The Optimization of Curriculum System of Innovation and Entrepreneurship Education in Local Universities

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Abstract. Expounding the importance of innovation and entrepreneurship education, and pointed out that the establishment of suitable training curriculum is an important issue of the innovation and entrepreneurship education for universities. Through investigation and document analysis, finds the general problems in university innovation and entrepreneurship education. On the basis of this, Guangdong Ocean University has constructed an innovation and entrepreneurship curriculum system, which was composed of “general education+ special education+ comprehensive practice”, optimized the system of innovation and entrepreneurship education composed of "theory, practice, actual practice", reinforced the construction of innovation and entrepreneurship platform, which was based on “the students' independent practice+ the college brand driven+ the school incubation”. The university has carried on the useful exploration in the innovation and entrepreneurship education curriculum system construction and the implementation aspect, has achieved good results.

1. Introduction

China has attached great importance to the work of innovation and entrepreneurship education in universities. The 18th National Congress of the Communist Party of China had put forward to increase innovation and entrepreneurship training support clearly. General Secretary Xi Jinping urged to speed up the reform of the education system, which focuses on cultivating students’ innovative spirit, to create many innovation and entrepreneurial talent, which full of innovation, dare to take risks. China has made system design from the national level, the full deployment of innovation and entrepreneurship education reform in universities. Luo Weiqi, director of the Guangdong Provincial Department of Education stressed that deepening innovation and entrepreneurship education reform is the urgent need for the country and Guangdong to implement innovation driven development strategy, is the urgent need for promotion of industrial restructuring and upgrading, building an innovative country, the implementation of innovation driven development strategy [1].

Curriculum is the carrier of higher education teaching activities, and the basic way to achieve the goal of education. In the innovation and entrepreneurship education, the establishment of the curriculum system suitable for the cultivation of innovative talents is an important problem [2]. Constructing of basic enlightenment class, interest guidance class, knowledge and skills, practice and training courses, such as the cascade system, setting up the innovation and entrepreneurship courses in finance, taxation, finance, laws and regulations, enterprise management, risk control, intellectual property protection and so on; promoting the integration of innovation and entrepreneurship education and professional course teaching. Intensifying the construction of cross disciplinary course, compound course, and operation course. Relying on the main channel of professional education, the training of innovative thinking will be integrated into the teaching of knowledge, classroom seminars, courses, courses and other professional teaching links. Universities should be encouraged to learn successful experiences from overseas, strengthen international exchanges and cooperation, and introduce high-quality courses of innovation and entrepreneurship education.
2. The problems in innovation and entrepreneurship education reform

At present, there are different degrees of divorcing from social reality for talent training of local universities. Students' sense of social responsibility, innovative spirit, and practical ability remains to be further enhanced. There are still many problems in the work of innovation and Entrepreneurship Education. First, the ideological understanding is not fully in place. Some universities carry out innovation and entrepreneurship education as a student or graduate students to do business. Some colleges one-sided to guide students to participate in "Challenge Cup" and other kinds competitions, the contest of innovation and entrepreneurship has become the elite competition, some students ignored the innovation and entrepreneurial spirit and consciousness[3]. Second policy measures are not perfect. Some universities do not grasp the crux and the key of the investigation, the policy is not specific, lack of relevance, effectiveness. Third, the promote strength is not enough. Some local universities are still stuck in the meeting, documents and oral, mechanism is not smooth, the management is not deep enough [4].

In the course of the construction of the system has not formed a system of innovation and entrepreneurship, there are still many problems. First, the innovation and entrepreneurship education curriculum system and personnel training target orientation is not suitable, does not build the curriculum system in accordance with the objectives and characteristics of personnel training. Secondly, innovative entrepreneurship education courses and professional courses have not yet been integrated. Universities do not regard the innovation ability training as a part of the mainstream education system, which makes the innovation and entrepreneurship education out of touch with discipline teaching and professional education. Thirdly, the discipline of innovation and entrepreneurship curriculum and practice curriculum has not been formed. Some universities have set up relevant innovation and entrepreneurship courses, but they are only isolated courses, and do not connect with other courses. In addition, there are many problems in teaching methods, evaluation methods and so on.

