Research on the Integration of "Specialty and Innovation and Entrepreneurship" in Art Colleges and Universities to Build a "Mass Entrepreneurship and Innovation" Education Ecological Chain

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Abstract. The integration of specialty and innovation under the guidance of Outcomes-based Education (OBE) thinking is the integration of innovation and entrepreneurship education and the training of professional talents, and runs through the whole process of talent training. It is a reconstruction of the curriculum system of integration of specialty and innovation and entrepreneurship, and it is an effective measure to deepen the reform of innovation and entrepreneurship education and to crack the "two skins" of innovation and entrepreneurship education and professional education. Most of the private art colleges and universities in China focus on the cultivation of applied talents. The school's institutional characteristics and talent level have relatively good flexibility and reform latitude for the cultivation of talents that integrated specialty and innovation and entrepreneurship. On the basis of focusing on the study of private art colleges and universities, this article will analyze the necessity of integration of specialty and innovation and entrepreneurship in art colleges and universities, and explore how to integrate the cultivation of creative consciousness and innovative thinking of art students into the whole process of education and teaching.

Keywords: OBE · Art · Integration of specialty and innovation and entrepreneurship · Ecological chain

1 Introduction

In order to further implement the spirit of the Fourth Plenary Session of the 19th Central Committee of the Communist Party of China and the National Education Conference, in accordance with the "Several Opinions of the Central Committee of the Communist Party of China and the State Council on Deepening the Reform of Institutions and Mechanisms and Accelerating the Implementation of the Innovation-driven Development Strategy", the "Implementation Opinions of the State Council on Deepening the

Project: Project of The China Association for Non-Government Education (2021), No.: CANFZG21011.

O. Chistyakova et al. (Eds.): ICCESSH 2022, ASSEHR 694, pp. 390–398, 2023.
https://doi.org/10.2991/978-2-494069-43-5_44

Reform of Innovation and Entrepreneurship Education in Colleges and Universities" and "Opinions of the State Council on Promoting the High-quality Development of Innovation and Entrepreneurship to Create an Upgraded Version of 'Mass Entrepreneurship and Innovation'" and other decision-making arrangements, in recent years, art colleges and universities have been constantly summing up experience and exploring ways to optimize reforms in response to problems such as the solidification of innovation and entrepreneurship education concepts and models in colleges and universities, and the weakness of creative teachers, such as, OBE teaching model outline, combined with the new requirements of the "double first-class" construction for the cultivation of innovative and entrepreneurial talents and the new needs of the construction of innovative and entrepreneurial "golden courses", the top-notch innovative and entrepreneurial talent training model around the integration of "specialization + innovation + competition + teaching", etc., as well as expanding new ideas, exploring new models, and practicing new paths in innovative and entrepreneurial education concepts, innovative and entrepreneurial talent training models, innovative and entrepreneurial practice teaching, teacher team building, and school-enterprise and school-local cooperation.

2 The Necessity of Integration of "Specialty and Innovation and Entrepreneurship" in Art Colleges and Universities Under the Guidance of OBE Thinking

2.1 The Severe Employment Form of Art College Students and the Urgent Need for Educational Reform

The training of talents in art colleges and universities is mainly based on the training of applied talents. In theory, it should be more able to meet the needs of talents in the era of innovation and entrepreneurship, and the success rate of entrepreneurial projects will be higher.

MyCOS research found that nearly 70% of art undergraduates have engaged in professional-related work when they first entered the workplace. Music and dance, and art majors are mostly engaged in training and education work, and design majors earn nearly 10,000 yuan after five years of graduation. Entrepreneurial enthusiasm is a major characteristic of art graduates. More than 1/10 of the 2014 art undergraduates chose to start their own businesses five years after graduation. Although the students of this major have unique cultural characteristics in entrepreneurial projects, they lack the basic knowledge of entrepreneurship and lack of entrepreneurial skills. They also face a series of problems such as the low quality of entrepreneurial projects, insufficient analysis of their own abilities, and blindly choosing market hotspots. The above problems comprehensively reflect that current training mode of practical teaching in colleges and universities has lagged behind the requirements of the country and the times for college students' abilities, and it is urgent to explore a new model. The authors believe that the concept of the integration of specialty and innovation and entrepreneurship (professional education and innovation and entrepreneurship education) can guide the practical teaching of art design in the new era ("Table 1").

