

Research on Innovation and Entrepreneurship Education in Colleges and Universities under the Mechanism of Collaborative Education

Chong Zhao
college of science
Xijing University
Xi'an, China
453057048@qq.com

Ning Wang
college of science
Xijing University
Xi'an, China
1874792659@qq.com

Abstract—The horn of "mass entrepreneurship and innovation" has been blown up. As the main bearer of college students' innovation and entrepreneurship education, colleges and universities must continuously deepen the reform of higher education and carry out distinctive innovation and entrepreneurship education. This paper focuses on "five synergies" to study innovation and entrepreneurship education in colleges and universities, such as the collaboration between the faculty and the faculty of the faculty, the coordination of the intra-curricular and extra-curricular training institutions, the collaboration between the school and the practice, the coordination of intra-school funds and off-campus funds, the collaboration between the campus and the off-campus park.

Keywords—*Collaborative education; College education; Innovation and entrepreneurship*

I. INTRODUCTION

At present, the era of "mass entrepreneurship and innovation" has arrived. Innovation leads entrepreneurship and entrepreneurship to drive employment. Innovation and entrepreneurship education is an important part of quality education for college students, and it is an important task to further improve the quality of employment and entrepreneurship of college students. It has been highly valued by universities at home and abroad. The "mass entrepreneurship" is a hot word at the moment, which has attracted the attention of various colleges and universities. They have set up various types of innovative entrepreneurship courses. The Ministry of Education pointed out that "accelerate the comprehensive reform of colleges and universities, and further optimize the hierarchical structure of personnel training and the related mechanisms of government departments, research institutes, and enterprises." The innovation and entrepreneurship education curriculum reform is a huge system project involving all aspects of relationship and policy assistance. It can be used to guide the innovation and entrepreneurship education curriculum in colleges and universities, and further optimize and integrate various educational resources, environment, etc. Innovating education mode, creating more and better innovative and entrepreneurial talents is an important direction for our current colleges and universities to study.

II. THE MEANING OF COLLABORATIVE EDUCATION AND INNOVATIVE ENTREPRENEURSHIP EDUCATION

According to the "Study on the Cooperative Education Model of College Ideological and Political Education and Innovation and Entrepreneurship Education", the meaning of collaborative education is: under the conditions of an open market economy, for the needs of society and employers, in all parts of the community, we will follow the principles of resource sharing, complementary advantages, shared responsibility, mutual benefit and mutual benefit, and jointly develop the required talents. Therefore, I believe that the main goal of collaborative education is to cooperate first, then to educate people, to focus on people, and to strengthen coordination. It is both an idea and a system. The university collaborative education platform is a system that includes resources from universities, enterprises, research institutes, etc., in order to solve the limitations of talent cultivation, the specificity and application of talent training.

The innovation and entrepreneurship education of colleges and universities is to include innovation and entrepreneurship, and it is an education for all college students. The focus of the two is different. First of all, the focus of innovation lies in the ideology of college students' thoughts, attitudes, and spirits. Entrepreneurship focuses on the ability of college students to participate in practice. In summary, the innovative entrepreneurship education curriculum is to strive to improve students' sense of innovation, practical ability and ability to participate in social practice. As a systematic project, the innovation and entrepreneurship curriculum education has a good fit with the "collaborative education" mechanism. To improve the function of educating people in teaching and management, we must also consider the openness of the school, integrate the resources sharing between the school and the society, and break through the obstacles to achieve the overall goal of innovation and entrepreneurship education.

