The Cooperative Development of College Students' Innovation and Entrepreneurship Practice and Teachers' Ability Training

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Abstract. At present, the innovation and entrepreneurship education in China is being vigorously implemented. However, as a new thing, there is a big gap between the teachers' level and the talent cultivation demands. At the same time, there exists some deviation in the educational concept, education mode, the importance of the local and University, and the implementation of the national preferential policy. Therefore, we must strengthen the design and perfection of the supporting system, and strengthen the construction of teaching staff, so as to provide internal and external environment conducive to the growth and development of teachers, and promote the better development of China's innovation and entrepreneurship education.

Introduction

In May 2010, in order to promote the development of college students' innovation and entrepreneurship, the Ministry of Education issued the "Opinions on vigorously promoting innovation and entrepreneurship education in Colleges and universities and self employment of College Students" (Education Office [2010] No. 3), it is clearly pointed out that innovation and entrepreneurship education in Colleges and Universities should be carried out, and it actively encourage college students to start their own business. it is an important measure to promote the full employment of college graduates, this indicates that innovation and entrepreneurship education will enter the classroom and become an important part of talent cultivation.

High-level teachers are the prerequisite and guarantee for carrying out education and teaching work. Innovation and entrepreneurship as a new discipline, at this stage, there is a big gap between the level of innovation and entrepreneurship teachers and the actual talent training needs. At the same time, there are different degrees of deviations in educational concepts, educational methods, the importance of local and university institutions, and the implementation of national preferential policies. To this end, the General Office of the State Council issued “Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities” (National Office [2015] No. 36) in May 2015, it is required to further improve and deepen the innovation and entrepreneurship education reform in higher education institutions, including strengthening the building of innovative entrepreneurship teachers and other requirements.

Therefore, to strengthen the research on the collaborative development mechanism between college students' innovation and entrepreneurship practice and teacher's ability, in order to promote the joint improvement of students and teachers, is not only an era demand, but also has important practical significance.
Requirements of College Students' Innovation and Entrepreneurship Practice on Teacher's Ability

1. Subjective Initiative for Innovation and Entrepreneurship

Innovation and entrepreneurship education as a new subject area, teachers only have the subjective initiative of innovation and entrepreneurship, can be more active and more effective understanding and mastering the system knowledge of this unknown subject areas, in order to be competent for innovation and entrepreneurship education and teaching.

2. Theoretical Knowledge System of Innovation and Entrepreneurship

Innovation and entrepreneurship is a comprehensive discipline with a complex system, strong theoretical knowledge, and extensive knowledge, involving politics, economics, sociology, management, law, and so on. Therefore, this requires that teachers engaged in innovation and entrepreneurship education must have a relatively complete theoretical knowledge system in order to be competent for the education and teaching of the discipline.

3. Ability to Guide Innovation and Entrepreneurship Practice

Practical training is a key link to test students' ability to master knowledge and cultivate innovation and entrepreneurship. For this reason, teachers must have the ability to connect theory with practice and to guide innovation and entrepreneurship training.

4. Courage and Perseverance in Lifelong Learning

Teachers need to have the courage and perseverance of lifelong learning, as well as the mentality of "live and learn", then they can continue to complete the innovation and entrepreneurial complex knowledge of reserves, qualified for the subject of education and teaching.

The Promoting Effect of College Students' Innovation and Entrepreneurship Practice on Teachers' Ability

When innovation and entrepreneurship education enters the classroom, colleges and universities do not have a full-time faculty team. Teaching is often performed by teachers in the administrative functional departments such as the Employment Department, the Department of Student Affairs, and the Academic Affairs Office. Professional teachers’ skills in innovation and entrepreneurship are also lacking, most of the teachers have no experience of entrepreneurial practice, and the learning and improvement of innovation and entrepreneurship skills cannot be achieved overnight.

1. Be a Companion and Motivator

The road to entrepreneurship is often arduous. There are always difficulties and even major setbacks and failures. For entrepreneurs, tremendous pressure will follow and teachers will act as adults that students can trust. When students encounter difficulties, setbacks, frustration, or even despair, they must accompany them, give them spiritual comfort and encouragement, increase their courage and determination to overcome difficulties, and encourage them not to forget their hearts and minds.

2. Be a Service Provide

In the process of student innovation and entrepreneurship practice, resources such as funds, places, personnel, technology, management, etc. are needed, and teachers should provide students some convenient conditions within the limits of their ability to help solve their practical difficulties and make their path to entrepreneurship is as less difficult as possible.

