

The Research of the Blended Teaching Model of Management Courses based on Cultivating Innovation and Entrepreneurship Abilities

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Abstract: In the current context of "Internet plus" and "mass entrepreneurship and innovation", management courses should apply modern teaching methods and focus on the cultivation of students' innovation and entrepreneurship ability. The management course should be constructed from several aspects, including course training objectives, teaching design, teaching environment, teaching methods, and innovative features, and apply a blended learning model to meet the current teaching needs.

1. Introduction

Since its inception in the late 1990s, blended learning has gradually evolved into the "new normal" of educational forms after more than 20 years of theoretical research and practical application. Especially in the current context of "Internet plus", the hybrid teaching mode almost covers many disciplines. In the teaching of the Management course, modern information technology can be combined to change traditional teaching methods and apply blended online and offline teaching to stimulate students' interest in learning, thereby improving the teaching quality of the Management course. At the same time, the Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Higher Education Institutions point out that education and teaching in universities should scientifically set up professional courses, continuously enrich and improve the innovative teaching resources of various professional courses, actively integrate innovation and entrepreneurship ideas in daily professional teaching, and effectively unify professional education and innovation and entrepreneurship education. Based on this, the curriculum reform of management should be carried out through a hybrid teaching model of "online" and "offline" (as shown in Figure 1). On the basis of improving professional abilities, emphasis should be placed on cultivating students' innovation and entrepreneurship abilities, thereby achieving the ultimate goal of cultivating high-quality professional talents with innovation and entrepreneurship awareness and ability[1].

2. Training Objectives of Management Course

The course of Management is a fundamental course for economics and management majors. Management is a science that systematically studies the general laws and methods of management activities. It is a comprehensive discipline that extensively absorbs knowledge from multiple disciplines such as engineering, economics, sociology, psychology, systems theory, control theory, and computer science. The course has the characteristics of broad coverage, strong foundation, and strong practicality. It is a prerequisite course for learning other professional courses, one of the professional courses for the entrance examination of graduate students in economics and management, and also the main content of relevant professional qualification certificate exams[2].

Based on the student-centered theoretical and practical positioning of higher education institutions and the overall goal of cultivating high-quality applied composite senior talents serving socialist modernization construction, as well as the requirements for cultivating excellent moral character, practical professional skills, problem-solving and innovative abilities, the training objectives of management courses can be divided into three areas: knowledge, ability, and values, And

correspondingly designed into three levels. The first layer is the knowledge layer, which enables students to understand the basic framework and main content of management through teaching, understand the development trend of management, master the basic theories, concepts, laws and methods of management, as well as the relevant content of basic management functions such as planning, organization, leadership, control and innovation, and master the formulation of plans, design of organizations, methods and art of leadership, and principles and methods of control, Innovative thinking methods in management, etc. The second layer is the ability layer, which enables students to develop their comprehensive application ability on the basis of mastering management knowledge, so that they can use relevant theories and methods to solve problems in management practice. In the teaching process, emphasis is placed on cultivating students' awareness of innovation and entrepreneurship, enhancing their innovation and entrepreneurship qualities, and ultimately cultivating their innovation and entrepreneurship abilities. The third layer is the values layer, where teachers should stimulate students' interest in learning, stimulate their enthusiasm and initiative, and encourage innovative thinking during the teaching process. Teachers should also fully integrate ideological and educational elements into their teaching, convey and establish confidence in the path, theory, system, and culture, so that students can establish correct values and outlook on life, possess craftsmanship, innovation, and professional ethics, and cultivate excellent management talents with deep patriotism, firm ideals and beliefs, strong thinking ability, and the courage to take responsibility in the new era[3-4].

