

# A Preliminary Study on the Construction of Entrepreneurship and Innovation Course Integrating Specialty and Entrepreneurship and Innovation in Vocational Colleges—Taking the Course Nutrition and Diet as an Example

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**Abstract**—In order to adapt to national strategy of “mass entrepreneurship and innovation” and to cultivate high-tech skilled talents with capacity for entrepreneurship and innovation, higher vocational colleges should vigorously promote the entrepreneurship and innovation course construction integrating specialty and entrepreneurship and innovation. Taking the course Nutrition and Diet of the nursing major as an example, this paper explores how to cultivate students' core professional competences beyond their professional competence through precise positioning of curriculum function, optimization of curriculum model, innovation of teaching methods and reform of curriculum evaluation criteria in the teaching of professional courses, so as to support students' sustainable development.

**Keywords**—*Integrating specialty and entrepreneurship and innovation; Entrepreneurship and innovation; Course construction*

## I. INTRODUCTION

With the development of the national big health industry and the proposal of the national strategy of “mass innovation and entrepreneurship”, nursing majors in higher vocational colleges have been exploring how to organically integrate professional education and entrepreneurship and innovation education, so as to cultivate students' core professional competences beyond their professional competence, such as career communication, self-management, teamwork, problem solving, etc. The core of specialty construction is curriculum, so the entrepreneurship and innovation course integrating specialty and entrepreneurship and innovation is the focus of research. Integrating innovation and entrepreneurship education into professional education must incorporate the concepts and elements of innovation and entrepreneurship education in all links of the whole process of professional talent training and the curriculum system, deepen the reform of education and teaching, not only teach students professional knowledge and skills, but also cultivate students' innovative spirit, entrepreneurial consciousness and entrepreneurial ability, and effectively improve the quality of talent training of all specialties [1]. Taking the course Nutrition and Diet as an

example, this paper talks about how to explore the elements of entrepreneurship and innovation education in the course in professional course teaching, realize the integration of specialty and entrepreneurship and innovation, and reflect the cultivation of students' innovative consciousness, innovative ability and entrepreneurial ability on the basis of the cultivation of professional ability, so as to adapt to the development needs of the big health industry.

## II. EXPAND THE CONNOTATION OF ENTREPRENEURSHIP AND INNOVATION, ACCURATELY LOCATE THE COURSE FUNCTIONS

In the narrow sense, entrepreneurship refers to students setting up their own businesses in school or after graduation. However, due to the limitations of their major, students have different conditions for starting their own businesses. Few students in each class actually become entrepreneurs after graduation. However, the connotation of entrepreneurship has changed a lot now. Entrepreneurship includes independent entrepreneurship and post entrepreneurship. Post entrepreneurship refers to the new concept of entrepreneurship of cultivating students' “ability to treat work with entrepreneurial mentality and innovative thinking” in school and “creating career on the job” after graduation. For the vast majority of students, the function of the entrepreneurship and innovation course is mainly to cultivate students' post entrepreneurial ability. The core is the cultivation of entrepreneurial mentality and innovative thinking, and the goal is to achieve sustainable development in the workplace. In addition, in the cultivation of innovative ability, we must pay attention to the five basic elements of insight, imagination, judgment, decision making and execution. In the “entrepreneurship and innovation” education, the entrepreneurial knowledge and skills cultivated by higher vocational colleges often spark the best creative sparks after connecting and running through the professional education; The innovative thinking and innovative spirit education will

fully stimulate students' creative and entrepreneurial potential after is in line with professional literacy [2].

As the total number of chronically ill patients in China continues to rise, the country has put forward a slogan of big health and overall health, and clearly stated in China's Medium and Long-term Plan for Prevention and Treatment of Chronic Diseases: It will be transformed from disease treatment to health management in the future. This puts forward higher requirements for the training of nursing professionals in higher vocational colleges, that is, students should not only have the ability of clinical nursing, medical assistance, but also the ability of health guidance and counseling. The course Nutrition and Diet is a professional limited optional course for nursing students. It is a course to study nutrients and heat energy, nutrition value of food, reasonable diet, nutrition of people with different physiological conditions, nutrition survey and evaluation, malnutrition and nutrition support, nutrition and disease, hospital meal management and other contents. Through the study of the course Nutrition and Diet, students can systematically master the basic knowledge, basic theories and basic skills of nutrition, and can provide dietary guidance to people with different conditions in the community, and can provide dietary care and health education for patients with common diseases, laying a good foundation for students to engage in nursing work in the future. Based on the concept of post entrepreneurship, the functions of the course Nutrition and Diet should be positioned as: facing clinical nursing, community nursing, health care and other jobs, cultivating students' ability of applying nutrition theory to the innovative dietary collocation and health education of people with different physiological conditions, and helping students establish positive professional values such as preciseness, pragmatism and humanistic care, so as to support students' sustainable development.

