

# Research on Innovation and Entrepreneurship Education System in Private Finance Colleges and Universities\*

Chengli Liu

Changchun University of Finance and Economics  
Changchun, China 130122

Zhaoshu Wu

Changchun University of Finance and Economics  
Changchun, China 130122

Zongyan Li\*\*

Changchun University of Finance and Economics  
Changchun, China 130122  
\*\*Corresponding Author

**Abstract**—Against the background of mass entrepreneurship and innovation in the current era, innovation and entrepreneurship have become national strategy. Many private colleges and universities have become an important base for cultivating innovation and entrepreneurship talents. In 2015, Premier Li Keqiang proposed the concept of “space for mass innovation” encouraging college students to start their own businesses. Under the support of national policies, many colleges and universities have established “space for mass innovation” which set up an integrated practice service for college students’ innovation and entrepreneurship and promoted the development of innovation and entrepreneurship. However, the traditional innovation and entrepreneurship talent cultivation mode is mostly to set up simple curriculum or cooperate with enterprise and has no relation with such practical platform as the space for mass innovation. Therefore, this paper makes a research on the reform of innovation and entrepreneurship talent cultivation model in private colleges and universities from the perspective of space for mass innovation, and links the space for mass innovation together with the innovation and entrepreneurship talent cultivation in private colleges and universities. It is of great significance to improve students’ employment ability and serve the transformation and development of local industries.

**Keywords**—colleges and universities; space for mass innovation; innovation and entrepreneurship; education system

## I. INTRODUCTION

Innovation is the soul of a nation's progress and the inexhaustible motive force for a country to achieve prosperity. For college students in today's society, they must also learn to make innovation, break through the traditional way of thinking, and keep pace with the times, in order to be capable of coping with the fierce social competition.

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According to the strategic deployment of China to give priority to the development of education, the "Outline of National Medium- and Long-Term Education Reform and Development Plan (2010-2020)" was formulated and further clarified the mission objectives of “Building an Innovative Country and Improving Innovation Capability”, and required to put entrepreneurship in an important position and encourage to start new business to drive employment. In 2017, the Party’s 19th National Congress Report clearly stated: “Innovation is the first driving force for development and an important strategic support for building a modern economic system”. In the Report, the concept of innovation was mentioned for more than 50 times, which embodied the importance of innovation. Constructing an innovation and entrepreneurship education system in private colleges and universities is in line with the current national strategy and is an important guarantee for the development of national innovation strategy.

## II. THE CONNOTATION AND ADVANTAGES OF SPACE FOR MASS INNOVATION IN COLLEGES AND UNIVERSITIES

### A. Connotation of Space for Mass Innovation in Colleges and Universities

The space for mass innovation in colleges and universities is a practical platform as established by school based on its laboratories, teacher resources, funds and other resources. For students who want to make innovation and entrepreneurship, the space for mass innovation in colleges and universities can provide them with such supports as places and petty funds, and can be guided by corresponding mentors. Many entrepreneurs are knowledgeable, savvy, technical, but have no practical experience. Their initial idea of starting a business is good; but they lack an analysis on and understanding of the market so that a project is often difficult to be executed and the idea of entrepreneur is often stifled in the cradle. Some other entrepreneurs have

relatively small scale of business at the initial stage of entrepreneurship, lack knowledge of business management, and have no experience in corporate finance, market, manpower and law, which may cause mistakes in company management. Entrepreneurs need large amount of funds in the R&D, product production and marketing at initial stage of starting a business, but it is very difficult for students to start financing, and the break of the capital chain often leads to entrepreneurial failure.

With respect to the space for mass innovation, firstly, it adopts a system that charges for partial services and does not charge for other partial services to provide entrepreneurs with a low-cost growth environment; secondly, it can hold training, training camps and competitions and other activities to promote the communication between entrepreneurs and the establishment of entrepreneurship circles. A common platform and office environment can provide entrepreneurs with mutual assistance and shared resources to realize common progress; thirdly, it provides places for entrepreneurs to display their products, and can also provide the materials and equipment as necessary for making innovation and entrepreneurship.

