

# Research on the Development Status and Improvement Path of Innovation and Entrepreneurship Education in Universities in Beijing

Bingxue Wang

Business School, Beijing Normal University, Beijing100875, China

SuperLIN713@163.com

**Abstract.** Innovation is the inexhaustible driving force of national development, and it is of great significance to establish and improve the innovation and entrepreneurship education system in universities. This paper analyzes the outstanding achievements of innovation and entrepreneurship education in universities in Beijing through literature review and observation research. It has not only basically established the innovation and entrepreneurship education curriculum system, but also held a series of entrepreneurship lectures and competitions and other extracurricular activities, which has made contributions to the cultivation of students' innovation and entrepreneurship ability. But at the same time, there are some problems such as neglect of practice, poor atmosphere, single form and elitism. Therefore, this paper puts forward four specific suggestions: improve the proportion of practice, enrich the teaching staff, give play to the advantages of the Internet, and face all students.

**Keywords:** innovation and entrepreneurship education; universities in Beijing; countermeasure and suggestion.

## 1. Introduction

In February 2014, during his visit to Beijing, general secretary Xi Jinping proposed that the capital should make clear its strategic positioning and overall urban layout, and stick to and strengthen the core functions of the national political center, cultural center, international exchange center and scientific and technological innovation center. One of Beijing's major development goals is to become a science and technology innovation center. In 2016, the state council issued the "overall plan for Beijing to strengthen the construction of national science and technology innovation center". According to the plan, Beijing has built a number of national innovation platforms, including Zhongguancun science city, Huairou science city, future science city and Beijing economic and technological development zone. It gives full play to the advantage of science and technology innovation talent density, mobilizes the innovation and research enthusiasm of universities and research institutes, and invests a lot of financial resources to encourage and support the transformation of research and development results, and has achieved good results.

In recent years, universities in Beijing have provided more and more opportunities for students to be fully exposed to the field of innovation and entrepreneurship. These platforms have various forms, such as relevant courses, lectures, competitions, road shows and entrepreneurial practices, etc., to stimulate the enthusiasm and initiative of students and output more talents with technological innovation ability and entrepreneurial spirit for the society. However, it should be noted that although China's university students' innovation and entrepreneurship education has developed to a certain extent in recent years, most of them are still in the stage of exploration, and there is a certain degree of blind obedience to the innovation and entrepreneurship education mode of foreign universities. Under this situation, it is particularly necessary to analyze the existing problems and causes of university students' innovation and entrepreneurship education through empirical investigation and research, and to explore a solution path for innovation and entrepreneurship education suitable for universities of socialism with Chinese characteristics.

## **2. Significance of Innovation and Entrepreneurship Education in Universities**

The importance of innovation is self-evident. In today's international environment, the ability of scientific and technological innovation has increasingly become the decisive factor in the competition of comprehensive national strength. In the face of fierce international competition, strengthening independent research and development capacity is undoubtedly the inevitable path of national development. As the capital, Beijing, with scarcer talents, better resources and broader platform, should be the source of national scientific and technological innovation. Cultivating all kinds of young innovative talents and teams, including university students, is of great significance in boosting employment and creating a new engine of economic development. Entrepreneurship education and training of university students have become a necessary link on the road to entrepreneurship. Doing well in entrepreneurship education can greatly improve the entrepreneurial ability of university students.

How to improve the ability of innovation is a key problem in front of us. Talents with high quality of innovation and entrepreneurship are cultivated through education. Therefore, innovation and entrepreneurship education in universities is a crucial link. Only when universities can provide college students with a richer and higher quality platform and more adequate and appropriate guidance can more students be exposed to innovation and entrepreneurship and be able to timely practice when they have good ideas and output results.