III. CURRENT STATUS AND SHORTCOMINGS OF THE DEVELOPMENT OF INNOVATIVE AND ENTREPRENEURIAL TALENTS

In recent years, many colleges and universities in various places have carried out many useful explorations and attempts in the training of innovative and entrepreneurial talents, but there are still some outstanding problems. For example, the communication and coordination mechanism and the long-term guarantee mechanism for collaborative education have not been established, and the corresponding laws, regulations and policy systems are still not perfect; Some colleges and universities do

not adapt to the management system, the service industry is not strong, the team is relatively weak, and there is a lack of institutionalized top-level design. Some colleges and universities do not take the initiative to enter the enterprise, the joint industry, the integration of the industry, the lack of ideas and actions, etc. At the same time, relevant research on the cultivation of innovative entrepreneurial talents tends to focus on a single perspective, but lacks systematic and in-depth research.

A. The Policy Support and Incentive Mechanism for College Students' Innovation and Entrepreneurship are Lacking.

At present, the government, colleges and universities have issued a lot of policies on college students' innovation and entrepreneurship, but they lack supportive policies to support college students' innovation and entrepreneurship. Relatively specific safeguard measures are still in the exploration and research stage. For example, in terms of the entrepreneurial guarantee mechanism, the relevant policies are mainly concentrated in the early stage of entrepreneurship, while the institutional norms for the entrepreneurial process and the related rights and responsibilities of entrepreneurship are less standardized, and the lack of institutional guarantees tends to make the cultivation of innovative and entrepreneurial talents in colleges and universities stretched.

B. The system of innovation and entrepreneurship education for college students is not perfect, and the construction of full-time teachers has started late.

At present, colleges and universities attach different importance to college students' innovation and entrepreneurship education. Some colleges and universities only set up college students' employment guidance and innovation and entrepreneurship education as elective courses, and they do not have full coverage. Many colleges and universities have weak teachers in innovation and entrepreneurship education. Most teachers lack practical background, and the construction of full-time teachers and teaching teams started late. At the same time, in the course of curriculum teaching, most of the courses are limited to knowledge transfer, lack of training of college students' practical ability, which leads to the inability of college students to combine theory with practice in the process of innovation and entrepreneurship, and is likely to cause blindness and uncertainty of college students' innovation and entrepreneurship. According to statistics, the success rate of Chinese college students is not 3%. Students believe that "school entrepreneurship education" is the main factor affecting their entrepreneurship, but statistics show that only 17.43% of college entrepreneurs have received systematic entrepreneurship education.

C. The Funds for the Construction of the Hatchery are Insufficiently Guaranteed and Partly in the Form, and the Characteristics and Geographical Advantages are not Fully Utilized and Utilized.

At present, China has increased investment in the construction of college students' entrepreneurial parks and incubators, and encourages universities and social forces to build or use various venue resources to build entrepreneurial incubators. With the construction and promotion of Zhongnan Economics and Law University, Wuhan University and other colleges and universities in the business incubation base, many colleges and universities in China have caused a wave of establishment of college students' entrepreneurial incubation base. However, due to the differences in the level of running schools and their strengths, many colleges and universities are in the form of innovation and entrepreneurship incubators. For example, some colleges and universities do not rely on their own actual and school characteristics, the characteristics of the location, etc., but for the purpose of appraisal blindly follow the trend. The characteristics and geographical advantages of these campuses have not been fully utilized and exerted. There is a phenomenon in a campus with multiple campuses and multiple campuses in one school. Some colleges and universities have yet to strengthen their funding and social financing. The entrepreneurial services and guidance that can be provided are limited. Some only provide venues and basic office facilities, and entrepreneurial guidance and technical support are often missing.

D. The Construction of the Entrepreneurial Service platform is not Scientific and Systematic, and the Expected Results are not Obvious.

Various localities have introduced many measures to promote college students' entrepreneurship. For example, the construction of college students' innovation and entrepreneurship platform, the construction of college students' entrepreneurial incubator, etc., however, the entrepreneurial enthusiasm and entrepreneurial effect of college students still have not reached expectations. To a large extent, this is because the relevant policies are not well implemented, the management subjects are unclear, and the specific responsible department did not compare and feedback the implementation effect, and the follow-up and optimization in the later stage were rare, which led to the "floating" of the entrepreneurial policy. Through a review of the entrepreneurial policies of Chinese college students in the past 20 years, it is believed that the government regards college students as entrepreneurs mainly as a political task rather than a public policy. Most of them still stay in the "poverty alleviation" mode, leading to a lack of entrepreneurial policy to examine the needs and effects of entrepreneurship.

