Improvement on University General Education of Intellectual Property under the Perspective of Deepening Reform to the Innovative and Entrepreneurial Education

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Abstract. The reform to college students' innovative and entrepreneurial education need to promote the development of university general education of intellectual property. There exist inner unity and integration between innovative and entrepreneurial education and university general education of intellectual property. In view of the current prominent problems during general education of intellectual property in colleges and universities, education target should be clarified, combination of general course and personalized curriculum system be built up, the diversified and modern teaching method and means be used, and the construction of teaching staff be strengthened, in order to improve the effectiveness of university general education of intellectual property and the innovative quality of college students.

Innovative entrepreneurship education in our country has entered into the stage of deepening reform that will confront the outstanding problems resulting from the absence of general education of intellectual property within the innovation and entrepreneurship education system and the apparent lag in content and means of IP general education, though significant achievements in innovative entrepreneurship education have been obtained. Conducting thorough research and extensive practice on general education of intellectual property right under the perspective of deepening reform to the innovative and entrepreneurial education can help improve both college students' consciousness, ability and quality of innovation and entrepreneurship, promoting the healthy development of the innovative and entrepreneurial education.

1. The Relationship between Innovative and Entrepreneurial Education and General Education of Intellectual Property

1.1 The Convergence of the Objective between Innovative and Entrepreneurial Education and General Education of Intellectual Property

College students' innovative and entrepreneurial education is a new pattern of education and talent training idea open to college students that attaches importance to the cultivation of innovative spirit of college students and their entrepreneurship and ability, laying a good foundation for lifelong sustainable development of college students. University general education of intellectual property refers to the comprehensive education open to non-law major undergraduates whose aim is to popularize basic theory and the current intellectual property system, cultivating college students' basic knowledge and skills of creation, utilization, and management of intellectual property rights. It is not hard to see, as mentioned above, that the idea of the college students' innovative and entrepreneurial education agrees with the one of the general education of intellectual property: they both implement the transformation from the textbook knowledge teaching, professional education, and occupational skills to cultivation of practice ability, comprehensive quality education and individual all-round sustainable development, which lays a target foundation for the deep integration of the both.
1.2 The Similar Features between Innovative and Entrepreneurial Education and General Education of Intellectual Property

They both have similar characteristics of general education, comprehensiveness and practicality. First of all, college students' innovative and entrepreneurial education, unlike the professional education or vocational education, aims to cultivate the comprehensive quality of college students' innovation and perseverance, instead of only focusing on the elite education of a part of students willing to start up business. It has the basic attributes of general education due to its educational starting point of implementing quality education of intellectual property and objective to improving the innovation ability and social responsibility of college students. Second, college students' innovative and entrepreneurial education and general education of intellectual property are systemic and comprehensive. Third, the practical education aiming at enhancing students' innovative and entrepreneurial ability is one of the important links in the innovation and entrepreneurship education and general education of intellectual property is still practical education that can help students with preliminary master of the basic methods of creation, management, utilization and protection of intellectual property by the practice training in and after class. Therefore, promoting and strengthening practical education has become the common trend of the innovative and entrepreneurial education and general education of intellectual property.

1.3 The Improvement of the Effectiveness of Innovative and Entrepreneurial Education through General Education of Intellectual Property

First, general education of intellectual property is conducive to the cultivation of innovative entrepreneurship spirits and consciousness of college students. Innovative entrepreneurship spirits and consciousness refers to the willingness, confidence, assumption and wisdom college students have. General education of intellectual property is an important way to guide college students to be engaged in scientific and technological innovation and entrepreneurship by inspiring their innovative thinking. The practice of general education of intellectual property can help students understand the strategic significance and commercial value of crucial techniques, abandon traditional views of focusing more on theory than on practice, attach great importance to the independent innovation and risk aversion, respect intellectual property rights of others and protect their own. Secondly, general education of intellectual property is beneficial to the optimization of knowledge structure of college students' innovation and entrepreneurship. The knowledge transmission of general education of intellectual property is characterized by interdisciplinarity including science and technology, humanities and law, which provides composite knowledge reserves for college students’ innovation and entrepreneurship. Thirdly, general education of intellectual property is conducive to the ability enhancement of college students’ innovation and entrepreneurship. What the innovation and entrepreneurship stresses is the ability that can continuously provide new ideas, new approaches, and new technologies in all fields of social development. General education of intellectual property can effectively train and cultivate college students’ ability to acquire knowledge, to integrate the resources, and to develop and protect intellectual property through a variety of innovation practices.

