

Research on Reform and Practice of Multi-class Integration in the Major of Entrepreneurship Management

—Taking a course of Business Value Discovery and Project Selection as an Example

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Abstract: During the 13th Five-Year Plan period, the cultivation of innovative and entrepreneurial talents has become an important task for colleges and universities. The aims of entrepreneurship education in colleges and universities are to train students to become new talents with creativity, goodness and sincerity. Only by having more opportunities to participate in social practice, contacting with real situations and letting them "calm down" and "go out", students can understand the industry environment and social hot spots better, stimulate innovative thinking and inspiration in real situations, and cultivate their enthusiasms and abilities for entrepreneurship. Multi-class Integration can stimulate innovative thinking and improve the market acuity of the students. It can also achieve the teaching target of new talents at the period of cultivating talents during the education of entrepreneurship management. This paper starts with the problems existing in the education of the major of entrepreneurship management in colleges and universities. And the significance of multi-classroom integration in the teaching of entrepreneurship management course is put forward. On the other hand, this paper summarizes the reform and practice of multi-class integration, and puts forward corresponding suggestions on the problems that are encountered in the reform.

With the orientation of the Nineteenth National Congress to the new era of the country, building an innovative country has become the only way for China to become strong. During the 13th Five-Year Plan period, the cultivation of innovative and entrepreneurial talents has become an important task for colleges and universities. The aims of entrepreneurship education in Colleges and universities are to train students to become new talents with creativity, goodness and sincerity.

At present, the entrepreneurship education in colleges and universities lacks the effective integration of the first class, the second class and the third class. There are some problems, such as limited time in the first class, unclear objectives and low enthusiasm of students' participation in the second and third classes. Students generally do not understand the industry environment and care about hot news. They are also short of social practice, and exploration and curiosity are limited to the things they contact. Therefore, it is difficult to stimulate innovative thinking and entrepreneurial interests. The design of teaching contents of these three class are relatively independent. The contents of the second class and the third class lack the connection and integration with the first class. The contents of the first class are more theoretical, and it is difficult to fully mobilize students' learning enthusiasm and initiative. We can really choose entrepreneurship projects by considering the industry environment, market demands, technological innovation, integration of resources and other factors. In terms of teaching methods, entrepreneurship education in Colleges and universities still focuses on "teachers' teaching and students' learning", and the teaching methods are relatively single. Formative performance evaluation in teaching evaluation mainly focuses on the evaluation of homework in the first classroom. Teachers are the main role of the evaluation, and the evaluation is too single. The scoring method of the second and the third classes are relatively single, with the main scoring methods: the score of improvement of personal quality and employment credits, lacking the connection with the first class. Students don't pay more

attention on them. Therefore, in the education of entrepreneurship, it is particularly important to carry out the reform and practice of multi-class integration.

1. The Significance of Multi-class Integration in the Teaching of Entrepreneurship Management

Only by having more opportunities to participate in social practice, contacting with real situations and letting them "calm down" and "go out", students can understand the industry environment and social hot spots better, stimulate innovative thinking and inspiration in real situations, and cultivate their enthusiasm and ability for entrepreneurship. Therefore, professional courses need to achieve multi-class integration, through combining theory with practice. And the multi-class integration will reflect the importance of the first class in talent training, and the real role and significance of the second and third classes. It will help students choose entrepreneurship projects according to local conditions, stimulate innovation awareness and enthusiasm, and cultivate entrepreneurship ability.

1.1 It can stimulate innovative thinking and improve the market acuity of the students.

Taking the course of Business Value Discovery and Project Selection as an example, business value discovery and project selection are important links at the early stage of entrepreneurship. Students should be guided by the cultivation of innovation ability and the drive of innovation and entrepreneurship interests. Emphasis should be placed on the integration of the first class, the second class and the third class. The objective of teaching is to stimulate students' innovative thinking and market sensitivity. Through multi-class integration and real environment experience and investigation, students can broaden their horizons, cultivate their innovative thinking, and improve their entrepreneurship and entrepreneurial ability.

1.2 It can achieve the teaching target of new talents at the period of Cultivating Talents during the education of entrepreneurship management.