#### *B. Advantages of Space for Mass Innovation in Colleges and Universities*

*1) It can provide integrated and professional services for the groups of people making innovation and entrepreneurship:* The production and education integrated space for mass innovation can provide students with rich industrial background knowledge for starting a business and further improve the incubation quality of the space. College students have many ideas for starting a business, but few of them can turn the idea into product; however with the help of cooperated enterprise, it is available to improve the authenticity and pragmatism of entrepreneurship program. The production and education integrated space for mass innovation is mainly composed of enterprise, university and third-party operation company. Enterprise has technology, production and market resources, while university has place, knowledge, scientific research and educational achievements, and a third-party operation company has mature operational management, human resources and social capital advantages. The combination of the three parties can effectively solve the various problems encountered by entrepreneurs. Entrepreneurship instructors in colleges and universities lack sufficient practical experience and can not give students good suggestions for solving the problems in operation and market development as encountered in the process of starting a business. With the joining of enterprise, a team of full-time and part-time instructors can be established. Part-time instructors from enterprise have rich work experience and keen market insight and can give students more practical help. The one-stop entrepreneurial resource makes it available to provide professional services for entrepreneurs, and provide them with financial security and human security. In this way, the space for mass innovation in colleges and

universities can provide entrepreneurs with a good working space, cyberspace, social space and resource sharing space.

*2) The space for mass innovation can solve the problems encountered by college students in making innovation and entrepreneurship:* Teachers and students in private colleges and universities lack innovation awareness and ability. Nowadays, the Party and China, as well as the higher education research field attach great importance to the cultivation of college students' innovative consciousness and ability. From the innovation and entrepreneurship related documents as issued by China to the Party's and State's leaders' important speeches about cultivating talents for higher education, as well as to the reform and development plan, talent cultivation mode innovation and other documents of colleges and universities, it can be seen that the cultivation of college students' innovative consciousness and ability has become a special or highlighted high-frequency vocabulary. However, seen from the real condition currently, there are still many problems in the cultivation of college students' innovative consciousness and ability in China's major colleges and universities, especially in private colleges and universities.

### III. PROBLEMS EXISTING IN INNOVATION AND ENTREPRENEURSHIP EDUCATION OF PRIVATE COLLEGES AND UNIVERSITIES

#### *A. There Is a Deviation in Understanding of the Concept*

Many private colleges and universities have held various discipline competitions, scientific and technological innovations and other activities to cultivate college students' awareness and ability of science and technology innovation, instead of cultivating their innovative consciousness and ability. Although participating in the disciplinary competition can promote cultivating college students' innovation consciousness and ability to some extent, it cannot replace the cultivation of college students' innovative consciousness and ability.

#### *B. There Is Serious Lack of Training Objects*

In private colleges and universities, students participating in various discipline competitions, scientific and technological innovations and other activities are "top students" selected from a variety of majors and even the whole institute. The institute provides special instructors and experimental training places for them to train. However, the cultivation of the remained vast majority of students still adopts the traditional information communication typed classroom teaching mode. In private colleges and universities, restricted by the conditions for running a school, most of the experimental and practical courses implement verification experiments, and few of them adopt comprehensive and innovative experiments. Social practice and engineering practice are not effectively implemented due to various condition restrictions. As a result, private colleges and universities obtain not that obvious effect in cultivating students' innovative consciousness and ability, and students have weak innovative consciousness and ability.

### *C. The Value Pursuit Is Seriously Distorted*

Constrained in teachers' teaching concepts and teaching methods, especially in the innovative consciousness and ability, the cultivation of all college students' innovative consciousness and ability is more energy-intensive and less effective. Therefore, private colleges and universities choose to train a small number of "top students" to participate in disciplinary competitions and innovation competitions. Students cultivated in this way have higher chances of winning prizes and can quickly raise the popularity of the school. However, this practice ostensibly attaches importance to the cultivation of college students' innovative consciousness and innovative ability. In fact, it is a one-sided pursuit of political performance, and does not promote the innovation consciousness and innovation ability of all students, and is also not conducive to the all-round development a few "top students".