Table 1. MyCOS's employment indicators six months after graduation for undergraduate art majors in 2020

Undergraduate major specialty category code	Undergraduate major specialty category name	Undergraduate major specialty code	Undergraduate major specialty name	Employment rate six months after graduation	Job-specialty relevance
1302	Music and dance	130201	Music Performance	83.8%	68%
		130202	Musicology	89.4%	78%
		130205	Dancology	90.7%	74%
1303	Drama and film studies	130301	Performance	87.2%	56%
		130304	Drama and Film-and-Television Literature	86.4%	52%
		130305	Radio and TV Editing	87.3%	63%
		130309	Art of Broadcasting and Hosting	87.1%	58%
		130310	Animation	89.3%	69%
1304	Fine arts	130401	Fine arts	90.2%	74%
		130402	Drawing & Painting	84.5%	64%
1305	Design science	130502	Visual Communication Design	89.9%	69%
		130503	Environmental Design	91.5%	67%
		130504	Product Design	91.3%	61%
		130505	Costume and Costume Design	89.8%	64%
		130508	Digital Media Art	94.6%	73%

[a] Source: "Latest! Latest! The employment rate of art majors is out, and the employment rate of these majors is as high as 90%!" https://m.027art.com/yikao/gzh12/10304768.html?share_token=CB7234F4-9133-44FF-B534-C72529C295F5&tt_from=weixin&utm_source=weixin&utm_medium=toutiao_ios&utm_campaign=client_share&wxshare_count=1; 2021.8.18

2.2 The Integration of Specialty and Innovation and Entrepreneurship Under the OBE Education Concept has Achieved Expected Results in the Education of Engineering Disciplines, and It is Very Feasible to be Explored in Art Disciplines

The main characteristics of the learning style of art students are: the students' information processing level tends to be active, and they like to learn knowledge through active classroom activities; the students' information perception level tends to be perceptive, and they like to analyze specific cases and are good at doing ready-made work; the students' information input level tends to be visual, and they are good at remembering what they see, and are not used to finding content from written language; the students'

information understanding level tends to be comprehensive, and they are good at random acquisition of point-like knowledge, but not good at using logical thinking to master the knowledge system. It can be seen that the traditional teaching of specialty or innovation and entrepreneurship courses does not match the learning style of students.

Based on the OBE education concept, the cultivation of art and design professionals in higher education institutions should adapt to the market demand for talents and carry out corresponding teaching reforms. The OBE education concept has changed the traditional teaching methods and is more closely related to the development of the times. Contemporary college students are always under the network environment in the process of learning and growing, and their own thinking consciousness and logical ability are also influenced by the network. In addition to having conventional teaching resources, colleges and universities have many teaching resources from intranet and public Internet, which are very attractive to students. These factors objectively motivate conventional classroom teaching to be reformed accordingly to meet the learning needs of students. The teaching mode based on the OBE education concept can give students a good learning experience to a certain extent, reform the drawbacks under the traditional teaching concept, and realize a teaching mode that is in line with the development of the times [1].

3 Strengthening the Fulcrum of Practice and Building an Ecological Chain of the "Mass Entrepreneurship and Innovation" Education Curriculum System

The primary is that, from the leaders of the colleges at all levels to the leaders of the professional departments, they must agree with the importance and urgency of the art teaching reform guided by the OBE teaching concept.

3.1 Reform Path of Training Objectives and the Teaching System

The teaching reform is coordinated at the two levels of the faculties and departments, and comprehensive reforms are carried out in terms of training programs, syllabuses, teaching methods, and assessment methods to build a specialized and integrated teaching system. For example, in the entrepreneurship course of Changzhou Vocational Institute of Textile and Garment, the whole process of entrepreneurship gene implantation for all employees is a model worth learning from. In the teaching process, in conjunction with the practice base, extensive practice project teaching should be carried out to bring the project into the classroom, turn the homework into a work, and turn the work into a product, so as to lead students to understand the market demand, clarify the product positioning, and experience the charm of the course. Innovation and entrepreneurship courses are the basis for Changzhou Vocational Institute of Textile and Garment to build an "innovative and entrepreneurial" educational ecological chain, and it is also the first step for cultivating innovative spirit and entrepreneurial awareness. On the one hand, the school offers a wide range of online courses, involving a total of 44 courses such as introductory, advanced, and competition counseling; the school develops "mass entrepreneurship and innovation" teaching materials, and the "Innovation and Entrepreneurship — Theory,

Methods, Practice, Cases" developed in 2017 was rated as a key teaching material in Jiangsu Province. Through the optimized design of the curriculum system, an innovation and entrepreneurship education process has been formed with the time of college students studying in school as the horizontal axis and the growth of knowledge and ability as the vertical axis. That is, the first year focuses on "enlightenment", the second year focuses on "simulation", the third year embodies "practice", and after graduation, "service" would be more important. The construction of professional course groups for innovation and entrepreneurship is the main way for many colleges and universities to carry out the reform of specialized and integrated teaching in recent years. In order to achieve the purpose of organic integration with professional courses, cases and content that are close to the characteristics of art majors or cultural and creative industries should be selected as much as possible. On the one hand, it is necessary to transform the existing professional courses to ensure that each major builds at least one specialized course of innovation and integration, so as to radiate more courses of this major for the exploration of integration of specialty and innovation and entrepreneurship [2].