The education of Innovation and Entrepreneurship has entered the stage of "Cultivation of Talent". The education of entrepreneurship management in Colleges and universities should achieve the goal of "Cultivation of Talent". The teaching mode of multi-class integration can make professional education run through the class, inside and outside the school, and guide the second and the third class with the teaching concepts and the experiences of education of entrepreneurship management. The second and third classes, as the extension and supplement of the first class, promote the absorption of professional knowledge, and improve the application ability of the students, so as to achieve the teaching goal of "Cultivation Period of Talent" in Entrepreneurship education.

2. The Practice of Multi-class Integration in the Teaching of Entrepreneurship Management Courses

2.1 Setting up the Teaching Model of "Course Director + Expert Lecturer + Course Assistant".

From the point of view of professional education, the knowledge of the three classes has the characteristics of continuity and gradation. If the three classes are conducted independently by different teachers and time, it will often form the phenomenon of mutual independence or even contradiction. Taking the course Business Value Discovery and Project Selection as an example, The teaching model of curriculum director, expert lecturer and curriculum assistant has been adopted, they all participate in the revising of curriculum teaching objectives, syllabus, teaching design, and so on, designing and promoting practice activities of the second and third class. After the reorganization and arrangement of the curriculum contents, the teachers will arrange their teaching contents according to their respective expertise. It is also helpful to guide the second and third classroom practice. Under the implementation of this teaching mode, full-time teachers in colleges

and universities, entrepreneurship tutors and teachers in the Ministry of Innovation can play their respective strengths. At the same time, it can be helpful for full-time teachers in colleges and universities, entrepreneurship tutors and teachers in the Ministry of Innovation learn and have cooperation with others. It can also promote the effective achievement of multi-class integration in the courses of Entrepreneurship Management.

2.2 Designing and Coordinating the Teaching Contents of "Three Classes".

Under the concept of multi-class integration, each course of the major of entrepreneurship management has independent first class relatively, but many courses can share the second and third classes. The teaching content and methods of the first class should be determined. Then the second and third classes can take professional knowledge as the main line to expand inclusiveness. Coordinate the teaching contents and methods of the three classes and make full use of and broaden the teaching carrier. The teaching contents and the themes of reversal of classroom embody the concepts of training students. They will have creativity, goodness, sincerity and honesty. Taking the course of Business Value Discovery and Project Selection as an example, this paper pays attention to the professional theoretical knowledge, application ability and operation performance at the bottom of the hierarchical application model of Miller Pyramid Principle. The reorganization of teaching contents are designed as five themes: industry environment, business value discovery, identification and evaluation of entrepreneurship opportunities, investigation and evaluation of entrepreneurship projects and selection of entrepreneurship projects. The purpose is to let students understand the basic knowledge of business value discovery and business project selection, and to truly apply what they have learned. In the setting of course periods, it will combine theoretical teaching with practical teaching. Therefore, students can truly grasp the essential knowledge of business value discovery, business opportunity identification and the related skills of project selection. The contents of the second and third classes will be selected to achieve effective integration with the contents of the first class (see Figure 1). Encourage students to participate the activities inside and outside school. For example, encourage students to study industry information, and participate in the "News I Broadcast" in class. Increase practice contents by combining the Yingcai training camp and the meeting of entrepreneurship projects. It can increase the teaching materials of in-class and out-class practice, and achieve the integration of the first class and the second class. Encourage students to participate in social practice and lead students to "go out". Through enterprise visits, exhibition visits and business circle inspections, students will be familiar with the industry environment, current industry hotspots, innovative and creative products and services. It helps students discover business value, identify business opportunities, inspect and evaluate business projects, select business projects, and achieve multi-class integration.

Paying attention to the redesign and integrate of practical projects can not only highlight the combination of curriculum practice projects and theories, reflect professionalism, but also highlight the background of the times and reflect integration. The course of Business Value Discovery and Project Selection needs to strengthen students' understanding of the industry environment. It helps students understand and grasp the business value discovery and the sources of business opportunities better, identify business opportunities and choose business projects. The curriculum is guided by the cultivation of innovation abilities and the drive of innovation and entrepreneurship interests. It pays attention to the stimulation of students' innovative thinking, vision development and entrepreneurship training, and redesigns and integrates practical projects.