3. Design of innovation and entrepreneurship education curriculum in Guangdong Ocean University

3.1 In line with the current situation

“Implementation opinions of the general office of the State Council on deepening the reform of higher education institutions' innovation and Entrepreneurship Education” pointed out that all universities according to the orientation of talent cultivation and entrepreneurship education objectives, promote the organic integration of professional education and entrepreneurship education, adjust the professional curriculum, explore and enrich all kinds of entrepreneurship resources of professional courses, strengthen entrepreneurship education in the process of imparting professional knowledge. Set up required courses and elective courses for all students, such as research methods, the forefront of the discipline, entrepreneurship, employment and entrepreneurship guidance courses and so on, bringing courses into credit management, constructing progressive, organic convergence, scientific and rational entrepreneurship education courses. Some universities to speed up the information construction of entrepreneurship education quality courses, to launch a number of resource sharing “MOOC”, open video courses and other online open Courses. Establishing learning certification and credit identification system of online open courses. Organizing academic leaders, industry and enterprise talents, jointly prepared with scientific, advanced, applicable entrepreneurship education teaching materials. The Ministry of education pointed out that from 2016; all universities should set up entrepreneurship education courses for all students, and bring them into the credit management. Taking the curriculum construction as a platform to enhance the effectiveness of entrepreneurship education in Universities. Chen Baosheng, Minister of education, calls for "improving the curriculum system of innovative entrepreneurship education with Chinese characteristics” [5], shows that the importance of the construction of the curriculum to promote entrepreneurship. Universities must start from the overall situation of personnel training objectives,
careful planning and implementation. First, it is clear that the logical starting point of entrepreneurship education curriculum is to cultivate students' innovation ability. Therefore, the purpose of entrepreneurship education curriculum is to stimulate students' innovative thinking, rather than the formation of a simple entrepreneurial ability. Lack of innovation as a support, it can’t talk about the smooth development of entrepreneurship. Secondly, the creation of innovative entrepreneurship education courses should be based on professional practice, classification and implementation. For liberal arts majors, curriculum system construction should focus on the development of creative thinking of students, cultivate their wise thinking ability, and keen ability to capture information, provide a guarantee for the thinking ability of employment and entrepreneurship; for the engineering profession, entrepreneurship courses should tend to the students practical ability training, “learning by doing, learning to do”, cultivate precise control ability, provide technical ability for guarantee. Finally, the guarantee of the implementation of innovative entrepreneurship education curriculum is the cultivation of teachers' teaching ability and guidance of academic evaluation [6].

3.2 Optimizing the curriculum system of innovation and entrepreneurship

Around the requirements of the construction of high level marine university, as well as the positioning of personnel training, revising personnel training programs [7], innovate entrepreneurship education into the whole process of personnel training. According to the principle of "covering the whole, based on the specialty, classifying and implementing, strengthening the practice and running through the whole course", constructing entrepreneurship curriculum system, which was composed of “general education+ special education+ comprehensive practice”, optimized the system of innovation and entrepreneurship education from "theory, practice, actual practice", reinforced the construction of innovation and entrepreneurship platform, which was based on “the students' independent practice+ the college brand driven+ the school incubation”. Innovation and entrepreneurship education is not the elite education for minority students, is extensive and systematic quality education for all the students, and is targeted to cultivate and guide the students who have the will and potential of innovation. Professional education is the main approach to cultivate students' innovative spirit and ability. Clarifying the various sectors of society demand for talent and industry standards, clearing objectives and specifications of the professional training of innovative talents, and reflecting the concept and content of entrepreneurship education in the direction of professional training, curriculum system, teaching content updates, teaching methods and other aspects of innovation are necessary. According to the professional characteristics of various disciplines, according to the five categories of the arts, agricultural science, engineering, arts and sports, foreign language class, to design and implement entrepreneurship projects for students, so that they can get different forms of entrepreneurship training on the basis of professional, providing a variety of channels for the development of students' personality. Further optimizing the practice teaching system, and strengthening the pertinence and effectiveness of practice teaching. Setting up an innovation and entrepreneurship practical training platform with two professional characteristics, training innovation and practical ability for students. Bringing the concept and content of entrepreneurship into the main channels of professional teaching, including theoretical teaching, practical system, teaching management, teaching evaluation and other so on.

