers with more choices,

and try to turn the new tourism culture into a deeper root-seeking culture.

The third group looks for a new path and focuses the business on the word, "painting". They have designed the shared easel, and plan to open chain painting shops near the scenic spots to provide painting materials including paints and canvas. Consumers can also choose services of painting and selling. They provide a completely new service for people who want to use the brush to record the beautiful scenery around them and mood at the moment. They have planned the promotion activities and advertising campaigns in the early stage of the opening ceremony, and conceived the large-scale activities in the future. They have done a lot of preparatory work for the project and have a good business sense and professional sense of smell.

The fourth group trends to open a handmade shop. They have made a simple and distinctive design for the shop, and produced related product promotion and micro-animation combining with the animation course they have learned. On the basis of making full use of what we have learned, they have taken a small step in starting a business.

In this course, all 4 entrepreneurs, as the captain, have obtained a lot of exercise and exerted their team advantages respectively, and they have gained the ability to plan, do the budget, talk and practice. As the classmates of the employees, they also position themselves in this practice, choose the professional direction suitable for themselves and actively participate in the team construction.

VI. SUMMARY AND REFLECTION

The course practice has adopted various innovative training links and completed teaching tasks well. The independent teamwork of students helps them to grow up, recognize and exercise themselves. By setting the theme of local culture in Huangzhou, teachers and students can achieve a win-win situation and provide some new ideas for tourism and cultural creativity in Huanggang. Teachers and students have jointly acquired a brand-new teaching experience in this course. Teaching has become an action of actively searching for knowledge and helping each other, and will no longer cope with homework passively and tiredly repeat the teaching content.

A. From This Teaching Practice, I Have Recognized Some Problems

1) *The students' spirit of challenging is not strong:* Most of the students are reluctant to try to start a business, an unprecedented challenge. Through communication, I find that most students often choose to escape them when they encounter setbacks and difficulties. In areas where they are not good at, few students choose to face difficulties. It is a pity for those who are young in this situation. Through investigation, we find that college students are generally lack of challenge spirit, which may be related to the improvement of material life of China and the excessive indulgence from parents. Students live a comfortable life at

home. Under the care of parents, the child unconsciously believes that he can always live under the protection of his parents. He is unaware of his responsibilities and does not realize that he needs to overcome their difficulties in the future, which leads to that students lack motivation and are reluctant to challenge the unknown area.

2) *The creative thinking of most students is not active:* The team leader has better completed the early conception, and the members often do not give better suggestions in the process of cooperation. In the process of specific operation, we can also see the lack of creativity. The progress of the team leader is much greater than that of the member. The team leader tends to be active in thinking, but the members do not have the spirit of innovation and complete the task in accordance with the instructions of the leader. This issue may be related to the university students' general understanding on entrepreneurship and employment. Starting a business is often regarded as an adventure, so the students who choose to start a business should also take the corresponding risks. At the same time, he has the pressure and responsibility in his heart, which can be transformed into a driving force. In terms of employment, the most popular occupation is still civil servants. Jobs like civil servant is regarded as "iron rice bowl". Most people are clamoring for the secure jobs, which also reflects that the majority of college students yearn for stability, and even have a state of mind of "Pursuing no mistakes rather than contribution". The performance of the students in the course truly reflects their career thinking and ideas.

3) *The connection between learning life and society is not close enough:* This course also reflects that students lack understanding on social hot issues and national policies, and they do not think much about the reasons or deficiencies behind the products or behaviors that are commonplace in life. The fundamental reason is that nowadays students are generally lack of motivation for learning, and they do not know enough about the knowledge outside the professional courses and read fewer books. In addition, they received "spoon feeding" education from childhood, and they are used to accepting without thinking.

In view of the above mentioned problems, teachers should pay attention to some points in teaching: in teaching, it is necessary for teachers to guide students to think more, to cultivate students' spirit of inquiry, and to encourage them to find the answers while teaching lessons. Teachers also need to communicate with their families. It is best for teachers to put forward the corresponding requirements for parents at the beginning of school and require parents to provide a good environment for their children, give them a proper release, cultivate their children's sense of responsibility, promote children to do social practice and encourage them to try to challenge themselves. In the process of getting along with students, teachers should also guide students to experience life, cultivate their sense of ownership, and encourage them to care about their surroundings and pay attention to national affairs. Only when parents and schools cooperate with each

other to accomplish these points, can our students grow better.

Because of the less class in this teaching practice, the members of the team are more familiar with each other before the class, saving a certain time for the team to get along with each other. At the same time, it can be seen that the difference between the team levels is obvious because the optional objects are less. In the future teaching, if the number of target students can be increased properly, the students will not be too familiar with them. In the process of forming a team, some resistance will be increased, but the difference in the level between teams will be reduced. In the process of team cooperation, the students will draw more nutrition from each other and have a greater harvest.

VII. CONCLUSION

The number of college graduates in our country has continuously set new record, and employment pressure has become increasingly prominent. The contradiction between employers and graduates is more and more serious. According to the survey, the demands of employers for employees are nothing more than the following: 1. talented and capable; 2. loyal and dedicated; 3. with team work spirit and good at communication; 4. with strong executive ability and innovation ability. Therefore, in addition to professional courses, students should also have higher personal qualities to adapt to the needs of society.

This paper focuses on how to develop students' innovative thinking, train their team spirit and improve their professional level, and discusses the "innovation and entrepreneurship cultivation" course from its design idea to teaching practice. From teaching programs and interactions, we lead students to experience the fierce competition in society, find problems in life, and seek solutions. In this course practice, we conduct some useful experiments, and believe that we can provide some references for the topic setting of relevant professional courses and the teaching arrangements of entrepreneurial courses. Certainly, there are some deficiencies that need to be remedied in future courses. In the future, experiments can be conducted to compare the relationship between number of students and teaching effectiveness, between major and team efficiency, and between mix of men and women and team cooperation.

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