

# Research and Practice on the Construction of Innovation and Entrepreneurship Education Training Platform in Application-Oriented Universities

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**Abstract:** under the Background of the Popularization of Higher Education in China, the Traditional Employment Situation Has Been Unable to Meet the Rapid Growth of the Number of College Students, and the Innovation-Driven Development Strategy of Our Country Has Put Forward New Requirements for the Talent Training of Higher Education. the Innovation and Entrepreneurship Work in Various Universities Has Been Steadily Promoted, in Which the Construction of the Innovation and Entrepreneurship Training Platform Will Play a Role in the Talent Training, Curriculum Setting, Team Building and Other Aspects, and Provide Important Guarantee for Cultivating the students' Innovative Consciousness and Entrepreneurial Competencies.

## 1. Introduction

In 2014, the Premier of the State Council Li Keqiang Issued a Call for “Popular Entrepreneurship, Popular Innovation” At the Summer Davos Forum, Then Introduced a Series of Favorable Policies, Such as *Opinions of the General Office of the State Council on the Implementation of Deepening Innovation and Entrepreneurship Reform in Universities*, *Opinions on Policies and Measures to Vigorously Promote Popular Entrepreneurship and Popular Innovation* and So on, Which Quickly Pushed the Upsurge of Innovation and Entrepreneurship Education Reform to the Whole Country. in the Current Situation of the Development of Higher Education, Application-Oriented Undergraduate Universities Should Aim At the Positioning of Running a School According to Their Own Level, Strengthen the Characteristics of School Running, Make Use of the Late-Mover Advantage, Learn from the Experience and Lessons of the Established Undergraduate Universities in the Process of Carrying out Innovation and Entrepreneurship Education, and Adopt New Measures to Create New Highlights and Achieve New Breakthroughs in Innovation and Entrepreneurship Education through Innovative Educational Concepts.

## 2. The Necessity of Establishing Innovation and Entrepreneurship Practice Platform for Application-Oriented University

### 2.1 School development needs

In recent years, with the economic transformation and upgrading of our country, there is a shortage of technical talents. In order to promote the universities to better provide talents to local communities and industries, the state actively guides local ordinary undergraduate universities to respond positively to the application-oriented transformation. New requirements are put forward for the students' practical ability, innovative spirit and entrepreneurial ability. It is extremely urgent to establish a comprehensive training platform for innovation and entrepreneurship in line with the development direction of the school.

### 2.2 The need to construct a training platform for innovative and entrepreneurial talents to serve the local economy

According to the data of the Ministry of Human Resources and Social Security, the number of college graduates in 2017 is expected to be 7.95 million, which shows an increasing trend year by

year. The employment pressure is very high. At the same time, the employers pay more and more attention to the employment and entrepreneurship ability of college students. This requires the school to strengthen the cultivation of the students' entrepreneurial and employment ability during the school period and cultivate students with strong comprehensive quality of entrepreneurial and employment ability. With the increasing demand for innovative and entrepreneurial talents, there is an urgent need for relevant talent training platforms. The new open and comprehensive training platform for innovation and entrepreneurship not only undertakes the practice inside the school, but also realizes the sharing of resources inside and outside the school, and provides comprehensive and innovative training support for the development of socially-oriented innovation and entrepreneurship training.

### **3. Problems in the Construction of Innovation and Entrepreneurship Training Platform for College Students**

In the process of running a school, application-oriented undergraduate universities actively cultivate school-running characteristics and attach importance to the construction and development of practical teaching. In macro strategy, they set about to build a modular time teaching system. In concrete implementation, they strengthen innovation and entrepreneurship education and promote its deep integration with professional education. At present, the application characteristics have been initially demonstrated, and there gradually appear innovation and entrepreneurship education and other practical teaching results. Relying on employment and entrepreneurship incubation base, the school has set up a number of entrepreneurial teams. However, generally speaking, the innovation and entrepreneurship education in application-oriented universities faces many deep-seated problems, so it is necessary to further clarify the development ideas, promote the deepening reform of talent training mode, and strive to improve the quality of innovation and entrepreneurship education.

#### **3.1 Resource integration is not centralized**

At present, different schools and departments adopt different modes of operation, and meanwhile, the construction of innovation and entrepreneurship training platform and practice base are mixed together, making it difficult to effectively distinguish the unique needs of different types of professional groups. From the point of view of students' familiarity and expectation to the platform, its career orientation is very obvious, which requires us to design the construction mode in accordance with its development characteristics according to the feature and needs of different types of groups in the construction of the training platform.

#### **3.2 There is an urgent need to speed up the construction of the management system**

At present, most application-oriented undergraduate universities have issued management documents such as discipline competition, management measures for innovative credit recognition, and implementation measures for innovation and entrepreneurship training programs for college students and so on. In addition, some of the implementation are mainly based on other functional departments. From the perspective of optimizing the management process and improving efficiency, it is still necessary to further sort out the management documents according to the effect of implementation, accelerate the preparation and revision of the management standard documents for the construction of innovation and entrepreneurship platform, and form the management system of innovation and entrepreneurship education as soon as possible.