3. Be a Learner and Co-progressor

As a practitioner of innovation and entrepreneurship, college students will certainly experience the various processes and stages of entrepreneurship. There will be experience and lessons in this process, and this experience is exactly what teachers lack. Practice is the best teacher. In the process, the teacher is actually a learner. Both of them learn and grow up well in the process of college students' innovation and entrepreneurship. Teachers should position themselves as a learner and a common grower.

4. Be a Counselor
Although college students have entrepreneurial passions and certain knowledge and skills, and have received entrepreneurship training, they are young, have less social experience. The teachers are older than the students, and they have certain social experience. Therefore, teachers must do their best to prepare the students' counselor as much as possible so that they will take fewer detours and fewer setbacks.

5. Be a Discoverer and Digger of the Potential Advantages of Entrepreneurship

Teachers are the most understanding of students. In their long-term contacts with students, they must be good at discovering students with entrepreneurial awareness, and then ignite their entrepreneurial dreams and put their entrepreneurial ideas into practice.

6. Be a Guide and Organizer

With the continuous introduction of policies to support innovation and entrepreneurship by the state, more and more college students choose to start their own businesses, and the number of entrepreneurs has increased year by year. According to statistics, the entrepreneurial rate of university graduates has reached 3%. This figure is almost twice that of developed countries[1].

In order to promote the innovation and entrepreneurship of college students, the state has issued a series of preferential policies. However, due to the lack of social experience, lack of entrepreneurial practice, and lack of resources, the probability of College students' entrepreneurial success is low. Even some data point out that even in provinces with good entrepreneurial environments such as Zhejiang, the success rate of college students in starting a business is only about 5%[2-3]. Therefore, as a teacher, they must actively assume the role of guide and organizer because it is not only a job but also a responsibility.

The Construction of Cooperative Mechanism of the Combination of Teachers' Ability Training and College Students' Innovation and Entrepreneurial Practice

The improvement of the overall quality of teachers, of course, requires its own efforts, but it is also closely related to the relevant national policies, social atmosphere, and the implementation rules of schools. Only when these factors promote each other can provide a good internal and external environment for the cultivation of teachers and the improvement of their overall quality[4-7].

1. The government has introduced a training mechanism for innovation and entrepreneurship teachers, thus providing institutional guarantees for the improvement of teachers' professional abilities.

   (1) Create a good atmosphere for innovation and entrepreneurship

   Innovation and entrepreneurship are important drivers of economic and social development. Party committees and governments at all levels must highly implement the decision-making and deployment of the Party Central Committee and the State Council on innovation and entrepreneurship, increase propaganda, and form a good atmosphere in the society for respecting innovation and entrepreneurship, encouraging innovation and entrepreneurship, and supporting innovation and entrepreneurship.

   (2) Establishing Systematic Teachers' Innovation and Entrepreneurial Ability Training System

   At present, all universities and colleges have successively carried out innovation and entrepreneurship teacher training. However, from a nationwide perspective, these trainings are carried out independently and the degree of freedom of training content is relatively large. There is no uniform standard and many institutions for training and certification of college teachers' innovation and entrepreneurship have been produced. However, the teaching qualifications, the level of teachers, the curriculum setting, and the charge level of these institutions have not been reviewed and managed by the relevant national authorities. To this end, it is necessary to establish a unified teacher innovation and entrepreneurship training standard from the national level and establish a group of certification bodies that meet the standards to promote the effective development and professionalization of innovation and entrepreneurship teacher training.

   (3) Open up the qualifications and promotion channels for innovative and entrepreneurial teachers
In order to improve their professional qualities and skills, to master the theoretical knowledge of a solid system, and further improve the level of education, academic qualifications is an important way to improve. In addition, due to the particularity of innovation and entrepreneurship education, it is necessary to reform existing teacher evaluation mechanisms to establish an innovation and entrepreneurship teacher evaluation system that is suitable for the development of talents, and to establish an institutional guarantee for the education and promotion of innovative entrepreneurial teachers and the promotion of titles.

2. Schools should introduce supporting implementation rules to create a professional environment conducive to the growth of teachers

(1) Schools should attach great importance to innovation and entrepreneurship education
Schools should attach great importance to innovation and entrepreneurship, recognize the important role of innovation and entrepreneurship in talent training, coordinate and guide the resources within the school, and provide a solid guarantee for the smooth development of innovation and entrepreneurship education.