### III. CHANGE THE EDUCATIONAL CONCEPT AND CONTINUOUSLY OPTIMIZE THE CURRICULUM MODEL

For a long time, the teaching of professional courses in higher vocational colleges only pays attention to the imparting of subject knowledge, which is divorced from the demand of post and the demand of students' sustainable development. As a result, students learn a lot of professional theoretical knowledge only for exams, but rarely think about the relationship between the knowledge and the job, and how to apply professional knowledge to solve practical problems. After students go to work, there are many disadvantages. For example, students think that what they have learned in school is useless, lack of consciousness of job innovation, and lack of ability of self-improvement and self-development, etc.. With the development of society, the educational concept has undergone profound changes. The educational orientation changes from the known to the unknown, the educational perspective changes from knowledge imparting to ability training, the core of teaching design changes from content understanding to thinking method training, the teaching method changes from lessons full of lectures to a lighting style focusing on experience, interaction and discussion, the goal of specialty and entrepreneurship and innovation integration is to apply what you have learned. Entrepreneurs should have a T-

type knowledge structure, that is, broaden their knowledge structure, including marketing, human resource management, operation management, financial management, etc., in addition to deep understanding of professional knowledge and core technology. Therefore, in order to achieve the integration of specialty and entrepreneurship and innovation, professional courses should be optimized in the curriculum model, the teaching mode should be changed from the traditional teacher-dominated teacher-student systematical imparting and learning of book knowledge to student-dominated diversified teaching mode based on the "course", such as inquiry-based teaching mode, self-learning and tutoring flipped classroom teaching mode, concept acquisition teaching mode, anchored teaching mode and so on.

The course Nutrition and Diet of the nursing profession has only 2 sessions per week, with less class hours and more theoretical knowledge. The traditional teaching is mainly based on the teacher's systematic explanation, supplemented by 1-2 experimental courses, and the course assessment is also based on written examination. Under the educational concept of specialty and entrepreneurship and innovation integration, in order to realize the cultivation of students' innovative consciousness, innovative behavior, and innovative ability and post entrepreneurial ability, the teaching mode of Nutrition and Diet should undergo great changes. According to the positioning of the course, the course can be designed into four projects, namely, dietary nutrition and collocation for infants and children, dietary nutrition and collocation during pregnancy, dietary nutrition and collocation for the elderly, and dietary nutrition and collocation for common chronic patients. With projects as the carrier, use micro lessons, mind mapping, learning assignment book and so on to preposition the study of theoretical knowledge before class; guide students to form teams in class, and the teams collaborate according to the season and geographical conditions and so on to innovatively and reasonably complete the food matching and guidance of people under the different physiological conditions; after class, guide the students to complete the project plan, assign extended reading, carry out nutrition and dietary health education activities in the community, and complete the extension of teaching. Through the cultivation of students' independent learning ability, and taking the projects as teaching carriers, stimulate students' active and independent learning and realize the transformation from passive reception to active inquiry, explore students' curious nature, activate their inquisitive curiosity, and achieve creativity through practical practice. After the end of the course, the relevant knowledge of the classroom teaching module is optimized and updated, and transformed into an after-school training program for students. Taking the projects as bridge links, form the "specialty + entrepreneurship and innovation" dual mutual promotion mechanism and achieve the effect of "point to area". [3] At the same time, through the combination of the first class and the second class, and the extension of on-campus and off-campus teaching platforms, enable students to apply their professional knowledge to social services. In this process, students will develop the habit of discovering, analyzing and solving problems, and master the knowledge they have learned.

#### IV. INNOVATE TEACHING METHODS AND EFFECTIVELY ACHIEVE THE GOAL OF INTERGRATING SPECIALTY

There is no definite method of teaching, effective means excellent. Innovative methods and innovative thinking are the fundamental sources of independent innovation. To achieve the organic integration of specialty and entrepreneurship and innovation, rather than becoming two skins, it is necessary to focus on the educational infiltration of innovative methods and innovative thinking, such as Association method, reverse thinking method, trial and error method, checklist method + brainstorming method, TRIZ innovation method, etc., which can be integrated into the teaching process of professional courses. Through innovative activities such as problem exploration, scheme conception and product design, the innovative consciousness of students can be stimulated and their innovative behaviors can be guided, and finally they can be solidified into the innovative methods and innovative abilities of students. In addition, the cultivation of students' innovative ability in higher vocational colleges should reflect the characteristics of higher vocational education orientation, instead of blindly pursuing the same efforts as ordinary colleges and universities to cultivate students' scientific research and development or ideological innovation. Higher vocational colleges should be practice-oriented and focus on guiding students to complete the innovation of technology and technology application.