#### **3.3 The overall teaching staff is weak**

Most of the teachers who serve as the directors for employment and entrepreneurship in universities are external teachers, and the structure of teachers is unreasonable. At the same time, the number of course teachers with certificate of entrepreneurship education lecturer is small, there is a general lack of innovation and entrepreneurship experience, and classroom teaching focuses on the shallow knowledge of entrepreneurship. It is generally the explanation of general policies, and is

difficult to carry out case-based teaching from the height of professional theory and practical industry; the teaching content is not deep enough, and the teaching quality is not ideal.

### **3.4 The construction effect of training teaching base needs to be strengthened**

General universities establish a batch of practical teaching bases in the form of project approval. Some teaching units rely on the base to carry out substantive work. The implementation effect of the base construction scheme is relatively ideal, and the overdue practical teaching results are realized. However, some bases are still idle at present, and construction plans have not been effectively implemented. The goal of professional talent training is disjointed with economic and social development and industrial demand, and there is a lack of in-depth cooperation with enterprises.

## **4. The Measures of Building Innovation and Entrepreneurship Training Platform in Application-Oriented Universities**

### **4.1 Build teaching staff consists of full-time teachers and part-time teachers**

Under the “Internet +” background, the professional teachers should be trained “online” and “offline” in coordination with the society and all parties in the school. Set up an innovation and entrepreneurship college or other full-time institutions to be responsible for the training of teachers, theoretical research, textbook construction and teaching practice of innovation and entrepreneurship education. Encourage and guide teachers to actively carry out theories, topics and case studies on innovation and entrepreneurship education. Configured both full-time teachers and part-time teachers, employ experienced student cadres, outstanding alumni, outstanding entrepreneurs, experts and scholars as part-time teachers to set up a high-quality team for innovation and entrepreneurship education with the combination of full-time and part-time teachers.

### **4.2 Establish a training platform for innovation and entrepreneurship with complementary functions**

Increase investment in the construction of “Innovation Experimental Area for Talent Training Model” and “Experimental Teaching Demonstration Center”, create a high-level innovation and entrepreneurship laboratory for students, and conduct open use and management for the students of different disciplines in the whole school. Build simulation environment design through resources of special software to provide students with innovation guidance, entrepreneurship training, entrepreneurial simulation and entrepreneurial practice platform. Organize and encourage the students to participate in local social practices in their spare time, such as corporate internship, volunteer service and so on. Expand the vision of college students, enrich the work experience of college students, so that college graduates have more choices when choosing a career to start a business.

### **4.3 Reform teaching method and construct credit system platform**

Different from discipline education, innovation and entrepreneurship education should focus on the cultivation of students’ cognitive style, that is, the ability to solve problems. In curriculum setting, we should skip the restriction of major and set cross-disciplinary courses, so as to cultivate the students’ professional ability as well as their innovation and entrepreneurship ability, promote the integration of interdisciplinary majors and promote the transformation of talent training from a single discipline to a multi-disciplinary integration. The training will be taken as a separate course and counted into credits, and included in the school’s public elective course system, as well as as the course of innovation, entrepreneurship and employment quality education. Deepen the reform of credit system, implement flexible learning, and allow the students to suspend courses to do business. Through the formulation of innovation and entrepreneurial credit system, identify the scope of practice and improve platform management.

#### **4.4 Construct the innovation and entrepreneurship training platform with complementary functions**

Establish a high-level innovation and entrepreneurship laboratory of students, conduct open use and management for students in different disciplines of the university, build simulation environment design through special software and hardware, and provide students with innovation guidance, entrepreneurship training, entrepreneurial simulation and entrepreneurial practice platform. At the same time, select outstanding students according to certain standards, and establish an experimental class for innovative and entrepreneurial talents affiliated to the Institute of Innovation and Entrepreneurship Education. The innovation and entrepreneurship institute is responsible for formulating talent training programs and the implementing the teaching plans. Expand the construction ideas of practice teaching base, and integrate innovation and entrepreneurship education into the construction content. Set up the Innovation and Entrepreneurship Center affiliated to the Youth League Committee of the school. The sub-CYL committee sets up Innovation Entrepreneurship Association to integrate innovation and entrepreneurship education into the student association activities. The full-time and part-time innovative and entrepreneurship teachers serve as the guiding teachers of the association, and organize all the innovative and entrepreneurial activities.

#### **4.5 Perfect the guarantee system for innovation and entrepreneurship education**

The school should strengthen the organization and leadership of innovation and entrepreneurship education from the top to the bottom, establish an innovation and entrepreneurship education steering committee led by the school's leaders and heads of relevant departments, sort out and clarify the responsibilities of the departments around the work of innovation and entrepreneurship education, and incorporate the effectiveness of innovation and entrepreneurship education into the performance assessment of the school. Fully implement all activities related to innovation and entrepreneurship education and all departments cooperate with each other.

Implement and improve the supportive policies for college students' innovation and entrepreneurship. Set up special funds for innovation and entrepreneurship to provide financial guarantee for the approved innovation and entrepreneurship training plan projects for college students, college students' entrepreneurial practice and the incubation of their achievements. Strengthen the construction of online platform for online projects, update the online information of innovation and entrepreneurship projects in time, and select excellent projects to support the relevant policies of the school.

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