### *D. The Curriculum System of Innovation and Entrepreneurship Education Is Not Sound*

From the perspective of curriculum and teacher resources, most colleges and universities have not established relatively independent and mature specialized institutions for innovation and entrepreneurship education, and lack standardized management and research platforms; and the courses related to innovation and entrepreneurship education are often dominated by elective courses and second classroom, and are scattered and lack of coherence and systematic feature. The existing courses related to innovation and entrepreneurship is mainly in form of activity courses and increase the arbitrariness and variability of the courses. The innovation and entrepreneurship education teacher resources and innovation and entrepreneurship knowledge are seriously limited; in addition, most forms of innovation and entrepreneurship education rely on disciplinary competitions, scientific and technological innovations and other on-campus practical activities, and less rely on off-campus practical activities; and the extent of integration between innovation and entrepreneurship education in colleges and universities and different types of social organizations is small. Due to the said problems, colleges and universities have achieved very few research achievements in aspect of Innovation and entrepreneurship education; moreover, the extent of cooperation between school and enterprise is not enough so that teachers have less motivation and insistence to make research in this field.

## **IV. COUNTERMEASURES AND SUGGESTIONS FOR DEVELOPMENT OF INNOVATION AND ENTREPRENEURSHIP EDUCATION IN PRIVATE COLLEGES AND UNIVERSITIES**

### *A. Effective Integration of Professional Education and Innovation and Entrepreneurship Education*

With the development of the society, currently, it is more needed to coordinate entrepreneurship education with professional education, and integrate entrepreneurship courses with professional courses. This way is not only needed by the social development, but also needed by cultivation of innovative talents. Specific practices: first, the

elements of entrepreneurship education such as the general knowledge and skills of starting a business can be incorporated into the professional curriculum; second, it is possible to make in-depth exploration of the major-related entrepreneurial education knowledge in the teaching process of professional curriculum, and enhance students' entrepreneurial ability relevant to their major; third, it is available to develop entrepreneurial education programs and interdisciplinary entrepreneurial programs that are closely linked to the major, and explore the form of degree awarding that combines entrepreneurship with professionalism. In the process of integration of entrepreneurship courses and professional courses, professional teachers must not only practice their professional knowledge, but also pay attention to the connection between professional knowledge and entrepreneurial theory and skills, to realize an organic combination of professionalism and entrepreneurship, theory and practice, and gradually grow up into "dual-capability" teachers meeting the demands for cultivating innovation and entrepreneurship talents.

### *B. Improving the Curriculum System of Innovation and Entrepreneurship Education*

First, when formulating talent cultivation schemes, school should combine the talent standards of relevant industry and enterprises to make clear the objectives of innovation and entrepreneurship education. In addition, school should also take into account the needs of national and local economic and social development, and extensively solicit opinions from industrial and enterprise experts and outstanding alumnus based on the market needs, to develop a talent cultivation scheme that is in line with the new trend of science and technology development and can strengthen students' practical ability and innovative ability.

Second, with respect to core professional courses related to innovation and entrepreneurship, school should promote small-class form of teaching to provide guarantee for cultivating college students' innovative consciousness and ability. Through the classroom of small class scale, teachers can fully communicate with students, easily conduct corresponding discussions or practical activities; at the same time, this way can help to mobilize the enthusiasm of students to learn independently, and accelerate the cultivation of students' creative thinking and ability to make innovation and entrepreneurship.

Third, in the practical teaching part, school should arrange students to go deep into an enterprise to solve practical problems. For example, every business course offered to students by School of Business of the University of Baltimore has a part of internship in enterprise for about two weeks. Students use the relevant theoretical knowledge learnt in the classroom to make in-depth research in enterprise, find problems, analyze the causes, and develop corresponding solutions for the enterprise to choose. In recent years, private colleges and universities in China have paid more and more attention to the practice part of teaching. At the same time, there are also many problems, such as the disconnection between theory and practice, the separation of the first classroom and the second classroom, the lack of

transitional part between on-campus practice and off-campus practice, so that students in private colleges and universities achieve not that obvious practical effect. Based on the shortcomings of the traditional practical teaching mode, private colleges and universities should establish a systematic and multi-level practical teaching system and take all parts of practical teaching into the overall consideration and arrangement of the system, including on-campus practice and off-campus practice, to ensure the effective cohesion among various practical teaching activities and further improve students' practical application and comprehensive innovation abilities.