1.4 The Promotion of the Reform of General Education of Intellectual Property by Innovative and Entrepreneurial Education

First of all, the practice of college students' innovative and entrepreneurial education helps improve the status of university general education of intellectual property. The practice of college students' innovative and entrepreneurial education strengthens the intrinsic motivation of college students' innovation and entrepreneurship and deepens their understanding of the practical value of general education of intellectual property in guaranteeing innovation and entrepreneurship, which will enhance the influence of general education of intellectual property in colleges. Secondly, the practice of college students' innovative and entrepreneurial education helps optimize the curriculum of general education of intellectual property and improve the teaching methods. What college students' innovative and entrepreneurial education emphasizes is the integration of knowledge and the establishment of the connection between the theory and practice by breaking the original boundaries between various disciplines. Most of the general education of intellectual property in
practice take it as the core the teaching of legal systems whose content rarely includes the
management and operation of intellectual property, which shows the poor cohesion between the
curriculum of different major and general education of intellectual property. Deepening the
education of intellectual property driven by the objective to promote the ability of college students’
innovation and entrepreneurship is bond to better accelerate integration between the general
education of intellectual property and college students’ professional education, achieving the
purpose of general education of intellectual property.

2. The Present Situation and Deficiency of General Education of Intellectual Property under
the Background of the Reform of Innovative and Entrepreneurial Education

2.1 The Teaching Goal of General Education of Intellectual Property is not Clear Enough

Goals of knowledge reserve, capability improvement and value cognition of general education of
intelligent property in China remain to be further clarified. First, in terms of knowledge reserve
target, general education of intellectual property which is guided by innovative and entrepreneurial
quality training should make college students understand the characteristics of creation, operation
and management of intellectual property as well as be familiar with the regulations of intellectual
property application, grant and protection. Second, in terms of capability improvement target,
general education of intellectual property which is guided by innovative and entrepreneurial ability
enhancement should make college students reach initial ability of searching novelty, application,
reply and protection of intellectual property. Third, in terms of value cognition target, general
education of intellectual property which is guided by innovative and entrepreneurial awareness
cultivating should make college students establish a positive sense of social responsibility to serve
the motherland and seeking the truth.

2.2 The Teaching Content of General Education of Intellectual Property Lacks Diversity and
Practicality

General education of intellectual property in the domain of college students' innovative and
entrepreneurial education has the characteristics of complexity of knowledge structure, strong
practical applicability and closely integrated with professional education. At present, colleges and
universities take intellectual property law course as the main course. And scientific and rational
curriculum system has not been formed yet. Most of the content of intellectual property course is
legal system and its operation. The basic knowledge of science, management, economy, literature
and art is rarely covered and the content of the course remains unchanged. It can not meet various
needs of different students with different professional background. The phenomenon of
emphasizing theoretical teaching and neglecting practical teaching has not been fundamentally
changed.

2.3 The Teaching Method of General Education of Intellectual Property can not Meet the
Need of Cultivating the Innovative and Entrepreneurial Personnel

Most of the classroom teaching still adopts the traditional teaching method in university general
education of intellectual property. Teachers lead the whole process and students accept knowledge
passively. It is not widely used in teaching methods such as heuristic and participatory teaching.
The education practice is not common to use the internet and big data technology to master the
learning needs and rules of different students and then provide rich educational resources and
personalized teaching methods. The ultimate goal of general education of intellectual property is to
enhance students' ability to use intellectual property. However, the lack of teaching methods such as
case teaching and comprehensive simulation experiment results in lack of practice ability training.

2.4 The Teacher Resources of General Education of Intellectual Property is Weak

Generally speaking, the teachers of intellectual property in China are seriously inadequate and it
is difficult to shoulder the important task of carrying out college students' innovative and
entrepreneurial education and general education of intellectual property in an all-round way. Many
teachers have relatively single disciplinary background and knowledge structure, and their
experience is not rich enough. In addition, the number of part-time teachers is limited and the level
is uneven. Their teaching content and teaching quality can not be effectively supervised. Intellectual
property education is a complex process of interdisciplinary personnel training, which has put forward high requirements for the professional background, knowledge accumulation, theoretical level and practical ability of the teachers. The existing faculty of intellectual property in universities, no matter in quantity or quality, obviously can not meet this high standard.

