Research on Value and Development Strategy of Innovative Entrepreneurship Education in Colleges and Universities of China

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ABSTRACT

Innovative entrepreneurship education in colleges and universities is a kind of brand-new educational concept and mode based on the background of mass entrepreneurship and innovation in China. It aims to integrate the national strategic development, service social economic development and promote the comprehensive reform of colleges and universities. In the new era, colleges and universities have to fully realize the value of innovative entrepreneurship education, which includes educational value, economic value, transformational value and cohesive value. Meanwhile, two developing strategies, classified cultivation and internal and external integration, would be used to promote and deepen the development of innovative and entrepreneurship education in China.1

KEYWORDS

Innovative entrepreneurship education, value, developing strategy.

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INTRODUCTION

In recent years, the CPC central committee and the state council have attached great importance to “mass entrepreneurship and innovation” and promoted China to entry into the “double innovation era”. Innovative entrepreneurship education in colleges and universities has been officially used as new concept in document of the ministry of education in 2010. And, it also has been realized as the policy guidance through issued programmatic documents by the state council and the ministry of education, such as “the suggestions on promoting the innovative entrepreneurship education in colleges and universities and self-entrepreneurship of college students by the ministry of education”, “basic requirements of education teaching in ordinary undergraduate school (trial)”, “the implemented suggestion on deepening reform of innovative entrepreneurship education in colleges and universities” and so forth. In order to deepen the understanding of education as a new education concept and model [1], this study illustrates the value of innovative entrepreneurship education in colleges and universities, and puts forward corresponding development strategies.

THE VALUE OF INNOVATIVE ENTREPRENEURSHIP EDUCATION IN COLLEGES AND UNIVERSITIES

The value of education, which is question closely about “what education should use to be [2]”, is an important driving force for the study of education. Any kind of education should find its valuable position. It means that only fully realize its meanings and importance, so that can endow its infinite vitality and development force. The value of innovative entrepreneurship education in colleges and universities is embodied in several aspects as follow: educational value, economic value, transformational value and cohesive value.

Educational Value

Education is a social practice of factitious activity for people [3]. The fundamental value of education is to educate people. Xiaofeng Hu summarized the functions of education as three aspects which are cultivating life force, cultivating labor force and cultivating creativity [4].This is the concrete embodiment of the educational value of innovative entrepreneurship education. First is cultivating life force. Xingzhi Tao set “life force” as the standard to evaluate the education level of the school, including the ability of personal life and the ability of transforming society. The cultivation of life force is to cultivate the life force in order to suit the mode of production. “Need” is the motivation of all activities of people and society and the motivation of education activities. The way of life is the external manifestation of human life activities, which is characterized by the constant production of needs and satisfaction of needs, and which is presented changing with the development of the times. It means that life force is an ability which can be used
to take part in production and practice of society and built lifestyle that is compatible with social development with effective and harmonious way. Obviously, “need” is the basis of cultivating “life force”. The innovative entrepreneurship education based upon dominant and recessivity of social needs as a starting point, to ensure students acquiring life force in process of satisfying needs and reforming society initiatives.

Second is cultivating labor force. The cultivation of labor force is ability that students can build a good working life style under the guidance of life view and world view. Working lifestyle, the most important part of the lifestyle, refers to people’s regular and relatively fixed mode of activities for producing materials, spirits or providing labor service to seek means of livelihood and development of personality under restriction of certain outlook on labor and value in social life. It also reflects the way of self-development and self-planning in whole life. Partly, innovative entrepreneurship education is a career education indirectly. Students would understand and reform the world, and realize, develop and plan themselves constantly, to outline the career blueprint and find suitable working life style initiative through process of learning and practice. Therefore, innovative entrepreneurship education benefits for improving students’ labor force. Third is cultivating creativity. Creativity is a kind of psychological characteristics which means individuals using certain internal and external conditions to produce novel and unique products with social and personal value. Creativity is an important expression of individual difference and individuation also is an important factor for individual success. If life force and labor force are shaped by the environment, then creativity shapes the environment. According to Maslow’s theory [5], in process of interaction of people and the environment, basic demands in terms of physic, safety and love can be satisfied by life force and labor force, but higher demands of respect and self-realization would be satisfied by creativity. Innovative entrepreneurship is the main carrier of students’ creativity, while innovative entrepreneurship education is an important way to cultivate students’ creativity.