3.2 Reform Path of Teaching Methods and Approaches

Since 2012, Dalian Art College, as a comprehensive art college, has gradually worked out the mode of training applied art talents with "original plays" as the carrier of "on stage, under the lights, and multiple teachers for a lifetime", which can highlight the characteristics of artistic practice to educate people, give full play to the active role of culture and art in the education of the whole staff, the whole process of education and all-round education, and continue to create a series of large original plays that can be on the stage of the National Grand Theatre and the Great Hall of the People, Beijing. This approach of integrating specialty and innovation and entrepreneurship based on the teaching of repertoire, has grasped the hot spots of the times and focused on training students' practical application ability. It has also achieved good feedback on teaching results in practice. In the course, through project-based teaching, students' ability to solve practical problems with professional knowledge is enhanced, and at the same time, combined with the characteristics of art students' knowledge acquisition, emphasis should be placed on the enlightenment of students' innovative thinking and the cultivation of entrepreneurial ability and quality, and the integration point between art majors and innovation and entrepreneurship need to be fully explored to realize the organic penetration and integration of professional courses and innovation and entrepreneurship education.

4 Breaking the Traditional Faculty Management System of Colleges and Departments, and Building an Ecological Chain of "Mass Entrepreneurship and Innovation" Education Teacher Teams

The first is to change the "disjoint model" of entrepreneurship teachers and professional teachers, in order to jointly form a dedicated creative and integrated teaching team to achieve coordinated and linked operation under the guidance of OBE.

According to incomplete statistics, two-thirds of China's art colleges and universities currently use the "Basics of Innovation and Entrepreneurship for College Students" in the teaching of entrepreneurship courses in the freshman or sophomore year, and conduct professional courses in the junior and senior year. Many teachers and students feel that entrepreneurship courses are not throughout the four years of university study life.

To carry out the integration and reform of the curriculum, and to integrate the basic courses of entrepreneurship into professional courses, can make students' basic knowledge of entrepreneurship be closely integrated with their majors, which is more conducive to the understanding and mastery of art students' theoretical knowledge. At the same time, adding entrepreneurial cases and practical links in professional courses is conducive to testing students' learning achievements, and is also helpful for college students to complete the transformation of homework into works, works into products, and products into commodities [3].

The second is to increase the introduction channels of horizontal projects, and strengthen the proportion of performance evaluation of horizontal projects to solve the problem of development and creation of funds through the school-enterprise cooperation model.

The vast majority of art colleges and universities in China train applied talents. Art colleges and universities can completely break the original teaching management settings, allowing teachers to follow the project and complete the teaching goals.

There are two forms of cooperation: one is to introduce local related enterprises to increase students' practical opportunities; on the one hand, it can make up for the lack of practical training resources in colleges and universities. The enterprises can introduce enterprise technicians with strong practical ability as training teachers, and can also cooperate with other enterprises and schools to build training bases. This method can provide enterprises with a wealth of art professionals. At the same time, through the research, study and work in the practice base, the students can have a higher awareness of professional skills and development planning.

On the other hand, in the form of horizontal projects, teaching and scientific research are jointly carried out. Enterprises initiate project requirements based on their own needs, and responsible teachers lead to form project teams so as to complete horizontal projects. According to the survey data, in 2021, a private art college in Liaoning completed 18 horizontal projects with a signed amount of more than 4.5 million yuan. At the same time, in order to motivate teachers to undertake horizontal projects, the school cancelled the management fee and included this item in the teachers' title evaluation. This on-demand project research can not only meet the funding needs of art teachers in scientific research and development, but also make the transformation of scientific research results more feasible. A lot of artistic creation and art teaching content will also be continuously upgraded along with the research direction of teachers, so that the knowledge and skills learned and mastered by students are better in line with the needs of professional talents, establishing an enterprise resource platform for students' entrepreneurship.

5 Building an Entrepreneurial Platform in Layers and Progressively, and Constructing an Ecological Chain of "Mass Entrepreneurship and Innovation" Education Practice

First, it is a must to carry out simulated practice with mass entrepreneurship projects or competitions to provide students with a low-cost trial and error platform to verify the feasibility of the project.

