

On Exploration and Practice of Innovation and Entrepreneurship Education in Harbin University of Commerce

(PRESENTED)

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Abstract—This paper introduces the methods of innovation entrepreneurship education in Harbin University of Commerce. Our university has combined school discipline characteristics with advantages to construct distinctive innovation education system cross grades, disciplines and specialties through the whole process of cultivating the professional talents. In order to form a set of different levels, three-dimensional innovation and long-term entrepreneurship education operation mechanism, our university has combined entrepreneurship teaching and simulation with entrepreneurial practice both in class and after class. In addition, the writers have focused on cultivating high quality compound special talents who have innovative consciousness, entrepreneurial quality and entrepreneurial ability. After practicing for several years, the results are remarkable.

Keywords—Colleges and Universities ; Innovation and Entrepreneurship Education ; Exploration and Practice

I. INTRODUCTION

In “Decision of the CPC Central Committee on Major Issues Concerning Comprehensively Deepening Reform”, the 3rd Plenary Session of the 18th CPC Central Committee has made a strategic plan for the full deepening of education reform at the point of new history period. In particular, in “The Overall Goal of Deepening the comprehensive Reform of the Education Field” proposed in the report to the 18th CPC National Congress, the party clearly required that colleges and universities should implement the educational policy of the party comprehensively, adhere to good virtues, strengthen the education system of socialist core value , improve the education of Chinese excellent traditional culture, enhance their sense of social responsibility and the spirit of innovation and practical ability. And the party has also put forward that colleges and universities should innovate talent training mechanism for their own characteristics and distinction. Above all, these important exposition reflects that the Central Government has accurately grasped the education characteristics and the pragmatic need at the stage of the reform and development, and provided a guarantee to promote the scientific development of higher education further, and improve the quality of higher education comprehensively.

Chinese scholars have done a lot of research and practice on innovation and entrepreneurship education from many

angles. Only in 2012, there were 2782 essays on innovation and entrepreneurship training program for college students. Innovation and entrepreneurship education has been widely concerned by scholars in China[1]. Colleges and universities explore the reform of personnel training programs, improve the organization and management system, and focus on the implementation of the plan[2-3]. And the management model includes three stages, such as the project proposal, the mid-term project examination, and final project measurement[4]. There is system construction, forming guidance documents, such as the “College Students’ Innovation and Entrepreneurship Training Project Management Approach”, and the “College Students’ Innovation and Entrepreneurship Training Programs for Project Evaluation Index System and Grading Standards” [5]. In terms of conditions, teachers, experimental sites and equipment, financial support, and incentive mechanism should be ensured to implement the innovation and entrepreneurship education effectively[6-7].

As a business school with distinctive features, Harbin University of Commerce attaches great importance to innovation and entrepreneurship education to improve students’ ability of innovation, entrepreneurship and practice[8-10]. Our university implements the spirit of the “Basic Requirements of Ordinary University Entrepreneurship Education (Trial)” issued by Ministry of Education to promote the students’ spirit of innovation and entrepreneurship, spread the culture of innovation and entrepreneurship, and create a atmosphere of innovation and entrepreneurship. Relying on high-quality teaching resources, such as the national level experimental teaching center, and national virtual simulation experimental teaching center, our university has carried out innovation and entrepreneurship education in 60 majors to make the school a fertile ground for encouraging innovation and entrepreneurship.

II. GUIDING IDEA & OVERALL THINKING

We stick to innovation and entrepreneurship education, and strive to practice the university's principle of cultivating students' abilities, combining knowledge with hands-on practice closely. In order to change their traditional employment thought, we try to show them a new re-

employment way of innovation and entrepreneurship to cultivate compound talents with knowledge of specialties and management ability. Most important of all is to enhance all students' creating awareness, creating thinking, creating spirit, creating knowledge and creating ability, so that the majority of students have necessary knowledge, skills and psychological quality engaged in business practices to become high-quality innovation and entrepreneurial talents. Therefore, being an important way of quality education, it should be designed and implemented for all of students. As a result, innovation and entrepreneurship education has general characteristics and suitable for all undergraduates.

The innovation and entrepreneurship education goals into school education and teaching objectives to focus on highlighting its comprehensive content, its systematic curriculum, its sociality, and its validity. We have combined with school discipline characteristics and advantages, and constructed distinctive innovation education system cross grades, disciplines and specialties through the whole process of cultivating the professional talents in order to form a set of different levels, three-dimensional innovation and entrepreneurship education long-term operation mechanism, namely, combining with entrepreneurship teaching, entrepreneurship simulation, and entrepreneurial practice both in class and after class to cultivate high quality compound special talents with innovative consciousness, entrepreneurial quality and entrepreneurial ability.

Through a series of innovative entrepreneurship practice activities, the classes are expanded to the practice center and society, and class knowledge are extended to the practice of independent innovation to form a training system combining the first class and the second class, and a curriculum system integrating entrepreneurship education and professional education. We also combine the entrepreneurship classroom education and practice training with social practice and academic innovation activities to highlight the entrepreneurial quality and practical ability training, offering students entrepreneurial practice opportunities of variety of forms and channels, so as to cultivate the students innovative and entrepreneurship spirit, and expand their innovative and entrepreneurship awareness.