## **3. Development Status of Innovation and Entrepreneurship Education in Universities in Beijing**

In 2010, the ministry of education issued the “opinions on vigorously promoting innovation and entrepreneurship education in institutions of higher learning and university students' independent entrepreneurship work, providing guidance for universities to carry out innovation and entrepreneurship education. In recent years, more and more schools have carried out a large number of high-quality activities to explore the establishment of a sound innovation and entrepreneurship education system, has made gratifying achievements but also some problems.

### **3.1 Development Achievement**

In 2002, nine universities, including Tsinghua University, Beijing University of Aeronautics and Astronautics and Renmin University of China, launched pilot programs for entrepreneurship education. A series of courses on innovation and entrepreneurship have been offered in many colleges and universities in Beijing, and a wealth of scientific research and innovation plans and entrepreneurship competitions have been launched for students to participate in, so as to encourage them to actively participate in them and exercise their scientific research and innovation ability and entrepreneurial quality.

At present, universities in Beijing have offered courses on innovation and entrepreneurship and offered credits as optional courses for interested students. Innovation and entrepreneurship course is a platform for college students to understand and master innovation and entrepreneurship knowledge, which is helpful to enhance their understanding of innovation and entrepreneurship. At present, the content and arrangement of entrepreneurship education courses in universities in Beijing mainly focus on management courses for individual majors, including enterprise management, industrial enterprise management, commercial property rights, enterprise operation and management decision-making and other management courses. These courses are mainly offered by schools and departments related to business administration, among which the courses are mostly selected by students majoring in related majors, and a small number of interdisciplinary students who are interested in the courses also selected it. In addition, there are also career planning courses for university students, especially graduates, such as mental health and career development, personal finance, securities simulation, mental health and career development courses.

In addition to relevant courses, universities in Beijing also hold entrepreneurship lectures and colorful extracurricular activities, mostly in the form of extracurricular practices and competitions,

for example, university students' innovation and entrepreneurship project, business negotiation simulation competition, international enterprise management competition, entrepreneurship competition, GMA simulation and entrepreneurship competition, cultural and creative industry practice, modern enterprise operation and decision-making simulation, and nationwide challenge cup. In addition to the activities such as competitions in the semester, the winter and summer vacation is also a good opportunity for students to participate in the practice. There are many Beijing university vacation practice activities, including summer social practice, social practice entrepreneurial team, and entrepreneurial visit.

### **3.2 Existing Problems**

#### **3.2.1 Attach Importance to Theory but Ignore Practice**

At present, the problem of innovation and entrepreneurship education in universities in Beijing is that it places too much emphasis on theoretical content and omits the setting of practical links. In terms of curriculum setting, teachers mainly teach the basic knowledge of entrepreneurship and the theoretical basis of scientific research innovation, but the process from idea to implementation needs to be realized through practice. Only when students combine their own ideas and apply the knowledge, they have learned can they find problems in practice, summarize experience and finally achieve meaningful and fruitful output.

#### **3.2.2 The Atmosphere of Innovation and Entrepreneurship is Poor**

At present, the campus atmosphere of innovation and entrepreneurship in universities in Beijing is poor. Although the capital is a hub for innovation and entrepreneurship, university teachers are often the only mentors and guides students encounter on campus. Most of the guidance teachers give students is limited to classroom knowledge, and they often do not have personal experience to vividly tell students and provide real dynamic information in the market. Therefore, the depth and breadth of people's understanding of innovation and entrepreneurship are inadequate, and their initiative to think and practice is not fully mobilized. In addition, although the various competition opportunities provided by the school can to some extent encourage students to participate in the competition, the nature of the competition itself determines that many students just keep their ideas in the written stage.

After the competition, there will be no follow-up promotion, so innovation and entrepreneurship achievements are often not achieved.

#### **3.2.3 Content and Form are Relatively Simple**

At present, most of the construction of innovation and entrepreneurship education system in universities in Beijing is limited to the traditional offline mode, without giving play to the advantages of the Internet era and involving a limited scope. In addition to various regional competitions, most forms of education are developed on the basis of schools, and no university innovation and entrepreneurship group is formed to promote collaborative development. The enthusiasm of students for participation needs to be improved. Innovation and entrepreneurship are an area that requires inspiration, creativity, ideas and collaboration. Establishing a larger communication group and involving more students of different types, fields and backgrounds can improve the creativity and cohesion of the team.

