Actual Effect of Innovation and Entrepreneurship Education in Universities Based on Computer Data Analysis

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Abstract. The Innovation and Entrepreneurship education in colleges and universities is the main way to guide the contemporary youth to establish socialism. If the evaluation criteria for timeliness of Innovation and Entrepreneurship education in universities have not been set, it is difficult to assess whether the Innovation and Entrepreneurship education in contemporary universities is effective or not, thus losing the significance of measurement. The State and the Ministry of Education need to set reasonable evaluation standards for the effectiveness of Innovation and Entrepreneurship education, which also has a great influence on improving teaching efficiency. Therefore, this paper combines the data analysis and computer science tools to construct the efficient guidance model. The data are well analyzed and visualized the test the performance.

Keywords: Computer, Data Analysis, Colleges and Universities, Innovation and Entrepreneurship Education, Effectiveness, Research

1. Introduction

Science is one of the standards that university Innovation and Entrepreneurship education insists on. Deepening education of creation and innovation reform is an important measure to implement the innovation-driven development strategy. Education of creation and innovation aims at cultivating talents with basic qualities of venture and creative personality, and cultivating students' awareness of venture, venture sprit and venture ability. Education of creation and innovation is not static, but developed with the development of society. Engels once said: "the Innovation and Entrepreneurship theory of each era will be different. With the rapid development of society, people must conduct in-depth research and analysis to solve the substantial problems encountered in education of creation and innovation. Many college teachers believe that education of creation and innovation reform is too formalized and the results are not obvious. Even reform and editing the creation and Innovation textbooks cannot keep up with the pace of social development. People can only continue to summarize the teaching, practical experience, enrich the content of creation and innovation. During the teaching process, Innovation and Entrepreneurship teachers need to carry out research and analysis on the following issues: first, curriculum theory, second, students' study rules, third, teaching methods, fourth, teaching concepts, and fifth, students' thinking methods.



Figure 1. The Data and Information Visualization Steps and Methodologies

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The problem of creation and innovation education mainly includes the following aspects: first, the problem of consciousness, second is the problem of technology, third is the practical problem, the fourth is the competence problem. The effectiveness of venture effect is of great guiding significance to the education of creation and innovation. Under the traditional Innovation and Entrepreneurship teaching concept, teachers pay too much attention to theoretical teaching, ignore students' emotional changes, and do not fully understand the actual situation and learning needs of students, and teaching efficiency is low. In modern times, Innovation and Entrepreneurship teachers must change the traditional teaching model and teaching philosophy, fully understand the students' actual situation and learning needs, and reasonably formulate the teaching plan according to the actual needs of the students, and allow the students to actively participate in Innovation and Entrepreneurship teaching. Students' autonomy in learning is promoted, students' enthusiasm and enthusiasm for learning are improved, and Innovation and Entrepreneurship education is linked to social reality. Students are made to realize the importance of Innovation and Entrepreneurship studies and to improve the efficiency of Innovation and Entrepreneurship education.

Relying on supercomputers to build big data centers is one of the current mainstream trends. Supercomputers have the general advantage of basic commercial power and can provide efficient computing power for the big data processing. Since the 1970s, supercomputers have existed as national strategic resources. They are important technical means for solving a series of enormous challenges such as national economic construction, scientific progress, social development, and national defense security. They are also national scientific and technological levels and national competitiveness with the important embodiment.

In the future, information processing technology must be reformed in the extraction of information, and valuable information should be entered into the resource library and provided to users who need it. At the same time, the processing and transmission of information is also the key to the future development of information processing technology. The "big data" era has arrived, but it has not completely entered the era of the information explosion.

For complex large-scale systems, it is difficult to accurately describe the fault characteristics of the system with models. The data-driven fault prediction method uses data mining, machine learning and other technologies to learn historical data, obtains the law of fault occurrence, and uses the learning results to analyze the system's real-time status data to predict whether faults occur. By porting big data applications to supercomputers, the local access characteristics of data become particularly evident, and the performance mismatch between memory and external memory has not been effectively solved. At present, the most common big data processing mode, MapReduce, needs to write the intermediate calculation results back to the disk, resulting in a huge I/O overhead of the system, which cannot meet the real-time requirements of the application.

At present, there is formalism in the classroom teaching of Innovation and Entrepreneurship education in Chinese universities. In the stress of the job title assessment, teachers devoted their energy to applying for various types of scientific research topics and publishing academic papers. However, they only had to rely on years of experience in teaching and had to deal with it. Most teachers rarely explore new teaching methods and try new methods. Therefore, it is imperative to strengthen the effectiveness of classroom teaching in Innovation and Entrepreneurship education in colleges and universities. Most of the existing studies are mainly theoretical explanations and lack of empirical research based on mathematical models. This paper focuses on empirical research, uses SPSS statistical software to analyze the survey data, and establish regression models, determines the main factors that affect the effectiveness of Innovation and Entrepreneurship education in the classroom, and proposes corresponding countermeasures.

