

Research on Experimental Teaching Model of Innovation and Entrepreneurship in University of Economics and Management

—Take "Design and Practice of Business Plan" as an Example

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Abstract: At present, the teaching of innovation and entrepreneurship course is too theoretical and monotonous. Taking "Design and Practice of Business Plan" as an example, this paper puts forward the guiding ideology of designing teaching model according to the characteristics of the designed experimental course. In addition, 13 experimental projects were designed to better train students' entrepreneurial ability.

1. Introduction

According to "The Notice of Education Ministry for Employment & Entrepreneurship work of 2016 graduates of China's general higher education institutions", since 2016, all colleges and universities should set up the innovative entrepreneurship education courses, develop required courses or elective courses of innovative entrepreneurial education for all students, and incorporated into the credit management. According to the requirements of the ministry of education, colleges and universities should offer entrepreneurship guidance and practical training courses for students with entrepreneurial intention. For students who have already carried out entrepreneurial practice, training on business management should be carried out. At the same time, universities should widely held various innovative entrepreneurship competition, support college students in setting up innovation business association or club, holding innovation and entrepreneurship lecture BBS, establishing innovative entrepreneurial scholarship, etc. Driven by many policies, innovation and entrepreneurship education has been widely carried out in universities.

2. Education model of innovation and entrepreneurship in domestic and foreign universities

2.1 Education model of innovation and entrepreneurship in foreign universities of economic & management [1,2,3]

American colleges and universities entrepreneurship education mode is the earliest and the most perfect in the whole history of entrepreneurship education. The typical models include the Babson College model, the Harvard model and the Stanford model.

2.1.1 The "Enhanced Consciousness" model of Babson College

Babson colleges reformed the curriculum system since its establishment in 1967. She set up the innovative entrepreneurship to help developing the students' ability of judgment and analysis ability through real case simulation and research, to help students undertaking of actual combat resilience and innovative thinking ability on innovative business.

2.1.2 The "Experiential" model of Harvard Business School

It is mainly to train students to pursue entrepreneurial opportunities under severe resource constraints and uncertain environment, and to cultivate practical management experience. It defines "entrepreneurship" as "the pursuit of opportunities beyond the control of existing resources". They argue that entrepreneurship represents an act of breaking through resource constraints and creating opportunities through innovation. By the end of 2001, Harvard Business School had opened 15 courses of entrepreneurship management, and established a complete database of materials and cases for entrepreneurial management, providing a good learning environment for researchers.

2.1.3 The "Industry-University-Research Integration" teaching model of Stanford University

Stanford University attaches great importance to application orientation and specific entrepreneurial actions. The biggest achievement of education is the birth of the world-renowned "silicon valley". The success of education model depends on its world-class hardware and software resources, including top experimental equipment, teaching equipment and first-class experts and scholars.

The model of Stanford University is hard to be imitated by the university of economics and management. Babson College Model and Harvard Business School Model are the representative of the education model of entrepreneurship in business colleges.

2.2 Education model of innovation and entrepreneurship in domestic universities of economic & management

The implementation of education of innovation and entrepreneurship in domestic universities began at the end of 20th century. In 1998, Tsinghua University held the first Business Plan Competition, becoming the first university to introduce the undergraduate entrepreneurship program competition into Asia. At present, innovation and entrepreneurship education in domestic colleges and universities has been fully opened. From the perspective of domestic universities of economic & management, education mode of innovation and entrepreneurship mainly includes the following three types:

2.2.1 Curriculum teaching model

To development the courses of "Fundamentals of Entrepreneurship", "Entrepreneurial Guidance for College Students", "Design and Practice of Business Plan", "Simulation Experiment for Business management" and others, in accordance with the requirements of the ministry of education. To integrate them into the talent training program, and construct the education curriculum system of innovation and entrepreneurship.

2.2.2 Undergraduates competition model

Competitions directly related to innovation and entrepreneurship are mainly of two types: one is the competition of business plan design and practice represented by the "challenge cup", "Internet +" and the innovation & entrepreneurship training program for college students; another is business management simulation competition. This kind of teaching model, which takes competition as the carrier to open up the second class, is an important supplement to the teaching model of the course and has the tendency of integration.

