

Study on the Status and Improvement Path of Entrepreneurship Practice Teaching in China's Local Colleges

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Abstract—Practical teaching of entrepreneurship has become a key part of entrepreneurship education. Due to various subjective and objective constraints, the status quo of entrepreneurship practice teaching in China's local colleges is not ideal. This work analyzed the problem and necessity of entrepreneurial practice teaching, then discussed the experience of entrepreneurship practice teaching at home and abroad, and the advantage of crowdfunding in promoting entrepreneurship, and finally put forward the ways to enhance the practice teaching in China's local colleges.

Keywords—entrepreneurship education; practical teaching; crowd-funding; start-up financing

I. INTRODUCTION

Entrepreneurship education is not only an important driving factor to realize the comprehensive reform of higher education and strengthen the cultivation of innovative talents in China, but also an important fulcrum for realizing the national innovation-driven development strategy, building an innovative country, transforming the economy and promoting social progress and employment. In order to promote the development of entrepreneurship education, China has issued a series of policies to effectively promote the development of china's entrepreneurship education. the reform and development of entrepreneurship education in colleges and universities have entered a high-speed period.

With the deepening of entrepreneurship education reform in universities, entrepreneurship practice teaching has increasingly attracted the attention of the country, colleges and enterprises. Entrepreneurial practice teaching is the core component of innovation and entrepreneurship education in colleges and universities, not only is it one of the main tasks for college students to learn entrepreneurial knowledge, enhance entrepreneurial ability and exercise entrepreneurial spirit, but also the main measure to promote college students to stimulate entrepreneurial passion, promote the formation of

entrepreneurial intention[1], carry out entrepreneurial practice activities, and improve the performance of entrepreneurship. However, at present, China's local colleges and universities are affected by subjective and objective factors in carrying out entrepreneurship practice teaching. There are relatively few and low-efficiency activities in practice teaching and narrow coverage, which seriously affect the effect of entrepreneurship education and make it difficult to meet the needs of the state and society. Carrying out good entrepreneurship practice teaching is one of the key parts of entrepreneurship education. For local colleges and universities, the real question is how to break through their own main objective constraints, develop and innovate, actively carry out entrepreneurial practice activities, improve the teaching effect of entrepreneurial practice, shape the entrepreneurial spirit of college students, and enhance entrepreneurial ability by drawing on domestic and foreign experience, combining ideas and technologies such as sharing, co-creation and Internet finance.

II. THE CURRENT SITUATION OF ENTREPRENEURSHIP PRACTICE TEACHING IN CHINA'S LOCAL COLLEGES

A. "Disorientation" of Entrepreneurship Practice Teaching

The core of entrepreneurship education is to cultivate college students' entrepreneurial spirit, entrepreneurial ability, creative thinking and enterprising qualities. Practice teaching is the key part of entrepreneurship education and the key way to realize these goals. At the same time, entrepreneurship practice teaching can improve the public's awareness of entrepreneurship, foster social entrepreneurship culture, and form a social environment that encourages innovation and entrepreneurship. It is more conducive for potential entrepreneurs to give full play to their individual initiative and solve social problems by starting a business, especially the poverty alleviation and development of underdeveloped rural areas. Due to the lack of professional entrepreneurship teachers, limited support funds, a limited number of high-quality

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projects and other conditions in the process of entrepreneurship practice in local colleges and universities, as well as the limited coverage of students, the implementation of practical teaching is not optimistic.

B. Insufficiency of Entrepreneurial Support

Entrepreneurship education, especially practical teaching, cannot be realized only by the strength of universities. Due to objective factors such as geography and history, as well as their own popularity and development, compared with other key colleges and universities, local colleges and universities are obviously not well supported in terms of entrepreneurship education policies, or even in terms of attracting relevant social forces. Without the participation of enterprises, institutions, organizations and individuals, it is difficult for local colleges and universities to form the joint force of entrepreneurship education with the participation of various subjects, thus affecting the interaction activities such as communication and cooperation with the outside world in the development of entrepreneurship practice activities, or even being stagnation and obstruction, which directly affect the effectiveness of entrepreneurship education.