E. The role of social participation is single and the support of all parties is limited.

At present, China's guarantee of college students' entrepreneurship is mainly provided by the state. The participation and support of society and enterprises are relatively limited, and there is no corresponding risk prevention and control mechanism. For the protection of college students' entrepreneurship, there should be multiple parties involved. For example, social forces can help some college students to invest in high-quality entrepreneurial projects, and provide financial support. Enterprises can provide program support and management for college students.

IV. RESEARCH ON INNOVATION AND ENTREPRENEURSHIP EDUCATION IN COLLEGES AND UNIVERSITIES UNDER THE MECHANISM OF "COLLABORATIVE EDUCATION"

A. *The faculty of the School Team Cooperates with the Faculty Outside the School.*

Colleges and universities should build a team of innovation and entrepreneurship education in accordance with the "school team and off-campus team", so as to cultivate a group of outstanding teachers in the field of innovation and entrepreneurship education, select a group of outstanding off-campus innovation and entrepreneurship education teachers, pay attention to the teaching staff Overall quality.

At present, most of the colleges and universities undertake the teaching of innovation and entrepreneurship education courses, such as counselors, academic cadres and other teachers. Therefore, the lack of systematic knowledge of the faculty is difficult to promote the development of innovation and entrepreneurship education in colleges and universities, which is not conducive to the improvement of college students' innovation and entrepreneurship. Faced with this situation, colleges and universities must train a group of excellent teachers in the school to strengthen the cultivation and improvement of the quality of teachers.

It is more important to select and hire outside the faculty. In order to avoid the "closed door to engage in education", the university should combine the advantages of the school and the discipline construction when selecting the faculty of the university. It has goals and priorities from other universities and enterprises. Choose a group of outstanding innovative and entrepreneurial education teachers. For example, students who have successfully graduated from school graduates can be employed as off-campus teachers, or they can hire well-known entrepreneurs because they are an innovative entrepreneurship education that can better guide more students to start a business.

B. *The "Intra-Curricular Curriculum and Off-Campus Training Institutions Project" is coordinated.*

The "Basic Requirements for the Teaching of Entrepreneurship Education in Ordinary Undergraduate Schools (Trial)" points out that the teaching principles of entrepreneurship education in colleges and universities are oriented to the whole, focusing on guidance, classifying teaching, combining majors, strengthening practice, giving full play to the synergy between school curriculum and off-campus training institutions. The college students' innovation and entrepreneurship education curriculum should include many courses, and different courses should be set up for different grades to be systematic and scientific. Colleges and universities should change educational thoughts and concepts, serve students' innovation and entrepreneurship, improve education and teaching system, cultivate students' entrepreneurial consciousness, innovation spirit and employment concept in line with market economy, and infiltrate the idea of innovation and entrepreneurship education into daily education of colleges and universities. The curriculum should focus on strengthening college students' awareness of innovation and entrepreneurship and improving their ability to innovate and start a business.

C. *"In-Campus Practice and off-Campus Practice" Synergy.*

The improvement of college students' ability to innovate and innovate is inseparable from practice. The so-called practice is the only criterion for testing truth. On the one hand, colleges and universities should make full use of the various laboratories in the school, strengthen students' practical hands-on operation ability, guide students to actively participate in teacher research projects, and improve students' scientific research level. On the other hand, it is necessary to make full use of the off-campus practice base, let students go to the society, understand the society, understand the industry, and let the students apply the knowledge they have learned to the actual work to the greatest extent, so as to build students' self-confidence and self-reliance. The combination of theory and practice, the synergy between intra-campus practice and off-campus practice can be a good combination of innovation and entrepreneurship education with teaching, research, academic competitions, entrepreneurial competitions, etc., to enhance students' innovative spirit, entrepreneurial awareness and innovation. Entrepreneurial ability.

