Reflections on the Dilemma and Solutions of College Students’ Innovation and Entrepreneurship Education under the Background of “Internet Plus”

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Abstract

Appropriate innovation and Entrepreneurship Education in the university can effectively promote the reform of teaching mode and improve the quality of personnel training. With the emergence of the “InternetPlus”, it is inevitable to integrate the Internet and innovation education organically. In this paper, on the basis of the existing literature and data review as well as the field researches in some universities, the author sorted out the plight of the present situation of College Students’ innovation and Entrepreneurship Education under the background of the “InternetPlus”, expounded the function and significance of innovation and entrepreneurship education, and put forward some suggestions to the construction of universities’ innovation and entrepreneurship education system, to promote students’ overall growth and social progress.

Keywords: Internet Plus; college students; innovation and Business start-ups

1. INTRODUCTION

Innovation and Business start-ups means by innovating a point or several points of things to achieve the purpose of Business start-ups. It needs to rely on product, brand, technology, business model, organization, management, service, channel and other aspects of innovation. And the ultimate goal of innovation is up to Business start-ups. With the development of the Innovation 2.0, the “new format” of Internet innovation, Internet plus, has come into being, and is gradually becoming a new growth point of the development of today’s social and economic innovation, providing a new work platform for the public to carry out pioneering work. “The Internet plus” is the innovation product of knowledge society. Therefore, college students who represent the knowledge and culture of our society play a decisive role in the community. It is indispensable that college students should be educated how to innovate and start business, which is related to the success or failure of the overall work of innovation and Business start-ups, playing a vital role in the social and livelihood of the people, the overall economic development.

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2. Dilemmas of entrepreneurship education for college students under the background of Internet plus

2.1 The limitation of creative thinking

Under the background of Internet plus, breakthroughs must be made in creative thinking and ideas to achieve substantive results in terms of innovation and entrepreneurship. But in the overall wave of the innovation, many colleges and universities have been stalled in the process of the innovation and even been the obstruction of college students’ enthusiasm and initiative to join the venture work. This situation mainly displays in the following aspects. The first one is that universities pay little attention to the entrepreneurship education; they still hold the traditional employment oriented concept, focusing on student employment education. Some universities are afraid to take responsibility for the failure of Business start-ups. Entrepreneurship education is ignored often. Some universities even cut the entrepreneurship course from the personnel training program. The second aspect is that college students in our country are deeply influenced by the traditional culture, they used to be obedient to leaders or authorities, and wait others to start first. But innovation is to test students’ subjective initiative and creativities, it will be difficult to get breakthrough by waiting and seeing. The third aspect is college students in our country have been under pressures for a long time, and are taught to be controlled and restricted, so they often lack the freedom of creative inspiration.

2.2 Single teaching contents

The key to the work of innovation and entrepreneurship education of college students should lay stress on the conductive education, but the content of innovation education has a lot of limitations in our country. The cultivation of innovation ability lacks practice in innovation and entrepreneurship education curriculum system, specifically in the following aspects: On the one hand, although in accordance with the relevant policies and regulations, “Entrepreneurship courses” are included in the compulsory curriculum system, but a limited number of colleges and universities open the real Entrepreneurship courses. Universities often give entrepreneurship lectures; organize students to participate in entrepreneurship competition, which is the main course content. In addition, they focus on the format, which cannot form an entrepreneurship education system. On the other hand, the innovation and entrepreneurship education in many universities are still following the traditional classroom education. Teachers’ teaching methods are very simple, and most of them don’t have the experience of business start-up. They just retell what the books say, make no innovations about the professional disciplines. Therefore, it is difficult to truly improve innovation ability. Thirdly, Entrepreneurship education tends to be conducted by elite in China. University entrepreneurship education practice platform usually includes business incubators, entrepreneurial laboratory and so on, but because of the constraint of capital and resource, a little number of students can really participate in those practices. Most students cannot have the equal opportunity for practice, which has become the biggest flaw for College Students

2.3 The lack of teaching staffs

The “InternetPlus” is also a big data era. The progress of relevant data can be verified quickly. So the innovation and entrepreneurship education work must proceed from reality.
But the current universities’ innovation and entrepreneurship teaching staffs have the following problems: firstly, lacking of professional colleges and teachers. Most teachers have not received systemic education of entrepreneurship curriculum. Many current teachers are engaged in management science, economics or they are just part-time teachers. It is difficult for them to understand the essence of curriculum innovation fundamentally. Secondly, the teaching staffs lack entrepreneurial experience. The part-time teachers usually pay more attention to academic research instead of entrepreneurship practice. They may stay on the theoretical level of the problems that entrepreneurs may often meet under the background of Internet, such as the modernization of enterprise operation, Internet Marketing and so on, resulting in the empty talk in the innovation and entrepreneurship education.

