A Study on the Design of the Innovative Entrepreneurship Education System for the English Majors under the TOPCARES Teaching Model

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Abstract—This paper explored the design of the Innovative Entrepreneurship Education for the English majors under the TOPCARES teaching model in DUNI (Dalian Neusoft University of Information). The development of the Entrepreneurship Education was introduced in the paper, which reflected the significance of promoting the Entrepreneurship Education. The paper also pointed out the imperfection of the existing patterns of the Entrepreneurship Education in China to show the necessity of creating a more suitable pattern for the English majors. As the conclusion of the research, the paper puts more efforts on elaborating the basic idea of the design, introducing the system of the Innovative Entrepreneurship Education pattern in detail, and explaining the evaluation method in DUNI, which is new and can be used for reference by other colleges and universities.

Keywords—TOPCARES teaching model; Innovative Entrepreneurship Education; practical skills; Capacity Development Indicator

I. INTRODUCTION

On the 5th October, 1998, the UNESCO held its first World Conference on Higher Education in Paris, in which the Entrepreneurship Education was given a high expectation and called the “third passport” of higher education. The first two were Professional Education and Vocational Education. The Higher Education in the Twenty-First Century: Vision and Action pointed out “Developing entrepreneurial skills and initiative should become major concerns of higher education” [1]. The quotation revealed the idea clearly, that the entrepreneurship education is crucial to not only the college students, but also to the higher education provider.

Meanwhile, in order to actively adapting to the new economic development worldwide, increasing the quality of talents training, and innovating the talents training mechanism, the Chinese government have promoted a 5-year Innovative Entrepreneurship Education Reform Plan (2015-2020) [2]. With the strong promotion of the government, colleges and universities attach great importance to the Innovative Entrepreneurship Education. Despite the different history, resources and academic level of each university, there are generally three major patterns of Innovative Entrepreneurship Education coexisting in China. The first one is to integrate the Innovative Entrepreneurship Education with the quality-oriented education system. The universities applying this pattern believe that the Innovative Entrepreneurship Education should be given enough attention and involved into the core of the quality-oriented education system. The major aim for this pattern is to make students equipped with innovative and entrepreneurial consciousness [3]. The second one is to integrate it with the professional education system. This pattern says that universities, colleges and institutions should bring the entrepreneurship education into the professional education system. Students are encouraged to explore business chances through major related entrepreneurship education, and develop the entrepreneurial spirit. However, this pattern is more applied by majors from Business School, or majors related with applied sciences [4]. The third one is to integrate the Innovative Entrepreneurship Education with the Careers Guidance Lessons. In a country with 1.3 billion populations, providing jobs for the working-age people is a big issue. The strategy of “encouraging entrepreneurship to create employment opportunities” is given by the central government, and be treated as an effective policy [5]. The common way that the colleges give the entrepreneurship education is through series of lectures to encourage, guide and perfect the students with the related knowledge and organize the practical activities as well. This is the most applied pattern in China.

Fully understanding the situation, Dalian Neusoft University of Information (DUNI) realizes that students will not enjoy the high quality Innovative Entrepreneurship Education as long as the existing education pattern is adopted without a change. The reconstruction of the education model is essential. In 2010, DUNI introduced the TOPCARES teaching model and the Index System which helps the students acquire eight major capacities, aiming at enhancing students’ professional abilities and comprehensive qualities. The TOPCARES Index System includes 8 level I index, 35 level II index and 133 level III index [6]. The level I index is as follows.

T (Technical Knowledge and Reasoning)
O (Open Minded and Innovation)
P (Personal and Professional Skills)
C (Communication and Teamwork)
II. INNOVATIVE ENTREPRENEURSHIP EDUCATION SYSTEM OF THE ENGLISH MAJOR IN DUNI

The Innovative Entrepreneurship Education system in DUNI is introduced with a carefully design, which involves a complete system of curriculum and practical projects as well.

A. Major Orientation Course (MOC)

According to the TOPCARES teaching model, the curriculum of the major is advised to begin with the Major Orientation Course (MOC), whose main purpose is to help the students understand the research area of the major, the organization of the curriculum, and the future possible job opportunities. In the MOC, the seed of the entrepreneurship is buried. The students are encourage to explore all the possibilities of their futures including being employed or starting their own business. The MOC is the first twilight in the universe to guide the student to the bright future.

B. Entrepreneurship Training Courses Series

The series of courses are given to students for the purpose of introducing and enlightening them with entrepreneurial knowledge and skills. The courses are given to students of different levels, ranging from freshmen to junior, focusing on cultivating the innovative and entrepreneurship awareness, developing the entrepreneurial skills and acquiring the business management skills. The courses aiming to the first two purposes are compulsory ones for the freshman and sophomore. Those who seriously consider starting their business are encouraged to take the SYB (Start Your Business) programme, which was developed by the International Labour Organization of the United Nations. It is given to the potential entrepreneurs who want to start a small business and already have a concrete business idea. The programme is a combination of training, field work and after-training support, and helps participants assess their readiness to start a business and to prepare a business plan and evaluate its viability [7]. After being introduced into China by the Ministry of Labor and Social Security, the programme is actively promoted by the government and the universities.

C. SOVO – the On-Campus Practical Base

SOVO is the short form of Student Office & Venture Office. It was firstly introduced by Neusoft in 2002. SOVO is a place where students are trained the on-hands ability with virtual and real project along with the tutors both from the university and the real business. It is defined as the practical base for the Innovative Entrepreneurship Education in DUNI, a bridge between theory study and practice, and also a place where students have opportunities to try out their business plans. Since being opened in 2002, over 2,800 projects were incubated. Over 170 virtual companies established, including 63 that have officially incorporated. 900 million yuan of total value in start-up enterprises. 213 activities and training sessions were held in 2018, with over 13,000 participants recorded. In 2018, DUNI was awarded the title of “Typical Outstanding University on Innovation and Entrepreneurship” during the 9th National College Innovation and Entrepreneurship Education Summit. Thanks to the constant exploration and practice of DUNI, the Innovation and Entrepreneurship Education for English majors has also achieved fruitful results. In 2018, 12 virtual projects and 4 real projects were approval to start practice in the on-campus incubation base and the off-campus practice base. The sample projects are shown as Fig.2.
The Innovative Entrepreneurship Education in DUNI is carried out under the TOPCARES teaching model, under which a certain Capacity Development Indicator (CDI) is trained through a series of courses or projects. The Fig.3 clearly shows some core CDI’s promotion road map.

When a certain CDI is trained in a course or a project, the degree of achievement reflecting the training effect will be weighted accumulated. When the degree of achievement of all the CDI are finalized, a radar chart of a certain student’s Entrepreneurial Skills can be drawn as Fig. 4.

III. CONCLUSION

Innovative Entrepreneurship Education is essential to perfect the college students’ ability to adapt to the future society. However, the existing system does not meet the ever increasing demand for the better Innovative Entrepreneurship Education. The revised Innovative Entrepreneurship Education pattern in DUNI is a rewarding practice for all the educators. It blended the Innovative Entrepreneurship Education with the traditional professional education, quality education and the educational practice under the TOPCARES teaching model. The training effect of the Innovative Entrepreneurship Education is reflected by a series of CDI. The students and the educator can visualize the result directly, which provides timely feedback and data support for the future teaching reform. After years of continuous efforts, the DUNI pattern of Innovative Entrepreneurship Education gradually shows the fruitful achievements. The English majors enjoyed this systematical integration and valuable educating experiences.

REFERENCES