2. College Innovation and Entrepreneurship Education Based on Computer Data Analysis

A. Analysis of Survey Data on Effectiveness of Classroom Teaching in Innovation and Entrepreneurship Education

In order to accurately grasp the current status of Innovation and Entrepreneurship education in colleges and universities, a practical survey on Innovation and Entrepreneurship education classroom teaching was conducted among university students. 321 questionnaires were distributed and 316 valid questionnaires were collected. Regarding the main influencing factors, the Semantic Differences Table was designed to assess the effectiveness of classroom teaching in the Innovation and Entrepreneurship education in universities from the three perspectives of students, teachers, and schools. According to the previous research results, three main factors in each aspect were selected. Each factor was divided into two grades: "important grade" and "actual situation". They were expressed in grades of 1 to 5, and 1 was not important at all. 5 is extremely important. Students include gender, professional attributes (arts and sciences), interests and hobbies; teachers

include images, teaching methods, and professional knowledge; schools include the degree of emphasis, teaching facilities, and the proportion of credits. Because it is a survey of students in 10 classes of different majors, it meets the conditions of independence observed within the group. SPSS statistical software was used to analyze the survey data.

There is a high degree of correlation between "emphasis" and "teaching facilities", mainly because schools' emphasis on a certain job is mostly reflected by the investment in hardware facilities. What's more, academic disciplines such as Innovation and Entrepreneurship education courses, which are theoretically strong, have less investment in scientific research and have had little impact. Therefore, teaching facilities are highly related to the importance of schools.

Nine influencing factors were significantly positively related to the "learning effects" of the school marking variables (P values were all less than 0.005). Among them, the correlation coefficient of "teaching method" is 0.763 (greater than 0.7), and it is highly correlated with the school marker variables. It shows that the teacher's teaching method significantly determines the practical effect of students receiving Innovation and Entrepreneurship education; "teaching facilities" "instrument image" " The correlation coefficient of "degree of importance", "professional knowledge", "interest in hobbies" and "score of credits" was between 0.416 and 0.672, which was moderately related to the school-marking variables. The correlation coefficients of "professional attributes" and "gender" were 0.328 and 0.257, showing low correlation with the school-marking variables, indicating that there was no significant difference in the effects of arts education between the liberal arts students and science students. This also proves that the liberal arts students, generally recognized by teachers, learn better than science students, but they only feel self-perceived by teachers. Actually, professional attributes have no significant effect on teaching effectiveness.

The regression weights for all five factors are positive (1.283, 0.915, 0.762, 0.396, and 0.178), indicating that for every 1 unit increase, the learning effect of students increases accordingly. If other factors do not change, the teacher's change in the way of teaching will increase the perceptual evaluation of the student by 1 unit. The learning effect at the end of the student's period will increase by 1.283 units. This shows how the teacher's teaching method affects the student's learning effect. For students whose interest in the course increases by 1 unit, the student's learning effect at the end of the period will increase by 0.915 units.

B. Innovation and Entrepreneurship education classroom teaching effectiveness

We believe that in improving the effectiveness of Innovation and Entrepreneurship education in classroom teaching, we should focus on teachers' teaching methods and students' interests. How teachers can teach and whether they can attract students and mobilize their interest in learning is the key to the problem. The teaching content of Innovation and Entrepreneurship education theoretical courses in colleges and universities has a moral education orientation and a strong Innovation and Entrepreneurship orientation. Therefore, students will inevitably be disgusted with theoretical boring and model teaching. It is suggested that teachers adopt the model of instruction (combination of case teaching and cross-questioning teaching), that is, before explaining the theory, enumerating cases that are closely related to reality, asking students questions, allowing students to judge first, and then solving problems theoretically.

Single case teaching is limited to the fit of case and theory. It is to use actual cases to attract students, pay attention to the application of theory in reality, or discover the existing theory in reality. The example teaching model not only focuses on the fit of the case and theory, but also pays more attention to asking questions. The case selection in the example teaching model is of utmost importance. In practice, it is likely that there will be phenomena that seem to contradict the theory, and often there will be wrong judgments. From this point on, teachers will ask for questions and ask students to judge. Then through theoretical explanations, students will be able to reverse their misperceptions, strengthen their understanding of the theory, and achieve the purpose of theoretical teaching. Therefore, the integration of the teaching can be summarized as the follows¹.