3. The Improvement Countermeasures of General Education of Intellectual Property oriented to Educational Reform of Innovation and Entrepreneurship

3.1 The Clarification of Trinitarian Educational Objectives with Specific Knowledge, Ability and Value

The learner-centered trinitarian educational objective system aiming at comprehensive and solid knowledge reserve, comprehensive improvement of theory and practice ability and harmony and unity between personal value and social value should be established and implemented throughout the whole process of general education of intellectual property by combining the overall goals of college students' innovative and entrepreneurial education with its strategic planning, and adjusting and clarifying the educational objective of general education of intellectual property. In terms of knowledge reserve, intellectual property strategy, operating management, legal system and culture and other related knowledge should be comprehensively imparted and be provided with the targeted solutions to the intellectual property issue the college students probably encounter in the course of their innovation and entrepreneurship. In terms of ability enhancement, the cultivation and improvement of university students' practice ability of intellectual property rights should always be the primary objective that aims at cultivating the patent retrieval ability of students by database selection, retrieval mode optimization and other training, cultivating students' patent application ability by simulating patent application process and teaching students to protect their intellectual property rights according to law by providing the means and methods of suing for remedies. In terms of value cognition, in various intellectual property competitions and explorative and cooperative learning, we strive to cultivate college students the right values, innovation consciousness, leadership consciousness and equality consciousness that innovation and entrepreneurship demand, and strengthen the sense of collective honor, responsibility and teamwork spirit, which makes them be able to take a positive attitude and experience the joy of collaboration and mutual assistance in the process of seeking solutions together.

3.2 The Establishment of the Curriculum System Combining General Courses with Personalized Courses

Attempt actively the systematic construction of general education courses of intellectual property, and offer general courses of intellectual property and individualized courses for the students from different majors. During general course teaching, common contents as national strategy on intellectual property, intellectual property legal system, intellectual property management in universities, public policy of intellectual property should be taught, and students should be organized to participate in academic seminar on intellectual property, and sit in on intellectual property case trial. In terms of the personalized curriculum teaching combined with professional education, we should focus on the spread of the knowledge of intellectual property closely related to the professional background and talent training goals, and enhance the practical training. Through differentiated teaching, the close integration of the education of intellectual property with professional education is promoted, students' professional innovation and entrepreneurship ability is promoted and the effectiveness of general education of intellectual property is enhanced.

3.3 The Adoption of Diversified and Modern Teaching Methods to Meet Students’ Differentiated Demands

Heuristic education method that takes place of cramming education method is the trend of modern education. According to the students’ individual differences, educators should inspire the creative thinking of learners; guide them to study intellectual property theory and practical knowledge step by step to improve the quality of the intellectual property innovation and entrepreneurship, which promotes the learners’ initiative of knowledge acquisition. In the process of
classroom teaching, the teachers should teach the basic theory and legal system of intellectual property by the method of case study, discussion-based teaching and cooperative teaching, to guide students go from perceptual knowledge to rational knowledge through the analysis of typical cases, to deepen students’ understanding of the intellectual property theory through organizing and encouraging the students to actively participate in class discussion, and to cultivate the consciousness and the ability of communication and cooperation through the formation of students’ study group to consolidate learning content. In the process of practice teaching, pay more attention to the development of the diversified teaching activities, such as trial sitting, experts lecture, intellectual property rights application and so on. In addition, in response to the rapid development of the Internet, the construction of the education website should be strengthened and teaching methods such as mock lectures and micro lectures be utilized to share the Internet education resources.

3.4 The Construction of both Professional and Part-time Teachers to Promote the Teaching Level

High quality staff for general education of intellectual property is the important guarantee of the quality of teaching that needs to improve from two aspects of the quantity and quality in universities. In teachers' quantity and structure, in addition to the full-time teachers, we need to hire the part-time teachers at home and abroad with high theoretical level and abundant practice experience, such as intellectual property managers, agents and lawyers, law enforcement workers, who can carry out the educational teaching on a regular basis in the form of academic lectures and practical guidance to supplement and to optimize the structure of teachers. In the aspect of teachers' teaching quality, we also need to strengthen the systematic training of the existing IP teachers, whose knowledge field of law, management, education, psychology should be expended, requiring them to integrate the basic principle and method of intellectual property into the theme of innovation and entrepreneurship in the process of teaching, to accurately grasp the content of general education of intellectual property under the circumstance of training talents with innovation and entrepreneurship, and cultivate students’ practical attitude and innovative spirit by adopting flexible teaching strategies that focuses on the issues of innovation and entrepreneurship students are concerned about, effectively combining teachers’ supervising with students' active learning.

4. Conclusion

The innovative and entrepreneurial education in China has entered a further stage of development, and general education of intellectual property guided by innovative and entrepreneurial ability enhancement also faces transformation and change. A student-centered three-dimensional target system including establishing a solid knowledge reserve, enhancing theoretical and practical ability, harmonizing and unifying personal values and social values should be constructed. We should set up general knowledge courses and individualized courses of intellectual property, strengthen the content of practice teaching, using heuristic and cooperative teaching methods and improve the teaching level of teachers comprehensively to promote the healthy development of general education of intellectual property and innovative and entrepreneurial education.

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6. References