V. SUMMARY

Innovative entrepreneurship education is a long-term educational project, and it is not possible to engage in the practice of "short-term training" and "crash courses". Avoid short-term follow-up construction, especially in the current university's good opportunity to deepen the reform and construction year, and coordinate with the government's functional departments to ensure that the collaborative education platform can be truly implemented and form a new situation. Innovative entrepreneurship education is an important research link in the collaborative cultivation of innovative and entrepreneurial talents in domestic universities. In order to achieve the goal of entrepreneurial talents training and cultivate entrepreneurial awareness and entrepreneurial spirit, we must strive to improve and build a platform of "collaborative education" and optimize innovation and entrepreneurship. The content of education can cultivate high-level innovation and entrepreneurial talents that meet the needs of the market and serve the local economy and enterprise institutes.

REFERENCES

- [1]]Xiao-Hua L I, Zhang L P, Wang X F. A Research on Innovation and Entrepreneurship Education System Construction of Local Colleges and Universities[J]. Journal of Hebei University of Science & Technology, 2015.
- [2] Zhou H Y, Cheng W B, Pan L, et al. Research on the Mode of Cultivating Talents of Innovation and Entrepreneurship in Local Colleges and Universities[J]. Electronic Technology, 2017.
- [3] Weng F, Ke L, Ding M, et al. On Innovation and Entrepreneurship Education in Colleges and Universities of Traditional Chinese Medicine[J]. Journal of College Advisor, 2015.
- [4] Liao W Z. Research on innovation and entrepreneurship education in colleges and universities[J]. Journal of Hunan Post & Telecommunication College,

2017.

- [5] Wang J F. Research on the Development of Innovation and Entrepreneurship Education in Colleges and Universities in Heilongjiang Province[J]. Education Teaching Forum, 2017.
- [6] Gao J J. Research on the Innovation and Entrepreneurship Education and Practice Model of Private Colleges and Universities Based on the Integration of Production and Education[J]. Education Teaching Forum, 2017.
- [7] Tang J. Research on Entrepreneurship Education of Colleges and Universities Students under the Background of Innovation and Entrepreneurship—A Case Study of Majors in Computer Science[J]. Innovation Science & Technology, 2017.
- [8] Hao Y U, Gao D Y. Research of the Innovation and Entrepreneurship Education of Local Colleges and Universities Based on Local Superiority Resources Integration--A Case Analysis of Jiaying University[J]. Journal of Hubei Correspondence University, 2017.
- [9] Chen. Research and Practice on Innovation and Entrepreneurship Education in Colleges and Universities based on Professional Perspective[J]. International technology management, 2016(4):19-21.
- [10] Xie L, Wang X, Niu X. Research on the Education Mechanism Through Practice of Innovation and Entrepreneurship Education in Colleges and Universities[J]. Journal of Baoding University, 2016.
- [11] Li Y H, University S A. Research on Innovative and Entrepreneurship Education in Colleges and Universities Under the Background of Supply-side Reform[J]. Sci-tech Innovation and Productivity, 2016.
- [12] Zhao H, Polytechnic C. Research on the Market-oriented Teaching Reform of Innovation and Entrepreneurship in Colleges and Universities in Chengdu[J]. Education & Teaching Research, 2016.
- [13] Liu D, Wang Y, Li L I, et al. Research on The Teaching Activities in Colleges and Universities to Improve The Ability of Innovation and Entrepreneurship[J]. Journal of Educational Institute of Jilin Province, 2017.
- [14] Song M. On the Innovation and Entrepreneurship Education in Colleges and Universities from the Perspective of Market Orientation[J]. Value Engineering, 2017.