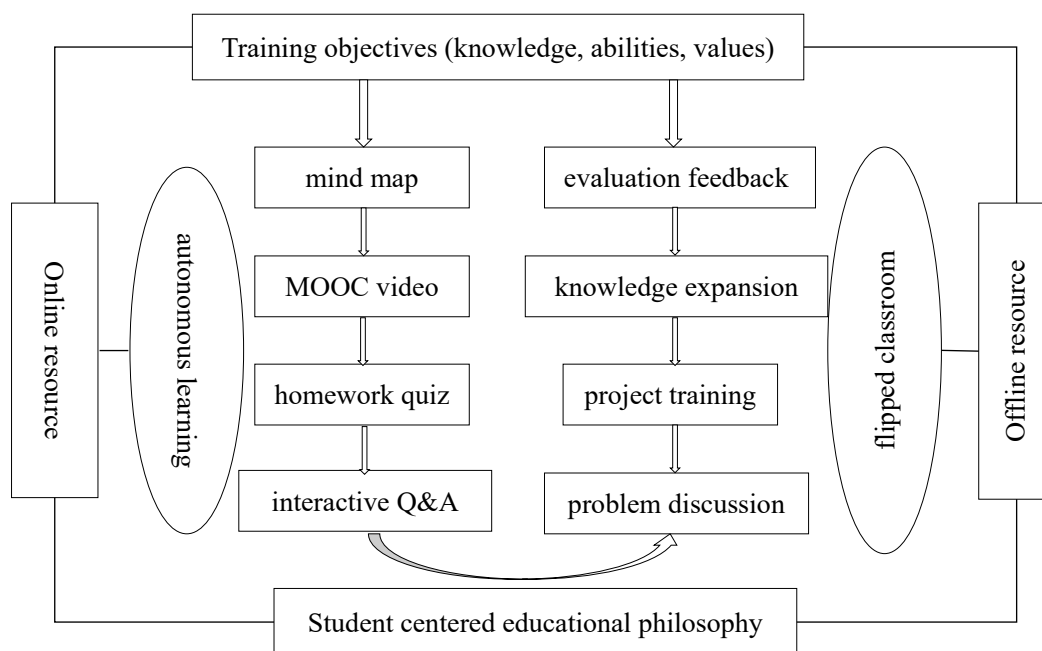


Figure 1: Blended teaching mode for management courses

3. Teaching Design of Management Course

3.1 Teaching Resource Construction

The construction of teaching resources for management courses is divided into three parts, including teaching resources, learning resources, and assessment resources.

The teaching resources are mainly used by the teachers, including the teaching outline, teaching calendar, lesson plans, lecture notes, PPT courseware, etc., and are integrated with the characteristics of blended online and offline teaching. At the same time, attention should be paid to integrating ideological and political elements into the teaching content[5].

Learning resources are mainly auxiliary learning materials provided for students to self-study, including mind maps for each chapter, micro lesson videos, ideological and political education parks, classic case studies of enterprises, recommended reading lists and literature, innovation and

entrepreneurship learning resources, etc., to meet the needs of students for self-directed learning and expanded learning. Learning resources are mainly applied online and mobile.

Assessment resources include pre class preview questions, classroom practice questions, discussion questions, and homework questions, as well as a final exam question bank. In order to ensure the objectivity and impartiality of the assessment, the teaching team jointly sets questions and carefully designs multiple choice questions, multiple choice questions, analysis questions, calculation questions, short answer questions, and case analysis questions based on the characteristics of the course content. The focus is on checking students' mastery of the basic knowledge points of management, which can truly reflect their learning ability and level[6].

3.2 Teaching Activity Arrangement

The teaching activity consists of three parts, namely pre reading, classroom teaching, and post class reflection.

Pre reading mainly focuses on online learning, using mind maps for each chapter to help students understand the knowledge flow. By combining micro lesson videos and textbooks, students can understand the basic knowledge and theories of this chapter, and record any unclear or unresolved issues for further discussion with classmates and teachers in offline classrooms. This approach not only cultivates students' self-learning ability, but also saves time in explaining basic knowledge in the classroom, facilitating in-depth learning and solving teaching focus and difficult problems.

Classroom teaching mainly identifies, decomposes, and solves problems through collaborative learning. Using the flipped classroom method, the teacher first answers common questions raised by students in the process of self-directed learning, and then carries out targeted teaching based on the differences in student understanding, combined with the focus and difficulties of this chapter. After learning key knowledge points, teachers use methods and means such as case analysis, problem debate, management games, or situational exercises to enable students to practice the content related to key knowledge points in the classroom, achieving the goal of mastering and applying knowledge[7].

After class reflection, after each class, teachers can use online teaching platforms to publish assignments, requiring students to complete and submit them within the designated time to consolidate their mastery of relevant knowledge points. At the same time, after completing classroom teaching activities, teachers also need to summarize the situational design, teaching content, and teaching methods in the teaching process, optimize and integrate them, further improve the teaching mode, and improve the quality of teaching[8].

3.3 Course Assessment Design

The course assessment adopts a combination of regular assessment and final exams, where the regular score is calculated at 100 points, which is equivalent to 40% of the total score. It mainly includes students' online learning situation, participation in classroom activities, and completion of homework and exercises in the scope of regular grades, focusing on the assessment of their comprehensive application ability and innovation and entrepreneurship ability. The final exam adopts a closed book format, with a total score of 100 points equivalent to 60% of the total score. The final exam papers in management are automatically generated by the computer through the question bank.

4. Construction of Teaching Environment for Management Courses

The teaching environment mainly includes online teaching, classroom teaching, and extracurricular practice.

Online teaching can rely on teaching platforms such as Chaoxing Learning Pass and combine them with Tencent Meeting, WeChat QQ, and DingTalk to carry out blended learning in management. Chaoxing Learning Pass and other teaching platforms can not only use the network to achieve teaching resource sharing, but also information technology to quickly achieve classroom attendance, interaction, and testing, in order to achieve student-centered active learning.

Classroom teaching is an offline classroom teaching approach that utilizes a flipped classroom approach, allowing students to report in groups. Teachers supplement and summarize knowledge

points based on students' learning outcomes, while emphasizing the key content of management. At the same time, teaching activities can be organized in small groups. After assigning classroom games, case studies, and classroom discussions, teachers encourage students to form their own perspectives and engage in communication to enhance the fun of the classroom.