#### **3.2.4 Prominent Tendency of Elitism**

Entrepreneurship education should be the embodiment of quality education in the field of entrepreneurship. From the perspective of talent training objectives, its target should be all students, benefiting everyone. However, when universities carry out entrepreneurship education, their education objects are usually limited to some students who have entrepreneurial desire, that is, some so-called "elite students" with entrepreneurial ability. This biased targeting departs from the essence of entrepreneurship education. As an educational resource, entrepreneurship education should not be monopolized by a few students [8]. At present, in order to encourage students to start their own businesses, universities have introduced many incentive measures and support policies, and a large number of university science and technology parks and business incubators have been established. In

addition, universities have invested a large amount of funds in the construction of entrepreneurship training bases and teachers, providing a good practice platform for students' entrepreneurship education. However, these resources are occupied by a small number of students, but most students cannot benefit from them when the objects of entrepreneurship education are elitist. In the end, entrepreneurship education becomes the entrepreneurship training education for a small number of students. In essence, entrepreneurship education is a kind of quality education, which must be oriented to all students and adapt to the talent training plan to provide every student with equal educational opportunities and improve their comprehensive quality and innovation ability.

## **4. Conclusions and Suggestions**

Innovation and entrepreneurship education are very important for Beijing's function of building a national science and technology innovation center. Only through the mature and successful innovation and entrepreneurship education system can universities cultivate more high-quality talents, can our country's soft power be enhanced in view of the existing problems in the innovation and entrepreneurship education system of universities in Beijing, the author puts forward the following four suggestions.

### **4.1 Increase the Proportion of Practice**

As the successful experience of the United States tells us, an efficient innovative and entrepreneurial talent training model must be aware of the importance of practice. Students gain insights and lessons that can be used to correct biases and gaps in their thinking, increasing the likelihood of more meaningful outcomes.

At present, innovation and entrepreneurship education in universities in Beijing mainly covers courses, lectures and competitions. I would suggest adding a practical component to the curriculum. For example, we could do a road show for the group and ask other groups questions. In this way, students can systematically consider the feasibility and implementation path of existing ideas, and further improve their planning in the Q&A.

### **4.2 Enrich the Teaching Staff**

Currently, the teaching staff in the innovation and entrepreneurship education system of universities in Beijing is too single. Students are most often exposed to teachers, often disconnected from the reality of good entrepreneurs. Therefore, I suggest that universities make the best use of alumni resources to include successful people such as entrepreneurs in the innovation and entrepreneurship education system of our university. They can listen to and guide students' entrepreneurship roadshows from the perspective of the market, regularly hold some popular lectures on the forefront of the industry, and lead students of entrepreneurship courses to visit enterprises. These new and interesting forms of education can stimulate students' interest, and a diverse faculty can help students acquire both theoretical and practical knowledge.

### **4.3 Give Play to the Advantages of the Internet**

In a society of rapid technological development, universities should adjust and revise the traditional education mode in time. The Internet provides people with convenience, information circulation and more efficient communication. Schools should try their best to integrate the advantages of The Times into it, so as to play a greater role. I suggest that universities in Beijing can make some innovations in innovative and entrepreneurial education. For example, in addition to the traditional teaching method of offline teaching by teachers in the university, online entrepreneurship salon, online seminar, inter-university entrepreneurship communication group, online learning and other teaching methods can be added. With the advantages of the Internet, we can expand the breadth of students' knowledge, increase the frequency of seminars and exchanges, and improve the potential of innovative and entrepreneurial ideas into results.