C. Lack of Entrepreneurial Guidance Teachers

For local colleges and universities, the lack of professional entrepreneurship education teachers is a common phenomenon. Teachers engaged in entrepreneurship education mainly comes from different professional related to entrepreneurship research or interested in management, majority has never been involved in business practice, also has not received comprehensive professional venture education training, in the practice teaching and teaching entrepreneurship, cannot be targeted to solve key nodes of problems and difficulties in students' entrepreneurship, stimulate the vitality of entrepreneurship education, and students' learning enthusiasm.

D. Low Satisfaction of Entrepreneurship Practice Teaching

Practice teaching is the key link of entrepreneurship education, as well as the core measure to improve the effect of entrepreneurship teaching, increase students' participation in entrepreneurship education and entrepreneurship output. Due to various reasons, local colleges and universities have low overall satisfaction with the implementation of entrepreneurship practice teaching. In general, entrepreneurship education curriculum is single, entrepreneurship practice teaching is seriously out of line, and is not closely combined with professional education, failing to meet the requirements of entrepreneurship education objectives. Practice teaching is basically limited to the entrepreneurship competition, even stopping at business plan writing.

III. THE NECESSITY OF ENTREPRENEURSHIP PRACTICE TEACHING

A. The Core and Essence of Entrepreneurship Education

In 1989, UNESCO put forward "entrepreneurship and pioneering skills education", namely entrepreneurship education, and stressed that the main purpose is to cultivate students' entrepreneurship and entrepreneurial ability. In

essence, innovation and entrepreneurship education is a kind of quality education, which should be integrated into quality education. Entrepreneurship education is a kind of education with strong practicality. Local colleges and universities should actively carry out entrepreneurship teaching activities, test the effect of quality cultivation and consolidate the results of quality cultivation through practical training. One of the important goals of entrepreneurship education is to cultivate students' entrepreneurial practice ability. To carry out entrepreneurship practice teaching, it is easier to cultivate students' entrepreneurship awareness, entrepreneurship and entrepreneurship ability, and shape students to become creative talents.

B. Cognitive Rule of Entrepreneurship

According to the "entrepreneurial thinking and action" concept of Babson college, entrepreneurs should be equipped with such dual cognitive abilities as prediction logic and innovation logic, and be able to switch seamlessly according to the situation in entrepreneurial practice. Predictive logic is easier for students to learn and master than creative logic. Creative logic emphasizes starting with careful action, trial and error, learning, acquiring information and guiding the next action until success. Creative logic cultivation can be realized through "design thinking" and "learning by doing" [2]. In the face of high uncertainty, creative logic is more important to cultivate innovative talents. Local colleges and universities should not ignore the cultivation of creative logical thinking, but actively carry out entrepreneurial practice activities, draw on the "take action" of Babson college to cultivate entrepreneurial cognitive ambidexterity, improve students' entrepreneurial cognitive ability.

C. Key Influence Factors of the Entrepreneurial Process

As can be seen from the literature on the entrepreneurial process, prior experience [3], entrepreneurial passion [4], and social capital [5], have a significant impact on the performance of entrepreneurship, in particular, the identification and development of entrepreneurial opportunities. Politis argued there are basically three categories of prior experience: entrepreneurial experience, management experience, and industry experience [6]. Prior experience includes not only the corresponding theoretical knowledge but also the experience and skills formed after the transformation of knowledge through certain practical activities, theoretical contact with practice. This requires colleges and universities to carry out entrepreneurship education, not only involved in the theoretical part but should strengthen certain entrepreneurial practice activities. In particular, in the cultivation of entrepreneurial experience, we should actively carry out a series of entrepreneurial practice activities to cultivate students' entrepreneurial ability. Entrepreneurial passion is a key driver of entrepreneurship. Entrepreneurial passions include the passion to explore and identify opportunities, the passion to create new businesses, and the passion to develop new businesses. To stimulate students' entrepreneurial passion, more need from entrepreneurial practice activities, so that students get a sense of self-efficacy, in order to stimulate students strong, positive entrepreneurial intention and behavior. The entrepreneurship social network is very important to

entrepreneurship, especially for college students with fewer resources and experience. Schools should actively attract more business and business successful people and school professionals to participate in entrepreneurial practice activities, which is conducive to expanding students' entrepreneurial social network, which makes it easier for students to obtain entrepreneurial resources from the network and achieve entrepreneurial success.