3. The significance of college students’ starting businesses and making innovations under the background of “InternetPlus”.

3.1 To meet the demand of social economic development

Universities provide support for steadily and quickly developing social economy. Universities are the sources of needed ideals, technologies, and cultures and so on. Under the background of Internet Plus, universities in our country gradually combine knowledge with profession. More attentions are paid to social demands in personnel training; Majors are applied to daily life in major setting; various teaching methods and new models are adopted in classes naturally. So universities should foster service awareness of developing social economy, maximizing their own comparative advantages. What’s more, a group of practical personnel should be cultivated to serve social economic development. Above-mentioned work need universities add business start-ups and innovations awareness to their education. So those students can apply their knowledge to social economic development.

3.2 To alleviate the pressure on the employment of students

With the increasing enrollment, the number of freshmen and graduates are enlarging. Nowadays, the expanding globe economic crisis results in the limited jobs for the graduates. Facing the formidable situation, university education must be reformed. Taking advantage of internet development, it’s better to educate starting business and making innovations, and do personnel training. If students start business, they’ll integrate academic knowledge with practice, which convert education fruits and supply more jobs so as to solve the problem of employment. Finally, business start-up comes first, and then employment expands.

4. The way out for university students under the background of “Internet Plus”

4.1 To create atmosphere to inspire innovation consciousness

The Internet era was called information age, that is to say, business start-ups and innovations in universities must take advantage of school network, campus broadcast, display board, BBS and WeChat and so forth public subscription to propaganda some relative stories and cultures so as to influence the parts of students who are interested in it. At the same time, it’s necessary to invite celebrities to give speeches about business start-up in order to excite their potential. During business start-up and innovation education, much attention should be paid to interactive experience education method. Then students exchange experience, share ideals and create new thoughts by brainstorming. Because students prefer to be public servants
and work in institutions and so on, colleges and universities should help students to establish the concept of diversified employment, so that students can find suitable jobs. As a result, business start-up will penetrate among college students.

4.2 To lay a solid foundation and build innovation education system

In view of the lag education level about starting business and innovating and shortage of teachers, it’s essential to build a business and innovation education system for the overall development of school. The system should be built from the following aspects: firstly, traditional teaching method should be transformed into arousing students’ potential. And the business start-up and innovation education should be combined with majors so that students not only have passion but also make the most use of professions. Secondly, universities should provide online business start-up education courses, especially network marketing and e-business for students. Thirdly, more focus need to be put on training teachers. Teachers are also encouraged to start business and gain practical experience in enterprises. What’s more, it’s better for students to be guided by excellent entrepreneurs as teachers in the perspective of practical experience.

4.3 To put emphasis on practice and provide platforms for students to start business

Practice is the sole criterion of educational fruit, so the practice of starting business is the foundation of business start-ups and innovations education. And good practical platforms, innovation and business start-up practical base and offices should be prepared for students who would like to start business. So universities should give weight to simulate practical business start-ups work, build simulative network platforms, encourage student to research this subject, and provide more practical chances and competitions in order to promote business start-up. Because of inexperience and weak risk resistance capacity, following up support system need to be built quickly. And fund, policies, trains and priority should be given to students who are interested in innovation, so as to advance their innovation level.

5. Conclusion

With the emergence of the “InternetPlus”, it is inevitable to integrate the Internet and innovation education organically. In this paper, on the basis of the existing literature and data review as well as the field researches in some universities, the author sorted out the plight of the present situation of College Students’ innovation and Entrepreneurship Education under the background of the “InternetPlus”, expounded the function and significance of innovation and entrepreneurship education, and put forward some suggestions to the construction of universities’ innovation and entrepreneurship education system, to promote students’ overall growth and social progress.

Reference