In the teaching of the course Nutrition and Diet, the teaching logic of the previous explanation-demonstration-operation should be changed, but the core of specialty and entrepreneurship and innovation integration should be centered on the application of knowledge. Guided by practice, focused on stimulating interest, and starting from group cooperative learning, this course should fully explore the innovative implications in project design, and combine experiential, interactive, discussion and other teaching methods to realize students' leap from thinking to action, so as to achieve the goal of specialty and entrepreneurship and innovation integration. Taking Sub-project II: dietary guidance for diabetic patients in Project IV: dietary nutrition and collocation of common chronic patients as an example, guided by the concept of inquiry learning, it embodies the teaching idea of "learning by doing". Through the activities of "choosing three meals a day" and "preparing a daily menu", students can fully participate in learning and put what they have learned into practice. In the teaching, real cases are set up first, and the students can summarize the eight nursing principles of dietary nutrition for diabetic patients through trial and error method and group discussion method, and then use the nutrient composition calculation software to compile different recipes in combination with the nutrient composition table of common foods, and make group report and group reviews. In the teaching, students' experience and independent learning are the main factors. The teacher insists on letting go and letting students make trial and error, because trial and error is an indispensable link in the cultivation of innovative ability. At the same time, for the different recipes submitted by the students, the evaluation criteria should not only accord with the scientific nature of nutritional support required by patients, but also focus on the innovative consciousness of students in the

process of recipe collocation, and timely guide and comment to encourage students' innovative behavior.

#### V. REFORM EVALUATION STANDARDS, AND DEEPEN THE CULTIVATION OF ENTREPRENEURSHIP AND INNOVATION ABILITY

Teaching evaluation is an activity that values the teaching process and results according to the teaching objectives and serves for the teaching decision-making. It is a process of studying the value of teachers' teaching and students' learning, generally including three types: diagnostic evaluation, formative evaluation and summative evaluation. As a means of encouraging teachers and students and promoting teaching, teaching evaluation should focus on students' learning progress and dynamic development. Therefore, in the assessment and evaluation of students, I think we should choose to pay attention to the formative evaluation of students in the whole learning process. There are too many disadvantages in the traditional evaluation model of "one examination is decisive". Students only pay attention to the result and forget it after the examination, resulting in several years of study being just a piece of diploma. The training objectives of professional quality, professional ability, sense of entrepreneurship and post entrepreneurial ability have not been truly achieved. The student self-evaluation and mutual-evaluation in the formative evaluation can realize self-reflection and mutual evaluation of their learning methods and learning attitudes or others in the learning process at the end of a period of study. It is assisted by the teacher's comments and guiding evaluation of outstanding cases in the process of students' self-evaluation and mutual evaluation. Such evaluation also focuses on the learning results, but its focus on the results is based on the principle of value pluralism, and it leaves room for the unexpected learning goals and is conducive to the cultivation of students' learning initiative and entrepreneurship and innovation ability.

The course assessment of Nutrition and Diet is based on this kind of thinking. Relying on the blue ink cloud course platform, it pays attention to the whole process of students' learning, including pre-class preparation, self-study, literature review and other pre-class preparation, in-class attendance, group collaboration, project plan completion and report, after-class homework assignments and activities, which is carried out in three ways: student self-evaluation + group mutual evaluation + teacher comments. In addition to chapter clearance tests, the course assessment also includes lectures on knowledge points and lectures on nutrition knowledge, etc.. The course completion assessment also abandons the traditional written examination. Instead, it chooses the assessment method of self-selecting the target group and preparing the practical training scheme of recipe of one day, which makes the assessment content, the assessment form and the assessment criteria open, effectively embodying the characteristics of specialty and entrepreneurship and innovation integration.

Through precise positioning of professional courses, by exploring the elements of entrepreneurship and innovation education, reforming the course teaching mode, and realizing the organic interaction between innovation and entrepreneurship education and professional courses, higher

vocational students not only master the professional knowledge and skills systematically, but also have the innovative ability and entrepreneurial consciousness. The spirit of innovation and entrepreneurship is a spirit that can be inherited and carried forward in all walks of life and any position [4]. It is of great significance for students to adapt themselves to the requirements and changes of job positions in their future career, take the initiative to create and innovate, and become the best in the workplace.

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