The combination of professional course teaching and entrepreneurial training provides students with opportunities and space for entrepreneurial practice in an all-round way. At present, all major art colleges have entrepreneurship clubs and innovation and entrepreneurship projects for college students. The clubs and mass entrepreneurship projects are used as simulation training platforms to transform students' entrepreneurial practice from a simple idea to implementation, and to achieve simulation training. Once again, on the basis of organizing college-level entrepreneurship competitions, entrepreneurship teams are selected to participate in the competitions of provincial and national levels. The innovation and entrepreneurship competition encourages as many students as possible by participating in the competition. Especially the Internet + College Student Innovation and Entrepreneurship Competition, through multi-professional teachers, all-round entrepreneurial guidance, top-notch talents and excellent entrepreneurial seed projects will be specially cultivated, and the projects will eventually be promoted to various innovation and entrepreneurship competitions. In particular, the target is the China International Internet + College Student Innovation and Entrepreneurship Competition. This competition is not only a good consideration for the innovation and entrepreneurship education level and ability of colleges and universities, but also is currently the world's most efficient innovation and entrepreneurship project incubation and financing platform. As of 2021, seven sections of competitions have been completed. A total of 25.33 million college students from 6.03 million teams participated in the competition, realizing the integration of basic education, vocational education and higher education. In 2020, by comparing the entrepreneurship data registered by the State Administration for Market Regulation with the national college student enrollment data, there are 541,000 entrepreneurial college students among the 2015–2020 graduates, including 444,000 graduates and 97,000 students at school. According to statistics, more than 400 gold-winning projects in the 6th competition have created employment for more than 500,000 people. In addition, the competition also added an industry proposition track, which further shows that the national education director is committed to promoting the transformation of achievements through competition, creating a good ecology for collaborative training of innovative and entrepreneurial talents, and promoting the development ideas of higher-quality entrepreneurial employment for college graduates [4].

Second, it is necessary to support more mature projects with entrepreneurial incubation bases to ensure that they pass through the most difficult start-up stage.

In order to create a better environment for innovation and entrepreneurship, the school should also establish entrepreneurial incubation bases for college students and other entrepreneurial practices. According to Deng Kai, deputy dean of Changzhou Vocational Institute of Textile and Garment, the school invests 1 million yuan every

year to support students' entrepreneurship, and the school has set up a special management committee to supervise the whole process of loan approval, issuance and use, so as to ensure the healthy operation of the "entrepreneurship bank". With the development of "entrepreneurship bank", the scope has gradually extended to five major products and services, including campus maker loan, industrial and commercial registration, financial legal consultation, product transformation, and venture capital docking, which has evolved into a full-process campus entrepreneurial service guidance carrier that integrates product creativity, product innovation, and entrepreneurial support.

Third, there will be a necessity to complete the think tank project, and provide the government and various institutions with the project research results of innovation and integration by the innovative thinking and the team ability of teachers and students.

At present, there is another form of innovation and entrepreneurship platform, which is the expert think tank platform established by the cooperation between universities and the government. This kind of think tank platform can realize the collaboration between colleges and universities, between colleges and universities, the government and society, promote the collaboration between disciplines and majors, and establish a talent training model that can integrate specialty and innovation and entrepreneurship with reasonable structure, diverse cooperation, cross-training, and multi-party collaboration [5]. The establishment of the new think tank alliance of Liaoning Province colleges and universities is a good exploration in this regard. The establishment of the alliance further promotes think tank research and government decision-making to overcome disasters, and promotes cross-border integration and exchanges among think tanks among disciplines, industries and fields. As a member of the alliance, Dalian Art College can not only give full play to its own artistic professional advantages, carry out special research and creation in the field of cultural and creative industries, but also integrate a simple art work or creative design into commercial projects such as park planning, traditional culture mining and development, and scenic spot upgrading and transformation through collaboration between alliances, transforming economic value, finally forming complete commercial projects.

6 Conclusion

Based on the OBE concept, the exploration of the innovative ability training mode of applied talents in art colleges and universities is the main direction of art education reform in recent years. Combining it, this paper proposes a "four-level progressive" training mode for college students' practical innovation ability, which is composed of innovative thinking, basic practical ability, scientific and technological innovation ability and ability to solve complex engineering problems. To be implemented in art colleges and universities, it is necessary to base on the knowledge acquisition style and subject characteristics of art students [6], professional expertise and the needs of long-term development. Based on the concept of innovation and integration, it is also necessary to improve talent training, build a new professional curriculum system, set up a professional innovation and integration management system and teacher team, and build various forms of entrepreneurial practice platforms, so as to break through the weak link of talent training, realize the integration of "specialty and innovation and entrepreneurship"

in art colleges and universities, and build an educational ecological chain of "mass entrepreneurship and innovation".

Authors' Contributions. Na Wang wrote the manuscript, and Jiying Su and Jiyue Han contributed to revising and editing.

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