Discussion on Entrepreneurship-oriented Applied Undergraduate Teaching Reform

Yan SU

School of Electronic and Information Engineering, Guangzhou College of South China University of Technology, Guangzhou, 510800, China

suyan@gcu.edu.cn

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Abstract. To break through the face-to-face model of teaching, this paper explicitly takes affective teaching theory as the theoretical basis for the diversified, dynamic, collaborative and innovative model of teaching. Guided by this theoretical basis, the implementation of the realization conditions, operating procedure and effect evaluation in the teaching system is mainly investigated along with the construction of a new model of teaching, the tenet of which is to train individualized applied talents with abilities of practice, innovation, employment and entrepreneurship.

Introduction

“Applied undergraduate talents” belong to a type of talents relative to academic undergraduate talents. Dominated by “application” and oriented by meeting social needs, these talents are expected to be cultivated into users and executors of modern technologies by adhering to the combination of theories and practice and highlighting practice, application and technologies [1, 2]. The training of applied undergraduate talents involves multiple aspects, including the objective positioning of talent training, relevant management mechanisms about talent training, building of the faculty team, teaching methods and experimental training systems. For this, certain researches have been made by scholars, especially from the school perspective. Many revisions have mainly been carried out with regard to talent training schemes for students, such as the proposal of 3+1 training model and the two-section training model.

In addition to training models, teaching models of different courses must be applicable to characteristics and needs of applied undergraduate talent training, which is considered more important. Essentially, enhancing the employment and entrepreneurship ability of students and improving their competence and level of contributing to local economic and social development is a basic task for applied universities, thus it is necessary to carry out targeted training for undergraduate students from aspects like knowledge structure, professional competence and comprehensive quality. For example, teaching contents and teaching activities can be designed in accordance with the training for college students’ employment and entrepreneurship ability, especially by shifting traditional academic activities to entrepreneurial activities, so that college students can put what they’ve learnt into practice [3, 4]. In this way, students will be able to master the core knowledge and keep independent thinking, while developing the teamwork spirit and turning independent thinking into specific acts of innovation and entrepreneurship via efficient communication. As a result, the basic task of training applied undergraduate talents can be completed. Therefore, it is a crucial measure for comprehensively promoting the training model reform targeting applied undergraduate talents by proposing a new model of teaching and improving teaching methods.

Limitations of the Existing Model of Teaching

Taking theoretical basis, objective inclination, realization conditions, operating procedure and effect evaluation as the basis for assessing the model of teaching, the exiting model of teaching mainly has ten limitations, namely, objectivism-inclined teaching concepts, low-level ability
training objectives, “knowledge-focused and practice-neglected” value orientation, “authority-dependency” relationship between teachers and students, backward IT application, simplified teaching organization forms and methods, stylized teaching design, mechanically acceptance-centered learning, normalized trainings and teaching evaluation against learners’ development [5]. Based on the objective of applied undergraduate talent training and the universal model of teaching in universities currently, it is in urgent need to explore a novel model of teaching to break through the simple “face-to-face” model of teaching.

The Model of Teaching Oriented by Entrepreneurship and Employment

To break through the “face-to-face” model of teaching with the construction of a new model, affective teaching theory is explicitly used as the theoretical basis for diversified, dynamic, collaborative and innovative model of teaching in this paper. Guided by the theoretical basis, the implementation of the realization conditions, operating procedure and effect evaluation in the teaching system is mainly investigated.

Construct Diversified and Collaborative Teaching Resources

As a key condition for teaching realization, the quality of teaching resources could directly affect the teaching effect. With the Internet development at present, integrating Internet resources can help to enrich the teaching resources, through which the diversified teaching organization form can be constructed and the spatial restriction of teaching can be avoided. There are multiple sources for current teaching resources, for instance, high-quality course resources, resources on open platforms (Tencent, Netease, Taobao), MooC resources and open resources from overseas universities. Through the application of these resources, online and office, curricular and extra-curricular teaching organization forms can be designed to fully improve students’ comprehensive quality.

Use Diversified and Collaborative Ways of Teaching

Teaching is not simply about cultivating students’ static acceptance of knowledge, instead, it is to create an individualized and free environment for strengthening college students’ awareness of certain issues. Furthermore, only by organizing corresponding favorable teaching activities can it actually develop students’ innovative thinking and competence specific to dynamic knowledge changes.

The diversified and collaborative model of teaching put forward in this paper aims to break through the traditional model of fixed teaching subjects. By constantly changing the subject of “teaching” and “learning”, it is to enhance students’ initiative in learning as well as their cooperation and even dominance in class. Through subject restructuring, teachers and students can engage in the teaching process collaboratively, and students’ mechanical and passive learning status quo can be prevented. “Education” includes “teaching” and “learning”. In the conventional model, it is briefly believed that teachers are the subjects of teaching and students are the subjects of learning. In fact, the final subjects are always students, for the final purpose of teaching is to facilitate students’ learning, so students can also be made into subjects of “teaching”. For example, by enabling students to teach in class, they can be provided with more opportunities to get involved in the education and feel that the class belongs to themselves. Otherwise, the “seminar-like” model of teaching can be applied by forming discussion teams of students and allowing them to select topics randomly. Via data collection, keynote speeches, discussion in class, teachers’ evaluation and extra-curricular paper writing, the whole teaching process would be completed. By exchanging roles of teachers and students and creating an open and self-directed learning environment, the learning objective of courses will no longer be knowledge duplication. On the contrary, students’ independent learning and innovative thinking ability cultivation can be achieved along with the motivation of their desire for creativity and potential of being distinctive.

Carry out a Diversified and Dynamic Teaching Evaluation System

The traditional examination model of teaching with the use of test paper may result in the
disadvantage that students only study hard before the examination day. A positive teaching evaluation system should not only examine students but also the faculty team. Furthermore, the examination for students should replace fixed models with diversified and dynamic ones, so as to fully recognize students’ progress and enable them to find the learning direction and effectively regulate their learning process. In this way, students’ independent learning ability will be improved, and they will actually benefit from the evaluation results. Meanwhile, teachers can obtain feedbacks of the teaching effect, so that they can reflect on and make appropriate adjustment to teaching and finally strengthen their own teaching standard. According to individual characteristics of students, students can dynamically adjust the teaching objective to enable students of different levels to have varied objectives, through which standardized training can be avoided. Moreover, a diversified teaching evaluation system can be used by applying different evaluation methods to different students learning the same course.

The core of constructing a new model of teaching lies in the collaborative utilization of diverse teaching resources by teachers. Online and offline and curricular and extra-curricular teaching organization forms can be selected along with the continuous role exchange of students and teachers. Specific to individual characteristics of students, the teaching objective can dynamically be adjusted, and a diversified teaching evaluation system can eventually be used to comprehensively evaluate the teaching effect. The tenet of the above measures is to cultivate individualized applied talents with the abilities of practice, innovation, employment and entrepreneurship.

Conclusion

Based on the analyses above, the successful implementation of the diversified, dynamic, collaborative and innovative model of teaching proposed in this paper is significant in the following three aspects: 1) It can fully improve students’ ability of practice, innovation, employment and entrepreneurship; 2) it can promote the continuous learning and researching by teachers, improve the comprehensive teaching ability of teachers as well as the level of teaching teams; 3) it provides a guarantee for further construction and comprehensive promotion of the training model reform targeting applied undergraduate talents, so as to effectively boost the innovation and reform of education.

References


