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Research on the Method of Practical Localization Transformation of Innovation and Entrepreneurship Curriculum

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Abstract: Innovation and entrepreneurship education is an important content of higher education, which is of great significance for cultivating students' innovative spirit and practical ability. However, at present, there are problems in innovation and entrepreneurship courses, such as the content divorced from reality and single teaching methods, which need for practical and localized transformation. This paper puts forward the countermeasures of practical and localized transformation of innovation and entrepreneurship curriculum from four aspects of course content, teaching method, practical platform and evaluation mechanism, aiming to improve the quality and effect of innovation and entrepreneurship education.

Keywords: Innovation and entrepreneurship education; Practice; Localization; Curriculum reform

Introduction

Innovation and entrepreneurship education is an important part of higher education, which is of great significance for cultivating students' innovative spirit, entrepreneurial consciousness and practical ability. In recent years, the state attaches great importance to innovation and entrepreneurship education, and has introduced a series of policies and measures to promote innovation and entrepreneurship education in colleges and universities. However, at present, there are problems in innovation and entrepreneurship courses, such as content divorced from reality and single teaching method, which is difficult to achieve the expected teaching effect. In order to improve the quality and effect of innovation and entrepreneurship education, it is necessary to conduct practical and localized transformation of innovation and entrepreneurship courses.

1. Optimize the course content and highlight the practical application

Innovation and entrepreneurship courses should optimize the course content and highlight the practical application according to the local reality. The course content should be closely combined with the needs of local economic and social development, introduce local innovation and entrepreneurship cases, and increase practical application links, so that students can learn and experience the process of innovation and entrepreneurship in practice [1]. For example, taking the course "Basic Innovation and Entrepreneurship for College Students" as an example, teachers can invite successful local entrepreneurs to give class lectures and share their entrepreneurial experiences and experiences. Entrepreneurs can combine their own experiences to tell the difficulties and challenges encountered in the process of entrepreneurship, as well as how to overcome the difficulties and realize their entrepreneurial dreams. Through the appearance of entrepreneurs, students can intuitively understand the hardships and harvest of entrepreneurship, and stimulate students with their entrepreneurial enthusiasm and morale. At the same time, the teachers can lead the students to visit the local entrepreneurship parks and incubators, to understand the operation process of the innovation and entrepreneurship projects, and to learn from the experience and lessons of the entrepreneurs. For example, teachers can organize students to visit local innovation and entrepreneurship service platforms such as maker Spaces and entrepreneurship cafes, communicate and interact with the settled enterprises, and understand the development process and business model of the enterprises. Through the field investigation, students can intuitively feel the atmosphere of innovation and entrepreneurship, learn from the successful experience of entrepreneurs, and lay a foundation for the future entrepreneurial practice. In addition, teachers can also combine innovation and entrepreneurship education with professional education, offer innovation and entrepreneurship courses related to majors, and guide students to combine professional knowledge with innovation and entrepreneurship practice. For example, for engineering students, "Technology Innovation and Patent Application" course can be offered to teach students the methods of technological innovation and patent application process; for students of economics and management major, "Business model innovation" course can be offered to teach students the business model design and innovation methods.

2. Improve the teaching methods and pay attention to the interactive experience

Innovation and entrepreneurship courses should improve their teaching methods and focus on teacher-student interaction and student experience. Teachers should adopt heuristic, discussion and participatory teaching methods to encourage students to actively participate in classroom teaching and cultivate students' independent thinking and problem-solving ability. At the same time, teachers should organize students to carry out innovation and entrepreneurship practice activities, so that students can exercise their ability and get experience in practice. For example, taking the course of "Entrepreneurial Design and Practice" as an example, teachers can organize students to design entrepreneurial projects in groups. Each group can choose an entrepreneurial project for design and demonstration according to their own interests and professional characteristics. In the design process, the team members worked together to complete the market research, product design, financial prediction and other work, and finally wrote the business plan, and presented and defended in class. In the process of entrepreneurial project design, teachers can adopt the teaching mode of "flipped classroom", give the class time to students, let students complete the entrepreneurial project design independently, and teachers act as the role of guide and guide. For example, teachers can provide templates and requirements for the design of entrepreneurial projects before class, so that students can complete market research and demand analysis after class; in class, teachers can organize students to conduct group discussion and brainstorming activities to help students sort out the framework and content of entrepreneurial projects; after class, teachers can comment and guide students' entrepreneurial projects and make suggestions for improvement. Through the teaching mode of "flipped classroom", students can actively participate in the whole process of entrepreneurial project design and improve their ability of innovation and entrepreneurship.