D. Foreign Entrepreneurship Education Experience

Cultivating entrepreneurship and entrepreneurial thinking has become the mainstream concept of entrepreneurship education in universities around the world. The development of entrepreneurship education in foreign countries is mostly centered on entrepreneurship skills training and entrepreneurship practice. Entrepreneurship practice teaching has become a key part of entrepreneurship education.

Babson school of business, an internationally renowned model of entrepreneurship education, puts special emphasis on "Experiential Learning" and "Take Action". Actively carry out various entrepreneurial activities, including entrepreneurship competitions, entrepreneurial clubs and workshops, and provide a large number of funds, resources and other assistance. Another trend is that colleges and universities strengthen the cooperation and interaction with regional economy, focus on the idea of serving local areas and feeding universities back, and actively carry out exchanges with local enterprises and communities. In the United States, represented by duke university, Syracuse University in entrepreneurial practice teaching in colleges, pay attention to in the service of the local, and enterprises to carry out close cooperation in this area, or even create some enterprise, integrating the resource of school quality, encourage and support students to these, the operation management, in practice exercise their entrepreneurial spirit, cultivate their entrepreneurial skills.

IV. IMPROVEMENT PATH OF ENTREPRENEURSHIP PRACTICE TEACHING

A. Encouraging Students to Participate in Various Entrepreneurial Practice Competitions

Starting from the core goal of "educating talents" of entrepreneurship education, it is essential to actively improve the participation of college students in entrepreneurship education and their interest in learning and practicing. Give full play to the "radiation" and "leading" role of various innovation and entrepreneurship competitions, and stimulate college students' awareness of innovation and entrepreneurship through competitions. "Promote learning, education and innovation through competition", constantly improve the entrepreneurship education system of local colleges and universities, at the same time, constantly create a campus entrepreneurship culture that encourages innovation and entrepreneurship, and further stimulate the formation of regional social entrepreneurship culture. On the other hand, through this activity, more students can feel the process of excellent entrepreneurial projects from the selection of business opportunities to the construction of business models, so as to further promote learning through

competition and promote students' understanding of innovation and entrepreneurship.

B. Building an Entrepreneurial Practice Platform with Multi-Subject Participation in the Form of Crowdfunding

Participating in the competition project stimulates students' entrepreneurial passion, improves entrepreneurial participation and entrepreneurial intention, and creates a campus entrepreneurial culture, but more outstanding entrepreneurial projects basically stop at the business plan, and has not been further converted into entrepreneurial practice. A survey found that the two main obstacle factors in college students' entrepreneurship practice are lack of funds and experience, and the biggest obstacle to entrepreneurship is the lack of funds. Capital is the scarcest resource in the early stages of start-ups, and without the support of capital, start-ups are struggling. How to improve students' experience of entrepreneurship and get more investment funds in the teaching of entrepreneurship practice in colleges and universities is crucial. However, in view of the local institutions' own resource conditions, attracting the limited investment of external funds, colleges and universities can carry out the entrepreneurship practice platform combined with the process of entrepreneurship financing with Internet finance, so as to promote the development of entrepreneurship practice teaching. At present, the crowdfunding model of Internet finance plays an important role in entrepreneurship funding. Crowdfunding consists of four types: Donation-based, Reward-based, Equity-based, and Lending-based. Local colleges and universities can innovatively combine several ways to build multi-subject participation in the entrepreneurship practice platform, speed up the substantive development of college students' entrepreneurial practice activities, improve the effectiveness of entrepreneurship education. There are two aspects to carry out the practice of crowdfunding. From the perspective of entrepreneurship practice of college students, on the one hand, it can solve the problem of financing difficulty for college students' start-up enterprises, achieve the purpose of financing at low cost and quickly, and accelerate the development of start-up enterprises. On the other hand, the essential characteristics of crowdfunding determine that investors can be converted into consumers, and they can also harvest consumers when they invest. College students' entrepreneurs can be closer to and meet consumers, provide products and services suitable for social needs, and improve the success rate of entrepreneurship. From the perspective of entrepreneurship education, firstly, crowdfunding activities have completed the evaluation of the advantages and disadvantages of college students' entrepreneurship projects, so as to achieve the effect of survival of the fittest through marketization. Second, it attracts and encourages more college students to pay attention to and participate in the entrepreneurial practice of college students, and creates a good entrepreneurial culture atmosphere. Third, through crowdfunding activities, more college students' entrepreneurs can experience the entrepreneurial process, enhance or exercise their entrepreneurial experience, and further promote innovation and entrepreneurship in universities. At the same time, teachers, alumni and enterprises with certain experience foundation are encouraged to participate in the establishment of seed funds for campus entrepreneurship,