Extracurricular expansion practice is mainly aimed at encouraging students to track the hot issues in management after classroom teaching, apply the learned knowledge to the analysis of hot issues, encourage students to consciously participate in some student organizations, think about the management problems existing in student organizations, and find ways to analyze and solve them. You can also visit enterprises through school enterprise cooperation, understand and experience management issues in the organization, and have a sensory understanding of the actual management activities of the enterprise to make up for the shortcomings in classroom teaching. Finally, students can be encouraged to actively participate in innovation and entrepreneurship activities by utilizing resources both on and off campus. By actively participating in innovation and entrepreneurship activities, students can not only better understand management knowledge, but also effectively transform it into practical management skills, thereby cultivating the ability to independently solve problems.

5. Teaching Methods for Management Courses

The teaching methods of management courses are mainly divided into two parts: online and offline.

Online teaching mainly applies self-directed learning and task driven methods. According to the task list assigned by the teacher, students can watch relevant content videos online before class for self-directed learning. The teacher can inspire students to think and master the basic knowledge and theories of relevant chapters through online posts such as "Leading Case Analysis", "Classroom Exercise", and "After class Exercises". Students can watch the learning video content repeatedly or selectively, independently think about solutions to problems, and record difficult problems or seek help from teachers and classmates through online platforms.

Offline teaching mainly guides students to analyze and understand problems through teacher lectures. Secondly, case teaching method can also be used, mainly combining classic case studies of well-known domestic and foreign enterprises to help students better understand management knowledge. Situational teaching methods can also be used, mainly by setting up some management training games and role-playing to enable students to immerse themselves. Finally, through group discussion method, mainly under the guidance of the teacher, students are divided into groups to discuss or debate around problems, so as to better consolidate their knowledge.

6. Innovative Features of the Construction of Management Courses

The teaching reform of management courses closely revolves around the student-centered concept, and the innovative characteristics of management courses are mainly reflected in four aspects.

The first is the innovation of teaching objectives. The course objectives of management are divided into three levels: knowledge, ability, and values. By studying this course, students can master the relevant knowledge points of management and apply management knowledge to analyze and solve practical management problems. At the same time, attention should be paid to cultivating students' patriotism and establishing correct outlooks on life and values.

The second is the innovation of teaching content, which involves the targeted integration of ideological and political elements into the teaching of management. Knowledge points are sorted out according to teaching units, and key knowledge points are identified in each teaching unit for the integration of ideological and political elements. By cleverly combining ideological and political elements with professional knowledge, ideological and political education is integrated throughout the management course, emphasizing the cultivation of students' craftsmanship and entrepreneurial spirit.

The third is the innovation of teaching mode, which adopts a hybrid teaching approach of online and offline. The application of hybrid teaching mode can provide more diverse teaching activities for

the development of various teaching work, fully utilize existing resources and network information technology, combine the advantages of offline and online teaching, and fully complement each other's advantages. The advantage of online teaching is that recorded course videos can be replayed infinitely, allowing students to learn at any time Fully grasp; Moreover, online platforms can achieve automatic grading of objective exercises, making it faster for teachers. To accurately understand students' mastery of the material, providing more targeted explanations during offline teaching. The advantage of offline teaching is that teachers can control the classroom and grasp the learning pace of the course. Teachers first answer common questions raised by students during the process of self-directed learning, and then carry out targeted teaching based on the differences in student understanding, combined with the key and difficult points of this chapter. Teachers use methods and means such as case analysis, problem debate, management games, or situational exercises to enable students to practice key knowledge points in the classroom, engage in sufficient interaction with students, and help students understand relevant knowledge more accurately, timely, and flexibly.

The fourth is the innovation of teaching philosophy, which means the integration of professional education and innovation and entrepreneurship education in teaching. Emphasis is placed on integrating innovation and entrepreneurship education into management courses, cultivating college students' awareness of innovation and entrepreneurship through flexible and diverse teaching methods. Based on the construction of management professional knowledge, students are encouraged to cultivate their creative thinking through various teaching methods such as enlightenment, communication, and participation, and stimulate their inspiration for innovation and entrepreneurship. At the same time, emphasis is placed on innovation and entrepreneurship education and practical activities, encouraging and guiding students to participate in various innovation and entrepreneurship competitions and enter enterprise internships or practical training.

7. Conclusion

Higher education is a base for delivering talents to the country, and the high-quality development of the country needs to rely on the supply of high-quality talents. The most urgent need for the country at present is a large number of innovative and entrepreneurial talents, and effectively promoting innovation and entrepreneurship education has become a strategic choice for the high-quality development of higher education. Therefore, emphasizing the cultivation of students' innovation and entrepreneurship abilities, applying the blended learning model to the construction of management courses, allowing students to participate more throughout the entire teaching process, can improve their self-learning ability, enhance their awareness and ability of innovation and entrepreneurship, and ultimately achieve the goal of cultivating professional talents with innovation and entrepreneurship qualities.

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