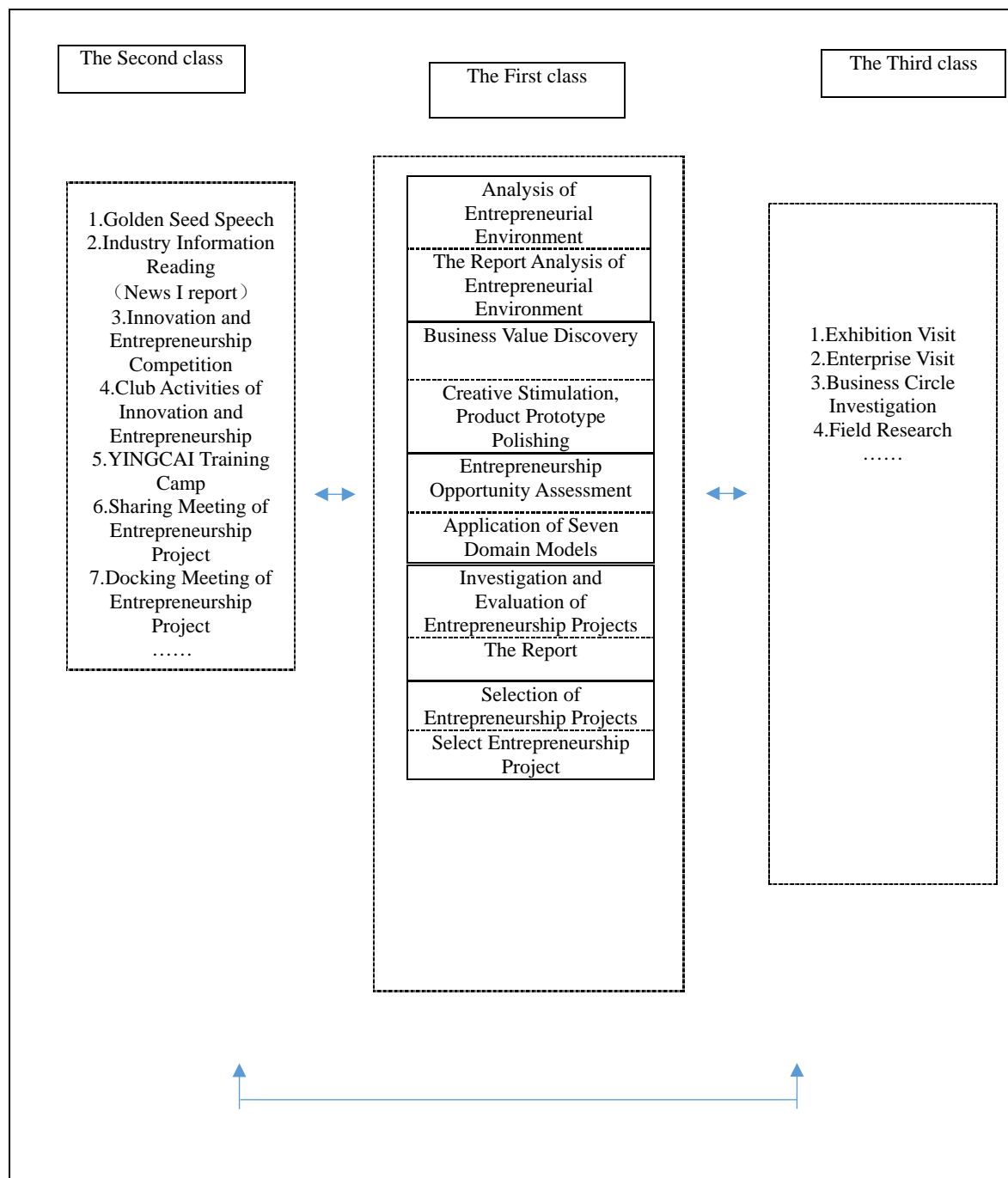


Figure 1. Design of Multi-class Teaching Contents for Business Value Discovery and Project Selection

2.3 Reforming the Teaching Method and the Evaluation Method of Courses.

Combining the periods of theory and practice of curriculum, we should vigorously promote the teaching methods of heuristics, inquiry, discussion and participation, use the teaching method of flipped classroom reasonably, guide students to question, investigate and explore, promote students to study independently and actively, and use Moso Teach platform to promote professional curriculum construction. It will improve the senses of innovation and entrepreneurship, regard multi-class as a whole part and start the "flipped class" of multi-class integration.