2.2.3 Entrepreneurial park model

To carry out education of innovation and entrepreneurship on the platform of entrepreneurship base (park) for university student, and to provide one-to-one guidance for students who enter the entrepreneurial practice.

3. The present situation of course teaching of innovation and entrepreneurship in domestic colleges of economics and management

Education of innovation and entrepreneurship has many forms and paths in colleges, but curriculum teaching is still the most important form and path, and the main body of curriculum teaching is curriculum setting and teaching methods. ^[4]

3.1 The main courses for innovation and entrepreneurship education in universities of economic & management

To transform education concept of innovation and entrepreneurship into education practice, needs to rely on effective course carriers. At present, education curriculum system of innovation and entrepreneurship in domestic colleges of economics and management is mainly composed of the following three levels:

3.1.1 The level of entrepreneurship general knowledge

Universal courses aimed at all students to cultivate their consciousness of innovation and entrepreneurship, and stimulate their motivation of innovation and entrepreneurship. The names of such courses mainly include "Fundamentals of Entrepreneurship", "Entrepreneurial Guidance for College Students"

3.1.2 The level of business plan design and practice

Training courses for college students who has strong will and potential of innovation and entrepreneurship, help them to improve their basic knowledge and skills, which include the ability training for industry market evaluation, target market positioning, business model design, competition analysis, corporate strategy, marketing planning, financial budget, equity structure design, drafting the articles of association, drafting the partnership agreement, etc. The names of such courses mainly include "Business Design", "Business Plan", "Business Plan Design", and "Business Plan Design and Practice", etc.

3.1.3 The level of Business management simulation

Training courses for college students who has carried out the business practice or completed business plan design, help them to experience the company registration and each link of enterprise operation management through the simulative enterprise management activities, aims to cultivate their entrepreneurial practical application ability. Such courses are mainly named as "comprehensive practical training of entrepreneurial plans", "simulation experiment of enterprise operation management", "comprehensive simulation of innovation and entrepreneurship", "sand table simulation of enterprise management decision-making", etc.

3.2 Problems in the teaching of innovation and entrepreneurship courses in universities of economic & management

3.2.1 The course teaching at the first and second levels is too theoretical and monotonous

It is possible for the course "Entrepreneurial Foundation for College Students", "College Students' Guidance on Entrepreneurship" to be taught as a theoretical course, but also taking the "Design and Practice of Business Plan" at the second level as a theoretical course is not suitable. According to the survey, the teaching arrangement of the course "Design and Practice of Business Plan" in domestic economic & management universities is quite common as follows: the first part is the entrepreneurial theory module, which mainly instructs the overview of entrepreneurship, necessary conditions for entrepreneurship, general process, basic procedures and basic contents of entrepreneurship, etc. The teaching methods are mainly theoretical teaching method and case teaching method. The second part is the case analysis module, which help students master how to grasp entrepreneurial opportunities and avoid entrepreneurial risks through the analysis of entrepreneurial cases. The teaching method is

mainly case method. The third part is the entrepreneurial practice module, which instructs the format and writing requirements of the business plan, and then assigns tasks for students to complete writing work of the business plan in groups. The teaching methods are mainly theoretical teaching method and interactive teaching method. The fourth part is the demonstration and defense module of entrepreneurial works. Students will make PPT presentation and defense after completing the business plan.

Such teaching arrangements have two shortcomings: First, students were arranged to write the business plan in groups after instructing of a large number of theories. At this time, the course teaching was basically finished, and it was difficult for students to get guidance from teachers in the writing process. Secondly, arranging the homework in a concentrated way, its teaching model is likely to be similar to that of a regular examination course, where the student handed in a large assignment and finished it after the lecture. It is difficult to achieve the purposes of training the students' entrepreneurial abilities above-mentioned.