#### 4.4 For all Students

Entrepreneurship education should not be an elite education, not the patent of a few students, but a kind of inclusive education. It must be open to all students, committed to improving the innovation ability and entrepreneurial literacy of all students. To this end, the ministry of education twice in 2010 and 2012, respectively in entrepreneurship education policy documents, put forward the "entrepreneurial education is quality education, is for the student's quality education form", "the development needs with the school teaching characteristics of entrepreneurship education, professional education, the combination of guide students on the basis of professional learning implement the business plan to explore". Undoubtedly, these policy documents put forward the orientation of the development of entrepreneurship education, that is, it must face all students and be combined with professional education. It should design specific goals, contents and educational concepts of entrepreneurship education from the perspective of different majors and disciplines, so as to ensure that these goals, contents and concepts can be applied to all students and all majors, and strive to improve the entrepreneurial awareness, knowledge and skills of students of all majors. Therefore, it can comprehensively improve students' innovation consciousness and entrepreneurial ability, and further improve students' ability and quality to find and solve problems. Some scholars vividly described the significance of entrepreneurship education for all students, thinking that it is a broad-spectrum entrepreneurship education for all students. Entrepreneurship education can be carried out in any major and any grade, which is a typical quality education [9]. Indeed, facing all students is to improve the quality of students in innovation and entrepreneurship, and improve their thinking and ability to find and solve problems, rather than train students to start a business.

#### References

- [1]. XU T, YAN I. Research on ecosystem model and elements of innovation and entrepreneurship education in the field of international higher education -- a case study of Massachusetts institute of technology [J]. Journal of distance education, 2017, 35(04):15-29.
- [2]. WANG Y. A review of the rational understanding of the current maker education practice in Chinese universities [J]. Modern distance education research, 2017(04):20-31+87.
- [3]. ZHANG X, CHEN SY. Investigation and reflection on the status quo of innovation and entrepreneurship education for college students -- based on an empirical survey of 31 universities in Beijing [J]. Chinese youth social science, 2017, 36(03):94-100.
- [4]. XU X Z, NI H, WU J C. International development trend of entrepreneurship education and the transformation of entrepreneurship education concept in China [J]. China higher education research, 2017(04):92-97.
- [5]. LI Y Y. Investigation on the current situation of contemporary college students' entrepreneurship and research on educational guidance countermeasures [J]. Education research, 2017, 38(02):65-72.
- [6]. ZENG L, ZHANG Z Q, LIU Y N. The "double innovation" strategy of college innovation and entrepreneurship education service need collaborative development [J]. Education research, 2017, 38(01):70-76+105.
- [7]. ZHANG B J. Practical reflection and coping strategies for college innovation and entrepreneurship education from the perspective of "precise supply" [J]. University education management, 2017, 11(01):33-39.
- [8]. BAO S M, YANG D. Basic characteristics and enlightenment of the development of innovation and entrepreneurship education in American universities -- a case study of MIT, Stanford university and Babson business school [J]. Exploration of higher education, 2016(11):62-70.

- [9]. ZHENG S M. Big data-driven innovation and entrepreneurship education reform: theory and practice [J]. Education research of Tsinghua university, 2016, 37(03):65-73.
- [10]. HAO J, WU A H, HOU Y F. Construction and enlightenment of American innovation and entrepreneurship education system [J]. Research on higher engineering education, 2016(02):7-12.
- [11]. WANG Z R. Research on the academic characteristics and development orientation of innovation and entrepreneurship education in Chinese universities [J]. Education research, 2016, 37(03):56-63.
- [12]. XUE C L, LU C C, LI D M. Review and reflection on college innovation and entrepreneurship education during the "twelfth five-year plan" -- based on the analysis of the third-party evaluation report on higher education [J]. China higher education research, 2016(02):20-28+73.
- [13]. ZHANG X, GUO J, HAO K B. Supply-side comprehensive reform of higher education promotes innovation and entrepreneurship development [J]. Journal of Xi'an Jiaotong university (social science edition), 2016, 36(01):26-35.