**Economic Value**

The innovative entrepreneurship education in colleges and universities has experienced many years exploration. It has begun to take effect. For example, many ideas have consensus, and many problems have been resolved. However, in order to meet a requirement of comprehensive development systematically and harmoniously in the stage of implementation, innovative entrepreneurship education funding sources, an important but neglected problem, has to be considered carefully. Comparing with traditional education, the innovative entrepreneurship education should charge a certain amount of fees to cover the cost of education and get a partial surplus. On one hand, expanding the coverage of innovative entrepreneurship education, developing more courses with higher quality, increasing the number of teachers with higher level, building higher platform and entering virtuous circle of development are supported by huge capital. On the another hand, in case of limited
funding, alleviating the shortage of funds, enhancing additional sources of financial channels and improving ability and level of management also are relied on abundant capital. Obviously, the innovative entrepreneurship education cannot be seen as burden of finance. On the contrary, it would benefits for increasing the educational funds through charging fees. Its’ economic value went without saying.

**Transformational Value**

Through innovative entrepreneurship education, colleges and universities should accurately grasp their own resources, actively introduce students’ entrepreneurial projects into advantageous field, push accumulated achievements to market, and prompt the capitalization of knowledge. For the social people, the advantage of their entrepreneurship relies on rich social experience and social resources, and their inspiration comes from social needs. For students in colleges and universities, they are lack of such experience and resources. It means that colleges and universities have to effectively guide and provide inspiration for them through positioning entrepreneurial advantages. First of all, colleges and universities, a rendezvous of academic masters, have many academic achievements through long-term scientific research. These achievements could be used by students as advantages and resources in process of carrying out themselves’ entrepreneurship. Meanwhile, colleges and universities should guide students to start knowledge-driven entrepreneurship and encourage the owner of academic achievements to be an advisor, in order to transform academic value into commercial value through business operation by students’ team. That would benefits for expanding the effectiveness of academic achievement and acquiring relative core competence on the way of self-entrepreneurship. Second of all, colleges and universities, a rendezvous of outstanding students, have full of juice and unusual but wonderful ideas. Those ideas probably are rudiments of solution for real society issues and brand new business model. Colleges and universities should provide a platform, create sphere, encourage communication, and guide students to carry out thinking-driven entrepreneurship, in order to test and develop their ideas in period of school and make their product or service become more mature before entering society. Third of all, the regional advantages should be used effectively in process of innovative entrepreneurship education by local colleges and universities. Obviously, guiding students to start feature-driven entrepreneurship and transforming featured resources into featured products would benefits for developing local economy and generating social benefits.

**Cohesive Value**

The traditional university is a social organization with strong inertia, which is inherently conservative. It takes the pursuit of truth as its own responsibility and keeps a certain distance from the immediate and utilitarian needs of the society .In the process of marketization of higher education, “academic orientation” and
“market orientation” has become a pair of basic contradiction. The former means that keeping moderate “ivory tower” of temperament, asking for colleges and universities to explore, to pursuit and to defend the truth as a purpose and guiding social value as a mission. And, the latter means that making education of college and university effectively to adapt and serve the realistic society. How to balance the relationship between those two orientations is very important in order to meet a situation from the opposition to the fusion. In fact, innovative entrepreneurship education is a bridge to connect them. Through innovative entrepreneurship education in colleges and universities, “academic orientation” can be hold by pushing innovative entrepreneurship projects to market, creating market demands and improving production efficiency, while, “market orientation” also can be achieved by social needs forcing the research and development of academic achievements, adjusting the professional development direction, and avoiding work blindly. At the same time, whichever orientations, under the impelling of the innovative entrepreneurship education, colleges and universities move from the fringes of society to the center and directly serve construction of innovative country and development of modern enterprise, through the way of establishing science and technology park and new industries, promoting the innovation and transformation of knowledge and nurturing knowledge-based enterprises. Henry Etzkowitz calls it as a kind of entrepreneurial academic thinking which fusing the basic development and application interests. [6]