3.2.2 Course teaching of the third level is out of touch with the second level

The "Simulation Experiment of Enterprise Operation Management" should train students how to complete company registration, and how to make enterprise management decision and how to develop the business and grow stronger under harsh resource constraints and uncertain environment. This requests the teacher in the course of teaching process, to grasp the elements of "business plan", to strengthen students' ability to prepare the business plan and ability of executing business plan, let the students as well as understand how business is growing or how to go bust. But many teachers ignore this, and students either clap their heads and make decisions, or focus on the skills of the competition to learn for the competition.

4. Design of teaching model of innovative entrepreneurship courses in university of economics and management based on experimental teaching method

The following is an example of "Design and Practice of Business Plan" to introduce the design of its experimental teaching model. [5,6]

4.1 The guiding ideology of teaching model design

First of all, it defines "Design and Practice of Business Plan" as an experimental course, as well as a designable experimental course. Secondly, we should highlight its characteristics of students' inquiry learning and independent learning. In the process of teaching, less theoretical instructing and more guiding students to conduct inquiry learning.

4.2 Setting up the experiment projects

In order to facilitate the training of students' various entrepreneurial abilities, this study has designed 13 experimental projects according to the characteristics of the designable experiment course, which requires the students to complete the design of the various experimental projects in turn through inquiry learning and autonomous learning under the guidance of the teachers. These experimental projects are:

(1) Designs of cover and investment highlights

Design the cover: the name or title and image design of the company should be attractive.

Investment highlights: it is required to use a project outline less than 200 words to show the investment highlights.

(2) Designs of company introduction

The basic situation of the company: design company name, enterprise mission, idea and other basic information.

Introduction to the project product: it is required to introduce concisely and clearly what is the product or service.

Introduction to the entrepreneurial team: it is required to properly package the team members' professional experience, financing experience, entrepreneurial experience, and other experiences or abilities.

(3) Market analysis

Industry analysis: it is required to analyze product market capacity and future trend by statistical methods on the basis of market description, and predict the market share of the company.

Consumer analysis: it is required to statistically analyze the basic characteristics of age, gender, occupation, income and region, as well as other characteristics of consumer behavior and ability to consume.

(4) Industrial pain point analysis

It is required to statistically analyze the industry's problems and what users are not satisfied with.

(5) Solution design

It is required to design your own solutions to industry pain points.

(6) Business model design

It is required to design the suitable business model for their own projects in considering the industry pain points and business solutions. In particular, carry out an innovative business models with O2P (Online to Partner).

(7) Competition analysis

It is required to conclude the competitive advantages of the company according to a SWOT analysis or direct comparison, and considering of the Five Types of Competitive Advantages which put forward by BernardH.Boar, an information technology strategist in US.

(8) Operation data polishing

It is required to polish the project operation performance, highlighting the datas which the investors will be interested, even just finishing the work of market research, product design, product trial sale or project planning phase.

(9) The future planning

Development planning: include the company's strategic goals , specific development goals and key tasks for the next few years.

Promotion measures: include the marketing promotion measures to achieve the above objectives and tasks.

(10) Financial budget

It is required to make financial assumptions and budget for the cash flow and cost profit of the project in the next few years, and calculate the main financial indicators.

(11) Financing plan and equity structure design

To design the company's financing plan (which may take several rounds), the size of this round and the corresponding equity released, and the use of the financing.

To design the equity structure of the company, which is required to consider the equity structure changes after each round of financing.

(12) Management for project risk

It is required to identify the potential major risks of the project and design risk prevention measures.

(13) The design of articles of association and partnership agreement

It is required to design the articles of association and complete the registration of the company (operating on software).

It is required to design the founder's partnership agreement (partnership enterprise) or shareholder agreement (limited company).

4.3 The teaching arrangement

Assigning the design task for one or two experimental projects each class (depending on the number of course hours). Teachers should comment on the homework submitted by students in the next class and communicate with each group. The final work will be presented and defended . The judges are made up of teachers and team leaders.

5. Summary

At present, there is no unified curriculum system , and no unified curriculum standard for innovation and entrepreneurship education in domestic universities. This paper argues that to reform the teaching mode of the course "Design and Practice of Business Plan"based on the experimental teaching characteristics ,will be more likely to train students' ability in business.This model is worth promoting especially in universities of economics and management.

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