Fourth, diversified innovation and entrepreneurship achievements can be alternatives of graduation design. Against the background of mass innovation and entrepreneurship, students have more and more opportunities to participate in various disciplinary competitions, entrepreneurial programs and innovation projects. Getting the above innovation and entrepreneurship practice activities combined with professional background may produce high-quality academic papers, high-level academic competition awards or successful entrepreneurial cases. Achieving those high-quality and diversified innovation and entrepreneurship achievements instead of completing the graduation design can not only improve students' quality but also leave more time for the achievement obtainer to have prepare for future development in the second semester of senior year. At the same time, it also eases the guidance workload of the graduation design instructors in the graduation season and also further complements such shortcomings of private colleges and universities as having not sufficient graduation design instructors.

Fifth, school and enterprise can jointly develop curriculum on the basis of the space for mass innovation. Curriculum construction is the key to the reform of the innovation and entrepreneurship talent cultivation mode. With respect to cultivation of applied talents, private colleges and universities should pay more attention to the practicality of knowledge. In the setting of professional curriculum, it is necessary to insist on taking the innovation and entrepreneurship as a main line, get innovation and entrepreneurship education combined with professional education, and gradually integrate innovation and entrepreneurship education related contents into the teaching process of professional curriculum to promote students having innovation and entrepreneurship thought linked to their professional knowledge. In terms of curriculum opening, professional education in school can be combined with production work practices in enterprise on the basis of the space for mass innovation. School and enterprise can jointly set up some courses having real effect on entrepreneurship and innovation students, and compile Innovation and entrepreneurship education textbooks based on the actual condition of each institute and open corresponding courses. For example, in aspect of new scheme for talents cultivation, a college in Guangzhou has set up a curriculum system consisting of fundamental education and professional education on innovation. However, it is impossible to realize talent cultivation merely

depending on opening several courses; the achievements of innovation and entrepreneurship education can not be just compared to starting several companies, executing some projects or obtaining several awards. What is more important in innovation and entrepreneurship education is to have a correct and comprehensive educational concept, while being able to correctly face the difficulties and setbacks in the process of making innovation and entrepreneurship. This is precisely the foundation for cultivating innovation and entrepreneurship talents.

### *C. Establishing a Linkage Mechanism for Innovation and Entrepreneurship Education Platform*

*1) Integrating internal scientific research and innovation and entrepreneurship education resources in colleges and universities:* The scientific research level and independent innovation ability of colleges and universities are the important manifestation of their academic production capacity; and the said level and ability, as well as the environment are the key factors influencing the cultivation of students' innovation and entrepreneurship ability. However, even if a school has high scientific research level and strong independent innovation ability, it may not be able to cultivate students into those having innovative entrepreneurship ability due to the imbalanced relation between scientific research and teaching in school. Private colleges and universities should encourage students to enter the laboratory, actively organize school-level scientific research project, and let students to take part in it. Guiding student to make scientific research can even be treated as one of the key indices for evaluation of teacher, to truly form an integration of production, learning, research and application. Teachers also need to lead students to actively participate in scientific research project application and declaration, and organize investigation and research and innovative research and development activities and so on while providing students with innovation and entrepreneurship education. This is the effective way for colleges and universities to cultivate innovative professionals and is urgently needed for building an innovative country. Through classroom teaching, teacher can bring excellent project results into the classroom, attract more students to participate in innovation and entrepreneurship teaching activities from a highlighted point, and drive more students in the school to participate in innovation and entrepreneurship practice training activities through project cooperation. Taking Wentian College of Hohai University as an example, hundreds of students took the entrepreneurship and innovation center as their home. Under the guidance of teacher, they concentrated on making research on great innovation project and obtained a series of national invention patents dominated by college students; as a result, the hundreds of backbone students obtained excellent innovation and entrepreneurship ability. Then their innovation and entrepreneurship achievements were introduced into classroom by them in form of speech to lead thousands of students to participate in innovation and



entrepreneurship training program for college students; during the execution of such program, teacher and students put forward their ideas, made innovative design, solved real problems, wrote invention patent, practically started business, organized students to participate in each level of disciplinary competitions and enterprise and school cooperation programs. Through the competition and participating in enterprise project, students' practical innovation ability was stably improved, and the development of innovation and entrepreneurship education in private colleges and universities was promoted rapidly.