DEVELOPING STRATEGY

Implementation of Classified Cultivation

The development concept and model of classified cultivation aims to achieve comprehensive coverage, organic integration, systematic cultivation and classified guidance in whole process of innovative entrepreneurship education. The comprehensive coverage means that to remove the utilitarianization of innovative entrepreneurship education and to cover all students and the whole process of talents training. The organic integration means that combine professional education, career education and quality education through the way of innovative entrepreneurship education plus, in order to integrate scattered formations into organic integration. The systematic cultivation is the educational mode which cultivates innovative entrepreneurial talents relying on innovative entrepreneurship minor major. In this mode, hierarchical courses throughout whole process as main line, and diversity of practical teaching are a basic approach. In order to meet current tasks and achieve requirement of comprehensive coverage, “two- persistence” have to be adapted in the process. The first thing is that persists in improving and developing innovative entrepreneurship minor major constantly. Colleges and universities need to further study the core competencies of innovative entrepreneurial talents, to design the training plan accordingly, and to guide students’ growing up scientifically based
upon specific requirements of knowledge, capacity and thinking. At the same time, the colleges and universities should use the external incentives effectively, such as awarding “minor certificate” or “double degree”, to give the tangible benefits for students, to coherent students through by setting the exogenous drive, and to develop students with emotional appeal and understanding through by stimulating endogenous drive. The second thing is that persists in teaching management based on credit system. The credit system is a teaching way which can scientifically divide the talent training program into course credit and practice credit to meet the personalized and individualized learning process [7]. It can break down barriers between various disciplines, set original courses for improving core competencies of innovative entrepreneurship conveniently, combine core courses of social science (such as management and economics) creatively, and form the new minor major of innovative entrepreneurship which not listed in specialty catalog issued by the ministry of education. The classified guidance means that giving different guidance according to the students’ choice. It aims to train majority of students to become qualified post entrepreneurs and cultivate minority of students to be self-employ entrepreneur during the period of school. [8]

Integration of Internal and External Resources

Generally, the main task of innovative entrepreneurship education in colleges and universities should be completed during the period of higher education. However, the educational platform and resources have to be relied on the government, society and enterprises. How to coordinate and converge of these resources to serve all-round development for students is the key problem which has to be solved. Firstly, it is necessary to integrate internal resources and departments by special management center, which concern research center, technology center, the intellectual property center, office, student affairs office, faculties, research institutes and so forth. The effective integration of internal resources can not only promote and guarantee the cohesion and linkage among universities, government and society with win-win situation, but also improve the interdisciplinary integration of various disciplines in universities and promote new technologies and new products. Secondly, integration of external resources also is inevitable which concern the government, society, enterprises and other external departments. Accurate interpretation the government system, obtaining policy support, effective integration of social resources, acquiring financial support, active promotion of cooperation between schools and enterprises and gaining support from platform are useful methods for meeting effective integration of external resources. That can benefit for making a bigger cake of innovative entrepreneurship education, and also can promote the optimization of allocating resources to reduce the cost and maximize efficiency.
CONCLUSIONS

Peter Drucker said “Entrepreneurship is not magic or mystery. It has nothing to do with genes. It is a kind of training as same as any training. People can master it through learning [9].” Some scholars have pointed out that every student has the gift of being an entrepreneur in some extent [10]. It can be seen that talents of innovative entrepreneurs can be cultivated, and also proves the effectiveness of innovative entrepreneurship education. In this paper, author clarifies the basic value of innovative entrepreneurship education in colleges and universities, puts forward the development strategy of "classified cultivation" and “internal and external integration”, and provides abundant power and brand new thinking for carrying out innovative entrepreneurship education in colleges and universities.

REFERENCES