

# ***Characterization of Difficulties in Innovation and Entrepreneurship Education in Local Colleges and Universities and the Path of Relief***

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**Abstract:** The real dilemma of innovation and entrepreneurship education in China's colleges and universities includes the problems of biased conceptual understanding, fragmented curriculum system, weak comprehensive ability, deviation of evaluation system, and lack of linkage guarantee. This article puts forward a reform path for the above problems, including building a "practice-oriented" education and training system around talent cultivation goals, building an action research-based innovation and entrepreneurship education reform and innovation system based on problem orientation, improving a multi-level, multi-indicator, diversified and multi-dimensional evaluation system, and focusing on a synergistic support system for internal cooperation and external outreach. The article emphasizes the importance of innovation and entrepreneurship education and puts forward specific paths and methods to solve the real problems.

**Keywords:** Characterization of Difficulties, Colleges, Local, Employment Environment.

## **1. Introduction**

China's innovation and entrepreneurship education in higher education has gone through several stages of development, from budding enlightenment to rapid expansion, bringing about profound educational changes.[1] Innovation and entrepreneurship education not only helps the transformation of higher education, but also is the key to improve the quality of talent cultivation. It is not only an innovation in the mode of knowledge production, but also closely related to social and economic development.[2] At present, innovation and entrepreneurship education has entered a new stage of development and needs to be upgraded in terms of strategic planning, institutional construction and system design. In this context, colleges and universities should be problem and practice oriented, innovate education theory and deepen reform practice.[3] We need to carry out comprehensive changes in many aspects, such as educational concept, operation system and practice mode, in order to adapt to the new development concept, transformation method and value orientation.[4] Only in

this way can we provide sustainable and high-quality development paths and improvement strategies for innovation and entrepreneurship education.

## **2. Problem**

### **2.1. Lack of Recognition**

In the field of innovation and entrepreneurship education, there exists a one-sided, simplistic and utilitarian misunderstanding of the concept and orientation. The one-sided misunderstanding limits the education target to a few elites and simplifies the teaching content to business administration courses. Simplistic misunderstanding of innovation education and entrepreneurship education is simply added together, or misunderstood as quality education and the practical expansion of the second classroom. Utilitarianization misunderstanding, on the other hand, is manifested in the short-sighted attitude of school management, teachers and students towards the task, which leads to the reform being a mere formality and fails to give full play to the cultivation value. In order to promote the development of innovation and entrepreneurship education, it is necessary to abandon these misconceptions, re-examine the positioning and deeply understand its significance and value in a rigorous, steady, rational and official language style.

### **2.2. Inadequate Evaluation System**

Educational evaluation should be scientific, objective and effective to ensure the benign development of innovation and entrepreneurship education. The evaluation system should be characterized by process and diversity, but the existing evaluation standard emphasizes knowledge acquisition and is light on spiritual and thinking benefits. Evaluation indicators are more normative and uniform, and there are fewer personalized and complementary indicators for professional and civic education. Evaluation focuses on short-term improvement of skills and ignores long-term social and job contributions. More traditional quantitative evaluation and less new evaluation. Evaluation applies more negative treatment and less positive guidance and orientation. Deviating from the basic functions, shaking the foundation of talent cultivation, improving the quality of education becomes empty words, and innovation and entrepreneurship are even more impossible to talk about.

### **2.3. Weak Integrated Capacity**

Innovation and entrepreneurship education is aimed at promoting the cross-fertilization of students' knowledge structure and shaping the spirit of the innovation era, and is characterized by its holistic, openness and epochal nature, reflecting the Chinese educational philosophy of "unity of knowledge and action". For this reason, it is necessary to establish a team of teachers with advanced educational concepts, solid theoretical knowledge and rich practical experience. However, the current teaching force has the problems of weak practical ability and insufficient research motivation. On the one hand, college teachers lack interdisciplinary foundation, practical experience and entrepreneurial experience, which leads to a weak awareness of the problems of innovative and entrepreneurial practical activities and curriculum and teaching reforms, and a low rate of social transformation of research results. On the other hand, the narrowing of the research scope and vision of the teachers' group can't fully penetrate the new concept of innovation and entrepreneurship education into education and realize the comprehensive reform of traditional education and teaching.