2) *Sharing innovation and entrepreneurship education resources across schools*: As is known from a research on the innovation and entrepreneurship education in private colleges and universities in Anhui Province, different university has different education level and content. It is urgently needed to complement and share the resources in innovation and entrepreneurship education, and to explore the model of cross-learning and letting pioneers to drive the remained students in making innovation. First of all, it is suggested that similar institutions share their resources of the same major and play a leading role in cultivating students' academic innovation ability. Colleges and universities can establish related systems such as teacher-oriented lecture and exchange, student-oriented professional innovation and entrepreneurship education exchange and professional innovation exchange. Second, it is recommended that colleges and universities share general education resources for innovation and entrepreneurship, mainly including some non-professional innovation and entrepreneurship courses. For example, some comprehensive institutes and teachers' colleges have relatively mature non-professional innovation and entrepreneurship courses. The education authority should enhance providing guidance for those institutes while providing general guidance and requirement, in order to realize leading function of those institutes. Finally, it is recommended to establish an innovation and entrepreneurship education research society for college students in Anhui Province based on the colleges and universities, to analyze the problems existing in innovation and entrepreneurship education of Anhui Province, explore the strategies for solving the problems, and propose effective teaching methods and educational measures.

3) *Establishing a feedback evaluation mechanism*: A feedback evaluation mechanism can be established to know the achievement of innovation and entrepreneurship talents cultivation in private colleges and universities and whether the expected effect is realized or not, relying on the space for mass innovation. Adhering to the effect-oriented and problem-oriented principle, colleges and universities can regularly make staged feedback evaluation on the operation of the space for mass innovation, form an internal feedback evaluation system, and ensure to discover any problem at the first time and timely rectify the program. Colleges and universities can make evaluation and judgment on the

number of innovator and entrepreneurs remained in the space for mass innovation by virtue of mature scientific evaluation tools. On this basis, they can also make a comprehensive evaluation on their talent cultivation quality and the effect of the space for mass innovation to the cultivation of innovation and entrepreneurship talents. In addition, the market feedback can be included in the "Feedback Evaluation Mechanism for the Space for Mass Innovation". The market feedback system can be constructed on the basis of the market popularity of created product, the remaining and development of employees in the entrepreneurial company, the financing status of the entrepreneurial company and the market share of entrepreneurial organizations. Together with the Feedback Evaluation Mechanism for the Space for Mass Innovation, the market feedback system can be jointly used for making evaluation, statistics, analysis and researches on the problems and shortcomings in the space for mass innovation and playing the role of the space for mass innovation to cultivate entrepreneurship and innovation talents in colleges and universities.

## V. CONCLUSION

The cultivation of college students' innovative spirit, entrepreneurial awareness and innovation and entrepreneurial ability is a process proceeded in an orderly way and step by step. Colleges and universities should provide innovation and entrepreneurship education in levels according to the basic rules for cultivating innovative and entrepreneurial talents and the hierarchical structure so that students can select courses as per their different willingness, potential and strong point to make innovation and entrepreneurship and realize an organic combination of their all-round development and individual development. The innovation and entrepreneurship education mode of colleges and universities should be market-oriented, take a production-learning-research integrated way and internal and external combined cultivation mode, with the purpose to cultivate applied talents and ultimately promote regional economic development. It is necessary to construct a scientific and rational innovation and entrepreneurship education system, create a good atmosphere for making innovation and entrepreneurship, stimulate college students' enthusiasm in making innovation and entrepreneurship, promote the employment of college students, and improve the quality of innovation and entrepreneurship education in private colleges and universities.

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