participate in angel investment for undergraduate entrepreneurship projects, and expand financing channels for college students' entrepreneurship. In addition, actively encourage students to establish entrepreneurial associations, form a community of entrepreneurial practice teaching, communication and learning among students, and promote the publicity and implementation of entrepreneurial practice activities.

C. Constructing Entrepreneurial Practice Teaching Mode with Local Characteristics and the Advantages of Colleges

China's regional economy, society, culture, technology development and natural environment are different, resulting in the development of local institutions of entrepreneurship education imbalance. Especially in the local entrepreneurial culture, government support, social support and the university's own scientific research strength and educational development level, there are significant differences. Local colleges and universities can combine discipline advantages and regional characteristics according to their own conditions, take rooting in the regional economic development as the goal, cooperate with local governments and enterprises to exchange, create various kinds of entrepreneurial practice platform, promote the interactive development of college students entrepreneurship and local economy, improve the reputation of schools, and create a good social entrepreneurship culture. In order to attract more talents and institutions to participate in the entrepreneurship education of colleges and universities, benign development to form a local characteristic of the entrepreneurship practice teaching model. According to the characteristics of the regional economy, local colleges and universities should take the strategic plan of rural revitalization, precision poverty alleviation and industrial transformation as the starting point, actively expand entrepreneurial projects, and carry out entrepreneurial practices to serve the regional economy. On the other hand, colleges and universities actively use the Internet as a tool to actively expand the school's entrepreneurial practice teaching. At present, in the era of the rapid development of the mobile Internet, the means and ways of learning of students have changed greatly, and the educational model should keep up with the development of the times. Schools should build practical teaching platforms for colleges and universities through social platforms and self-built platforms, introduce high-quality teaching resources, enrich teaching content, expand practical activities, improve the comprehensive assessment mechanism on-line and offline, establish a multi-channel student learning and practice system, and actively promote and maintain good interaction, and stimulate students' enthusiasm for participation. Improve the coverage and success rate of entrepreneurship education, and gradually form an entrepreneurial education system with the characteristics of colleges and universities.

D. Establishing and Improve the Guidance and Support System for University Entrepreneurship

First, it is important to strengthen the connection and cooperation with local business incubators. We should not only "invite in" - invite practical experts in entrepreneurship to support and guide our business education activities, but also "send out" - recommend outstanding college students' business

projects to enter the incubator and promote its rapid development and growth. Second, attract and encourage enterprises (venture capital) and support organizations, organizations and individuals to participate in entrepreneurship practice teaching in colleges and universities. Thirdly, colleges and universities should combine their own resources to improve the quality of teachers and create a good entrepreneurial. Organized some related disciplines of high quality teaching resources, optimize the combination to create practice teaching guidance team, and strengthen exchange, the discussion and research, training, and combined with outside resources, a practical teaching system construction of good school and to encourage and inspire the enthusiasm of the students' innovative entrepreneurial, let more students to participate, to improve coverage and entrepreneurial performance, promote the school to form good business, to further promote the formation of students' entrepreneurship and quality and ascend.

V. CONCLUSION

By analyzing the essence of entrepreneurship education, cognitive rules and influence factors of entrepreneurial process and entrepreneurial education abroad experience, can draw the entrepreneurial practice teaching is easy for students to create a logical cognitive, arouse the students' innovation consciousness and entrepreneurial spirit, adventure, students' creative personality and value pursuit, and to establish students' innovative ability. Given the entrepreneurship education as "the Third Passport for Education", China's local colleges should, making good use of the support of national policy, the development of Internet technology, the mode of the Internet finance, actively cooperating with regional enterprises and incubators, combined with the characteristics of colleges and universities construct entrepreneurial practice teaching mode full of school characteristics, build a variety of support system of school to create a good entrepreneurial culture, to actively cultivate innovative talents

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