3.2.1 Establishing the curriculum system of innovation and Entrepreneurship

According to the general requirements of compulsory, elective and employment and guidance courses, set up innovative entrepreneurship courses. Setting up the basic course of innovation and entrepreneurship, 1 credits, to carry out entrepreneurship education for all students, to stimulate their interest and enthusiasm for innovation and entrepreneurship. Bringing the elements of innovation and entrepreneurship into general compulsory education. Teaching innovation and entrepreneurship through the integration, reconstruction and reform of teaching content. Strengthening students' quality of entrepreneurship, training students' innovative ability through participatory teaching. Through the second class, combining general education and entrepreneurship practice to improve students' innovation quality. Colleges set up a number of characteristic general elective courses for all students, in order to cultivate students' scientific spirit and humanistic literacy, a total of 8 credits. General
elective courses have four types; include humanities and Social Sciences (including art), natural science, marine quality education, scientific research and innovation. Marine quality education courses are a series of general education courses according to university marine characteristics, including marine technology, marine culture, marine economy, marine law and other related courses. Scientific research and innovation courses include innovative thinking methods, scientific and technical thesis writing, literature retrieval and utilization, social research methods and so on. Students majoring in science, engineering and agriculture should take 4 courses in Humanities and Social Sciences (including arts). Students majoring in economics, management, literature, law and pedagogy should take at least 4 credits of elective courses in Natural Science. Employment and entrepreneurship guidance courses must be opened, 1 credits, compulsory, to achieve employment through entrepreneurship, to achieve the combining of employment and entrepreneurship. According to the basic category, apply professional classification to set up a "three-one" professional innovation and entrepreneurship required courses [8]. In order to improve the ability of innovation, to explore and enrich the innovation and entrepreneurship education resources, promote the combination of innovation education and traditional teaching. The "three one" of basic majors is: opening a subject, advanced subject, completing a professional research report, and putting forward an idea. The "three-one" of application specialty is to set up a business management course, complete a Market Research Report, to submit a business plan.

According to the classification principles of implementation, classified design innovation and entrepreneurship practice course in the arts, science and agricultural science, engineering, arts and sports, foreign languages. We are improving the credit system design of innovation and entrepreneurship education, adhering to the combination of the top level design of university and the independent design of colleges, the combination of universality and particularity, and the combination of teaching and practice. The teaching units have designed approach to obtain practical credits in the talent training programs with characteristics of innovation. Liberal arts do selective design in the following options: Professional frontier, hot issue analysis report, social hot spot analysis report, market research report, professional innovation management model design, all levels competition based on disciplines, academic lectures, professional qualifications, professional reading, all kinds of innovation and entrepreneurship training program, and so on. Agricultural and science do selective design in the following options: professional creative design, application project design, academic lectures, academic papers, professional innovation and entrepreneurship practice, entrepreneurs forum, business salon, volunteer services and public welfare work etc. Engineering do selective design in the following options: hot science and technology analysis report, professional innovation design, application project design, process design, entrepreneurial salon, and so forth. Art and sports do selective design in the following options: hot science and technology analysis report, professional innovation design, application project design, process design, entrepreneurial salon, and so forth. Art and sports do selective design in the following options: hot science and technology analysis report, professional innovation design, application project design, process design, entrepreneurial salon, and so forth. Art and sports do selective design in the following options: hot science and technology analysis report, professional innovation design, application project design, process design, entrepreneurial salon, and so forth. Art and sports do selective design in the following options: hot science and technology analysis report, professional innovation design, application project design, process design, entrepreneurial salon, and so forth. Art and sports do selective design in the following options: hot science and technology analysis report, professional innovation design, application project design, process design, entrepreneurial salon, and so forth. Art and sports do selective design in the following options: hot science and technology analysis report, professional innovation design, application project design, process design, entrepreneurial salon, and so forth. Art and sports do selective design in the following options: hot science and technology analysis report, professional innovation design, application project design, process design, entrepreneurial salon, and so forth. Art and sports do selective design in the following options: hot science and technology analysis report, professional innovation design, application project design, process design, entrepreneurial salon, and so forth. Art and sports do selective design in the following options: hot science and technology analysis report, professional innovation design, application project design, process design, entrepreneurial salon, and so forth. Art and sports do selective design in the following options: hot science and technology analysis report, professional innovation design, application project design, process design, entrepreneurial salon, and so forth.