1) The information technology with leads studies the teaching effective binding energy enhancement experiment teaching. According to the discipline characteristic, tests start the teaching. To some phenomenon not obvious experiment, is also unable the experiment which also demonstrates, the utilization modern age multimedia, the use network resources, the strengthened experiment teaching, strengthens the student to practice ability, enhances the student to study the interest that guides the student to have the goal observation, inspires the positive thought, prompts the chemical reaction the essence. Multimedia can the writing, the image, the sound, the animation and the

video information and so on the multitudinous information collection in a body, can in the vision, the sense of hearing have the rich stimulation, with leads study the teaching effective union using the information technology brings to general student's attention, stimulates student's study interest, causes the student to have the intense study desire, can cause the abstract concept concrete application, the static knowledge visualization, is advantageous in the student to the knowledge gain, the memory.

2) The effective combination of information technology and instructional teaching can give full play to students' main role. The use of information technology for instructional instruction can give play to the students' main role. In teaching, they respect children's different interests and hobbies, different life experiences and different forms of expression, so that they can form their own different styles.

Different Innovation and Entrepreneurship exchanges can bring out more exciting content. The exchanges between teachers and students, students and students, including textbook knowledge are not rigidly tied to textbook knowledge, and the classroom atmosphere is active. After one lesson, everyone's understanding of the relevant knowledge points will be more profound. The enrichment of teaching content is to use extracurricular content that can attract students to attract students, guide students to learn textbooks, and use fresh content to generate speeches.



Figure 2. The System Information and User Interface

C. The political nature embodied in Innovation and Entrepreneurship education content

The Innovation and Entrepreneurship theory courses in universities reflect both political and Innovation and Entrepreneurship. In general, people will say that the economic base determines the superstructure, and indeed it does. The contents of Innovation and Entrepreneurship education must be based on socio-economic development. At present, the focus of research on the effectiveness of high school Innovation and Entrepreneurship education is related to the factors that influence the effectiveness of Innovation and Entrepreneurship education, and there is relatively little research and analysis on the evaluation standards for the effectiveness of Innovation and Entrepreneurship education. If the evaluation criteria for the timeliness of Innovation and Entrepreneurship education in universities are not set, it is difficult to assess whether the Innovation and Entrepreneurship education standards for the estimation in contemporary universities is effective and thus loses its significance. The State and the Ministry of Education need to set reasonable evaluation standards for the effectiveness of Innovation and Entrepreneurship education standards for the effectiveness of evaluation and Entrepreneurship education standards for the effectiveness of Innovation and Entrepreneurship education in contemporary universities is effective and thus loses its significance. The State and the Ministry of Education need to set reasonable evaluation standards for the effectiveness of Innovation and Entrepreneurship education, which also has a great influence on improving teaching efficiency.

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Figure 3. The Finalized System Architecture of the Proposed Model

In the process of teaching, Innovation and Entrepreneurship teachers must recognize the importance of practical teaching, combine theoretical teaching with practical teaching, and organize more classroom practice teaching activities so that every student can actively participate in practical teaching activities. Students' practical ability to achieve effective teaching. The Innovation and Entrepreneurship teachers must change the traditional teaching philosophy. To handle the relationship between teaching and learning reasonably, teachers must not only impart knowledge, but also impart the learning methods to the students so that they can learn to study independently and achieve the students' full-scale development. At present, many colleges and universities have the following problems: shortage of teachers, security pressure, restrictions on classes, and lack of funds. In response to these problems, the State and the Ministry of Education must formulate a reasonable solution in light of the actual situation²⁻⁴.

Although the practice of Innovation and Entrepreneurship education in universities must be based on theoretical teaching, the focus of Innovation and Entrepreneurship education in universities must be on practical teaching. Practical teaching is also an extension and extension of theoretical teaching.

The professionalism and comprehensive quality of Innovation and Entrepreneurship teachers in colleges and universities have a great influence on the teaching efficiency of practical hot issues. From the structure of college teachers, it can be seen that many colleges and universities do not have professional Innovation and Entrepreneurship teachers. Their professional level and overall quality are relatively low, and they cannot meet the learning and development needs of students. Universities must recognize the importance of strengthening teacher training, increase funding for teacher training, and strengthen Innovation and Entrepreneurship teacher training⁵.

Conclusion

College students are the country's hope and future. Higher vocational education is an important place for the society to export talents. Quality education is the key content of higher vocational teaching. Innovation and Entrepreneurship is a theoretical and practical course. In the teaching process, teachers must introduce timely hot issues of actual effectiveness, closely link the teaching of Innovation and Entrepreneurship theories with social hot spots, and improve students' enthusiasm and enthusiasm for learning. Teachers should also encourage students to actively participate in Innovation and Entrepreneurship education, allow students to use online platforms to collect cases of Innovation and Entrepreneurship, and analyze and explore them in class to cultivate students' ability to analyze problems and solve problems independently. The university must also strengthen teacher training, continuously improve the professionalism and comprehensive quality of Innovation and Entrepreneurship teachers, and continue to introduce professional Innovation and Entrepreneurship teachers to strengthen the teaching methods.

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