We should take the evaluation of students' comprehensive ability and personality development as the core, and achieve the diversification of the evaluation methods of students' academic achievements. Reduce the proportion of final exam scores and improve the proportion of normal scores. Class performance scores and homework scores are highlighted in the normal scores. Class performance mainly reflects students' participation and expressiveness in the second and third

classes, including Moso Teach platform participation, industry information research (News I broadcast), second and third class participation and first class performance. Homework scores mainly reflect students' participation and completion in flipped class practice.

3. Suggestions of Multi-class Integration in the Teaching Practice of the Major of Entrepreneurship Management

3.1 Building a platform to support the practice of multi-classroom integration.

In the practice of multi-class integration of the major of entrepreneurship, it is difficult to organize practical activities outside the school because of the large number of students, especially in the organization of the third-class activities. If the second and third classes are organized by the teachers of the first class, it makes the teaching work more difficult. If the practice of the first-class teaching in Colleges and universities involves the practices outside the university, it generally needs to go through a more complex process of examination and approval, because of the reasons of safety. In addition, the general first-class teaching has no extra practice funds. It is difficult to achieve the goal of students visits, inspection, research and training together. Therefore, we should build a platform to support the practice of multi-class integration, to integrate the second and third class practice activities with the centralized practice projects and curriculum practice projects in the professional training programs. It can not only reduce the difficulty of organizing practical activities inside and outside the school for teachers, but also realize that the second-class and third-class practical activities serve for multiple courses and realize the purpose of sharing resources of practical activities. Strengthen cooperation with enterprises and institutions to provide students with a stable practice platform and practice base. Colleges and universities should also contribute to multi-class integration and provide students with reasonable time, sufficient funds, safe environment and professional guidance to participate in the second-class and third-class practice activities.

3.2 Strengthening the Training of Professional Teachers.

In the reform and practice of multi-class integration, professional teachers are required to have deep levels of professional knowledge, rich practical experiences and excellent abilities of teaching guidance. The teaching mode of "curriculum Director + expert lecturer + curriculum assistant" should be set up to give full play to the respective strengths of teachers and promote the effective realization of multi-class integration in the course of entrepreneurship management. However, there will still be a number of teachers teach together, the results of the achievement of teaching objectives are inconsistent. Therefore, in order to achieve the efficiency and implementation of multi-class integration reform and practice, it is necessary to strengthen the training to professional teachers. Encourage full-time university teachers to exercise in enterprises and let them increase practical experiences, meanwhile we need to strengthen the training of teaching guidance ability for enterprise entrepreneurship tutors in order to improve the guidance effects of innovation and entrepreneurship.

3.3 Promoting the Identity of the Second and Third Class Evaluation.

At present, in the reform of multi-class integration of the major of entrepreneurship management in our university, the evaluations of the second and third classes are still based on the classroom performance score of the courses, and the evaluation of the reports of practical activities. The courses of entrepreneurship management and other professional courses have their distinct characteristics. We can refine the assessment criteria for the second and third class practice activities, and credit recognition will be given for results of the second and third class practices that meet the requirements. Applying for credits as a diversified form of final assessment can greatly enhance students' enthusiasm and initiative to participate in the second and third classes, and truly give full play to the purpose of multi-class integration curriculum teaching. reform of entrepreneurship management.

4. Conclusions

The professional education of entrepreneurship management in Colleges and universities should aim at training students to become new talents with creativity, goodness and sincerity. Therefore, the curriculum education of entrepreneurship management should strengthen the integration of multiple classes to realize the perfection and optimization of the practical teaching system. It will help students better understand the industry environment and social hotspots, stimulate innovative thinking and inspiration in the real situation, cultivate entrepreneurial enthusiasm and ability, and achieve the training objectives of the major of entrepreneurship management.

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