According to the law of the development of students' education, implement innovation and entrepreneurship training at different levels. We carry out full coverage training for junior students, including the formation of various types of interest groups, all kinds of professional associations, so that students have a sense of innovation and entrepreneurial practice. The implementation of elite education training for senior students, let students participate in commercial practice, innovation and entrepreneurship training programs, occupation planning and other activities, to cultivate students' comprehensive ability according to the personal will and potential to cultivate various types of entrepreneurial team.

3.2.2 Measures to ensure the smooth implementation of the curriculum system

Organizational security. Setting up innovation and entrepreneurship education leading group, which is led by the principal. The establishment of innovation and entrepreneurship education mechanism led by the department of education, and make concerted efforts of science and technology department, students department, financial department, enrollment and employment guidance center, school committee, and other departments. Bringing the innovation and entrepreneurship education
into the important agenda of reform and development, deploying of innovative research work on a regular basis, overall planning educational resources etc. Colleges set up a working group on innovation and entrepreneurship for students, headed by the president, is responsible for the organization and implementation of entrepreneurship work [9]. Building entrepreneurial mentor expert library for students. Actively employing social well-known entrepreneurs, entrepreneurs, experts and scholars, outstanding alumni as part-time business mentor, and selecting hundreds of entrepreneurs mentor, who guidance and help students to finish entrepreneurial projects. Creating a part-time combination of innovative teaching team by the way of introduction and cultivation. Supporting teachers to participate in the practice of innovation and entrepreneurship in enterprises, research institute, to improve teachers' ability innovation and the ability to guide entrepreneurship for students. Forming an innovation and entrepreneurship teaching team with distinctive professional features, outstanding ability, and industry experts and entrepreneurs willing to participate in it. Research and protection. Based on innovation and entrepreneurship training, to further increase teaching reform and research. Carrying out "five-one" special construction of innovation education: first, to carry out special construction of innovative and entrepreneurship courses; second is to carry out materials special construction; third is to carry out the reform of teaching mode; fourth is to create innovation and entrepreneurship forum; fifth is to carry out teaching case competition. Financial security. Guangdong Ocean University sets up a special fund for innovation and entrepreneurship education, encouraging colleges to set up innovation and entrepreneurship fund with social resources, in order to subsidize teachers and students to carry out various activities. Platform support. Constructing the teaching chain of "teaching, practice and incubation", there are two levels by university and colleges, three layer linkages of the student independent practice, the college brand driven, the Pioneering Park incubation, and four major practical platform of basic experimental platform, professional comprehensive skills training platform, business simulation and business incubation platform.

4. Conclusion

According to the national strategy, local economic development and the development of higher education, if combining with the actual situation of the school, giving full play to the advantages of characteristics, adhering to the student oriented, constructing characteristic innovation course system, and further implementation, local colleges must be able to obtain the good teaching effect.

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6. References


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