III. WHAT WAS DONE

A. *Coordination of Innovation and Entrepreneurship Education Management Department*

In recent years, the focus of the whole society for the pioneering work provides a good external environment for the innovation and entrepreneurship education in colleges and universities. Relevant authorities of the government issued the guidance document to the university, therefore, they are highly motivated to promote innovation and entrepreneurship education. However, if there is no good organization and coordination, it can not form a joint force because of the multi-department management situation. Generally speaking, there are following three ways of organizing and managing the innovation and entrepreneurship education in colleges and universities. The first kind is the organization management mode which is based on educational administration

organization. It is mainly carried out through curriculum and discipline contest. The second is the mode of organization management dominated by the CYL Committee, the Students' Affairs Division or Admissions and Employment Department, etc. to carry out, primarily through the lectures, business plan contest and student association activities after classes. The third one is the organization and management mode, carried out by the Research Management Department, the School Science Park or other similar departments.

From the overall considerations, we gradually established the organization and management system, in which the Practical Teaching Management Center guides and the other departments in coordination with the teaching management department to avoid the multi-department management, and irresponsible confusion situation. We implemented it through the normal channels of teaching management, establishing the organization management mode of multi-department coordination. We combine with teaching, academic competition, social practice and entrepreneurial experience and entrepreneurial process to form a complete process of innovation and entrepreneurship education.

B. *Constructing National Experimental Teaching Demonstration Center, Offering Innovative Entrepreneurship Courses*

In order to meet the needs of students' practice, we have formed the basic ideas of practical teaching reform in departments of economics and management to develop students' ability. Following the two technological routes of "enterprise growth cycle and product life cycle", we integrated experimental resources of decentralized management and constructed comprehensive management practice center. We have built 4 major practical platforms of basic experiments, of professional comprehensive skills training, of entrepreneurship simulation and entrepreneurship incubation, and of consultant and research services to serve training target of application-oriented and compound special talents.

Taking the national virtual simulation experiment center--modern enterprise business operation virtual simulation experiment center as an opportunity, we offer the virtual simulation experiment course, reform the contents of the curriculum to integrate the entrepreneurship education and professional education, and promote the comprehensive practice teaching reform of the management and economics. At the same time, based on National Experimental Teaching Demonstration Center--a comprehensive practice management center as a platform, we offer the course, "the Company Creation and Operation" to improve students' innovative ability.

After years of construction and development, the center has become students' curriculum experiment center, academic year internship center, incubating center for teaching results, and social consulting service center. These greatly enhance the students' comprehensive practical ability, entrepreneurship and innovation ability, and students' employment competitiveness.

C. *Carrying out the Innovation and Entrepreneurship Training Program for Students to Help Them to Start Their Own Business*

In 2012, we joined in the national college students innovation and entrepreneurship training program project. Through certain procedures, we selected a group of pioneering consciousness with necessarily entrepreneurial ability and potential project team to register simulation company in school, supporting the project of real business operation, to carry out entrepreneurship practice actively.

D. *Starting the "100 Innovation and Entrepreneurship Forums" to Disseminate Innovative Entrepreneurial Thinking*

The 100 forums for students' innovation and entrepreneurship will build an annual event in our university to guide students, and to support them start their own business by interacting with government, colleges and universities, financial field (investment), media (mass communication), intermediary (business incubator or park) and enterprise (enterprise and University students innovative undertaking). The forum will invite well-known entrepreneurs, investment elite, experts and scholars, outstanding entrepreneurial mentors and annual most representative team, to share their experience. We will hold 5 entrepreneurship seminars and lectures with the themes of "to greet the challenge - to create future", they will be divided into three parts: entrepreneurship experience, employment planning and innovation style. They are independent, but connected into a unifying theme.

E. *Carrying out Comprehensive Innovation and Entrepreneurship Education, and Science and Technology Competition Activities as well*

College students' science and technology competition is one of the important channels to promote their talents, and an important means to strengthen the quality education, so as to enhance the school reputation. In the last few years, we focus on building the activity system of science and technology competition, and try to build the platform to improve the quality and level of students' scientific and technological ability. We actively cultivate the creation, innovation and entrepreneurship of young students, to enhance the students' professional quality and innovation.

IV. CONCLUSIONS

Since 2008, the national virtual simulation experiment center has opened 52 experimental courses for 20 undergraduate specialties, amounting to 1004780 experiment hours. Around the two technology routes, we carried out in the 60 phase comprehensive training on "The Company Creation and Operation", and about 24300 students participated. We have guided students to complete more than 2020 pieces of design work, to complete the academic year internship of 27000 students, and to guide some students to finish the practical content of their thesis. We also completed the students second classroom management discipline practice

and competition activities. Through the practice of teaching and practice, students innovation and entrepreneurship thinking ability is expanded, the sense of teamwork is strengthened, the students' comprehensive quality and management skills are improved. Under the guidance of the teacher, the students' innovation ability is greatly improved.

Our university is approved 90 pieces of national level, provincial level innovation and entrepreneurship training program projects, and 247 pieces of university level projects. So far, students have published more than 300 papers, and applied for 18 national patents. At the same time, we have offered ventured students some free stalls in stadium, made Entrepreneurship Park to open up the venue of entrepreneurship project incubation, entrepreneurship counseling, employment practice, building practical platform of achieving innovative results and entrepreneurial vision for students.

Since 2005, we have carried out management decision-making contest, ERP sand table simulation contest, GMC management challenge game, the Challenge Cup "venture star" and other events, and assisted YLC to carry out the "Challenge Cup" Chinese University Students' technological contest. Students have won the grand prize of national college management decision competition, the first prize of national university ERP sand table simulation contest, third prize of the Challenge Cup "Venture Star" competition, and more than 80 students have won provincial level awards.

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