### **2.4. Incomplete Curriculum System**

First, the design of the curriculum system needs to be more holistic and structured. At present, most of the courses offered within the first classroom are based on general education, with a single content

and a low degree of integration with professional education, which, to a certain extent, limits the knowledge entrepreneurial ability of students. At the same time, the quantity and quality of courses in the second classroom are uneven, which cannot guarantee the actual effect of education. Secondly, the updating and improvement of teaching methods are also necessary. At present, some colleges and universities have outdated teaching methods, fewer practical teaching activities, and a lack of practical sessions such as case teaching, group discussion, and team interaction, which makes it difficult for students to get in touch with the actual operation of social enterprise innovation projects. In addition, innovation and entrepreneurship elements should be further integrated into the professional curriculum to improve students' innovation and practice ability. Currently, some students' innovative practice ability is relatively weak, and the cultivation of related abilities needs to be strengthened in professional education. Finally, the development and operation of inter-school cooperation and school-enterprise cooperation courses need to be further strengthened. At present, the number of such courses is relatively small, and there is a split between development and operation. In order to better meet the market demand and improve the conversion rate of the results of industry-university-research, universities should strengthen the cooperative relationship with enterprises and other universities, and jointly develop more courses that are problem-oriented and market-demand oriented.

### **3. Path of Relief**

#### **3.1. Based on Practice**

The construction of a "practice-oriented" education and training system aims to cultivate innovative and critical talents. On the one hand, it focuses on the construction of practice-oriented classroom teaching. The design of curriculum objectives, standards and content is considered in a comprehensive manner, focusing on structuring, synthesizing and modernizing knowledge and integrating it into social life and economic production. Respecting students' individualized and diversified learning needs, we create innovative situations, show cases of entrepreneurship, adopt comprehensive and efficient teaching methods, and strengthen the comprehensiveness and practicability of the courses.

On the other hand, we build a "practice-oriented" innovation and entrepreneurship platform. We set up on-campus and off-campus innovation and entrepreneurship competition practice platforms, including "Challenge Cup", "Youth Creation", "Internet+" and various industry innovation and entrepreneurship competitions. The on-campus platform is mainly for junior students, while the off-campus platform mainly serves senior students. We have set up a practical platform for innovation and entrepreneurship experience, encouraging interdisciplinary students to form teams through the on-campus business incubator, create simulated companies with professional characteristics, tap the real social demand, and enhance students' entrepreneurial simulation experience. At the same time, students are arranged to intern in cooperative enterprises, so that they can understand the innovative operation system of enterprises. We also set up a platform for the transformation of innovation and entrepreneurship achievements, and provide teachers and students with a full chain of services including "project selection - project incubation - market development - industry-academia cooperation".

#### **3.2. Based on Problem Oriented Approach**

Educational action research is a bridge between "theory" and "practice", providing solutions for educational practitioners by promoting teachers' reflection and improving their professionalism. We build an educational reform and innovation system according to the steps of "discussing common problems, studying solutions, building an innovative ecology, and sharing the results of education

and research". Focus on the problems of teachers and students in innovation and entrepreneurship education, refine common problems and form key education reform projects. Form cooperative research teams to form an open and diversified research platform. Integrate internal and external resources to build an innovative development ecology. Summarize the results of teaching and research into casebooks to motivate more teachers to participate in action research.

### 3.3. Collaborative Support System Within and Outside Universities

First of all, the top-level design should be improved within universities, and the concept of innovation and entrepreneurship education should be considered from the strategic dimension of university development. They should consider the concept, vision, goal and mission of innovation and entrepreneurship education from the strategic dimension of university development. The universities should consider the concept, vision, goals and tasks of innovation and entrepreneurship education from the strategic dimension of university development, formulate the medium and long-term development plan of innovation and entrepreneurship education, and take innovation and entrepreneurship education as the key to promote the transformation and development of universities. The top design should consider the concept, vision, goals and tasks of innovation and entrepreneurship education from the strategic dimension of university development, formulate medium and long-term development plan of innovation and entrepreneurship education, and take innovation and entrepreneurship education as an important hand to promote the transformation and development of universities. It will also make innovation and entrepreneurship education an important hand to change the concept of innovation and entrepreneurship of teachers and students, stimulate their innovation and entrepreneurship, and improve their innovation and entrepreneurship ability.

## 4. Conclusions

This article centers on the realistic dilemma and reform path of innovation and entrepreneurship education in colleges and universities. It puts forward the reform paths of building a "practice-oriented" education and training system around talent cultivation goals, an innovation and entrepreneurship education reform and innovation system based on action research, a multi-level, multi-indicator, diversified and multi-dimensional evaluation system, and an inward and outward collaborative support system. The development concept of innovation and entrepreneurship education should follow the internal law of education itself and obey the external logic of serving the needs of economic and social development; the transformation mode should be changed from single resource factor-driven to multi-innovation-driven; and the value orientation should be balanced in responding to the certainty of the current knowledge-based economy as well as transcending the uncertainty of the future intelligent era.

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