(2) According to the principle of "going out, please come in" to carry out the construction of innovative and entrepreneurial teaching staff
In accordance with the principles of "going out, please come in" to integrate teacher resources both inside and outside the school, select teachers with corporate experience and engineering experience to teach at the school, and hire enterprise industry experts to go to school to train teachers. At the same time, teachers who lack experience in the industry are sent to the company for practical skills and professionalism training. Establishing the operating model of high-quality teacher training and sharing among universities and industrial enterprises, effectively promoting the practice of dual-teachers.

(3) To establish an incentive mechanism for innovation and entrepreneurship teacher training
Schools should establish flexible assessment standards and incentive mechanisms for innovation and entrepreneurship education according to the actual conditions of innovation and entrepreneurship education, and lean towards innovation and entrepreneurship teachers in performance appraisal, continuing education, professional and technical job evaluation, and so on. In order to maximize the enthusiasm of all teachers for innovation and entrepreneurship education. At the same time, teachers are encouraged to conduct transformation or entrepreneurship of scientific and technological achievements in an appropriate manner to fully stimulate the scientific research potential of universities.

3. Strengthen self-learning

(1) Learning policies for innovation and entrepreneurship
It is necessary to take the initiative to study the guidelines and policies concerning innovation and entrepreneurship promulgated by the state, provinces and cities. We should keep in mind the sense of mission and responsibility, and consciously unify ideas and actions to promote innovation and entrepreneurship education. This is both a responsibility and a job need.

(2) To strengthen theoretical knowledge learning
We must seriously consider teaching content, discuss and formulate training programs, and formulate syllabus. We must complete our teaching goals and tasks with a high degree of responsibility. We must explore ways to improve teaching methods. The methods of case teaching and discussion are used in many cases. Cases should be advancing with the times and be targeted; at the same time, boldly broaden the assessment methods and actively encourage students to use entrepreneurial planning books, creative works, and entrepreneurial behaviors as assessment targets.

(3) To strengthen practical ability training
The team of innovation and entrepreneurship teachers is weak, especially the teachers with rich practical experience, which is the actual situation facing many colleges and universities. Therefore, it is necessary to actively develop the construction of the teaching staff through thematic training, advanced studies, and visits, as well as the principle of “going out, please come in”, especially to strengthen the training of teachers’ practical ability.
The Evaluation and Analysis of the Cooperative Mechanism of the Combination of Teachers' Ability Training and Innovation and Entrepreneurial Practice

Innovation and entrepreneurship education, as a new subject, naturally has no teachers of the discipline at this stage. In order to promote the establishment of a team of innovation and entrepreneurship teachers, it is necessary to reform existing teacher evaluation mechanisms so as to establish an innovation and entrepreneurship teacher evaluation system that is suitable for the development of talents.

1. Formulating standards for the evaluation of the workload for innovation and entrepreneurship teachers
   The teacher's acceptance of innovation and entrepreneurial training and guidance of students' innovation and entrepreneurship practices are converted into a certain amount of teaching work, thereby greatly improving the subjective initiative of teachers who are actively learning, willing to learn, and willing to contribute.

2. Formulating performance assessment standards for innovation and entrepreneurship teachers
   Teachers lead students to start businesses, use their own resources to serve students in innovation and entrepreneurship, etc., and bring them into full play to fully motivate the enthusiasm of teachers.

3. Reform of Professional Skills Evaluation
   Innovation and entrepreneurship work has strong practical characteristics, according to the characteristics of its disciplines. We must dare to change the appraisal system of "theory of essays only" and "theory of scientific research only" so as to break the shackles of the development of imprisoned talents and maximize the enthusiasm and vitality of teachers. For innovative and entrepreneurial students, schools and teachers should give more encouragement and tolerance, and allow for appropriate standards for flexible evaluation, so that they can successfully graduate to relieve their worries.

Summary

The construction of innovation and entrepreneurship teaching staff is a key factor related to the success or failure of China's innovation and entrepreneurship education. It is a long-term system engineering and cannot be accomplished overnight. It is imperative to carry out reasonable system design so as to provide internal and external environments conducive to the growth and development of teachers, and to promote the smooth and vigorous development of China's innovation and entrepreneurship education.

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