3. Build a practice platform to promote the integration of industry and education

Colleges and universities should build a practice platform for innovation and entrepreneurship, promote the integration of industry and education, and provide students with opportunities for practical training. The university can establish practical platforms such as innovation and entrepreneurship laboratories and entrepreneurship incubation bases, introduce enterprise resources, and provide students with technical support, financial support and entrepreneurship guidance. At the same time, the school should establish cooperative relations with local governments and industrial enterprises to provide students with internship practice and employment and entrepreneurship opportunities [2]. For example, a university has set up a business incubation base for college students, providing students with free office space, entrepreneurship training and entrepreneurship guidance services. The school has also established cooperative relations with local governments and enterprises, regularly holding innovation and entrepreneurship competitions and entrepreneurship project roadshows to provide a stage for students to show themselves, while also providing financial support and incubation services for excellent projects. In the business incubation base, the school can provide students with a full range of business support services. For example, the school can hire entrepreneurship mentors to provide entrepreneurship guidance and consulting services for students; the school can hold entrepreneurship salon and entrepreneurship forum to provide a platform for students to exchange and learn; the school can provide entrepreneurship space and office facilities to provide hardware support for students' entrepreneurship projects. Through the business incubation base, students can exercise their entrepreneurial ability in practice, accumulate entrepreneurial experience, and lay a foundation for the future entrepreneurship road. In addition, the school can also establish industry-university-research cooperation relations with local governments and industrial enterprises, to provide students with internship practice, employment and entrepreneurship opportunities. For example, the school can jointly open order classes with local enterprises to cultivate innovative and entrepreneurial talents according to their needs; the school can cooperate with local governments to provide students with business policy consultation and business project declaration, and the school can cooperate with industry associations to provide students with industry information and analysis of development trends.

4. Improve the evaluation mechanism and attach importance to the process assessment

Innovation and entrepreneurship courses should improve the evaluation mechanism, attach importance to the process assessment, and comprehensively evaluate the students' innovation and entrepreneurship ability. The evaluation mechanism should include process evaluation and final evaluation. Process evaluation focuses on students 'classroom participation, practical activities, teamwork and other aspects, and the final evaluation focuses on students' achievements of innovation and entrepreneurship projects and the quality of business plans. For example, taking the course of "Innovative thinking and method" as an example, teachers can adopt the combination of process evaluation and final evaluation to investigate the performance of students' classroom participation, group discussion, innovation and creativity, accounting for 50% of the total performance; the final evaluation mainly examines the innovative and creative works and innovative business plan completed by students, accounting for 50% of the total score. In the process evaluation, teachers can adopt diversified evaluation methods, including students' self-evaluation, mutual evaluation, teacher evaluation and so on.

5. Conclusion

Innovation and entrepreneurship education is an important content of higher education, which is of great significance for cultivating students' innovative spirit and practical ability. According to the local reality, colleges and universities should carry out practical and localized transformation of innovation and entrepreneurship courses, optimize the course content, improve the teaching methods, build a practice platform, improve the evaluation mechanism, and improve the quality and effect of innovation and entrepreneurship education. At the same time, innovation and entrepreneurship education is a systematic project, which requires the cooperation of the government, universities and enterprises to form a joint force to jointly promote the development of innovation and entrepreneurship education. Only through continuous exploration and innovation can we cultivate more high-quality talents with innovative spirit and entrepreneurial ability, and provide intellectual support and talent guarantee for national and regional economic and social development.

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