

Research on the Construction of Innovation and Entrepreneurship Gold Course in Universities Under the Background of Guangdong-Hong Kong-Macao Greater Bay Area

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Supported by the National Social Science Fund of China : Research on Synergetic Development of Scientific and Technological Innovation under the Background of Guangdong-Hong Kong-Macao Greater Bay Area (Project No.: 19BJY003); the Guangdong Research Center of Innovation and Entrepreneurship Education for University Student (Project No.: 2018A052146); Guangdong University of Foreign Studies 2018 Education Reform Project.

Received 21 March 2019; accepted 15 June 2019
Published online 26 July 2019

Abstract

Innovation and entrepreneurship education is regarded as the third passport by the United Nations, and the cultivation of innovative and entrepreneurship talents has been paid more and more attention by the Chinese government. The core of innovative entrepreneurship talents training lies in the construction of “golden course” of innovative entrepreneurship. In order to create the “golden course”, we should focus on the integration of “innovation consciousness, ability building and professional disciplines”. Participatory teaching methods should be adopted in classroom teaching, and activities courses such as entrepreneurship project declaration should be embedded. Practical assessment and team evaluation should be strengthened, and the ability of teachers inside and outside school should be improved. Developing Micro courses with Internet + technology is also required.

Key words: Guangdong-Hong Kong-Macao Greater Bay Area; Gold course; Innovation and entrepreneurship education

Chen, J., Li, X. L., & Lin, W. B. (2019). Research on the Construction of Innovation and Entrepreneurship Gold Course in Universities Under the Background of Guangdong-Hong Kong-Macao Greater Bay Area. *Canadian Social Science*, 15(7), 61-63. Available from: <http://www.cscanada.net/index.php/css/article/view/11190>
DOI: <http://dx.doi.org/10.3968/11190>

“Curriculum is the core element of talent cultivation, and the most direct, core and obvious effect that students benefit from university “ has become the consensus of higher education circles in China. The Ministry of Education has proposed that “all colleges and universities should sort out the teaching contents of various courses comprehensively, eliminate “water course” and create “golden course”, rationally improve the academic challenge, increase the difficulty of the course, expand the depth of the course, and effectively improve the teaching quality of the course”. The golden course has three important characteristics: advanced, creative and challenging. It is a course with depth, difficulty and challenge. How to build the golden course of innovation and entrepreneurship has become an important topic in the construction of innovation and entrepreneurship course in Colleges and universities.

1. THE NECESSITY OF INNOVATION AND ENTREPRENEURSHIP COURSE REFORM IN COLLEGES AND UNIVERSITIES

At present, there are widespread phenomena in innovation and entrepreneurship education in China, such as “teaching concept overemphasizes the formation of operational ability, ignores the cultivation of innovation and entrepreneurship consciousness and ability”, “disconnection from specialty, low degree of integration” and “interest in learning needs to be stimulated”. At the same time, “Mooc, micro-courses and other modern educational technologies are popular all over the world.

Scientific development and major theoretical innovation and breakthroughs need interdisciplinary collaboration and teamwork. It requires that entrepreneurship curriculum must adopt participatory, discussion and cooperative learning teaching methods, and urgently requires innovation and entrepreneurship curriculum reform.

At the same time, the proposal and implementation of the Great Bay Area Planning in Guangdong, Hong Kong and Macao has also given the innovation and entrepreneurship curriculum a new mission and requirements of the times. In February 2019, the Outline of Development Planning for Guangdong, Hong Kong and Macao Great Bay Area was officially issued and implemented by the State Council. The development of Guangdong-Hong Kong-Macao Greater Bay Area can not be separated from the support of innovative talents. How to provide more innovative and entrepreneurial talents who are familiar with the rules of Guangdong-Hong Kong-Macao Greater Bay Area is the top priority of the innovation and entrepreneurship education reform in Colleges and universities, and also the inherent requirement of adapting to the golden course of innovation and entrepreneurship.

2. CURRENT SITUATION OF INNOVATION AND ENTREPRENEURSHIP COURSE CONSTRUCTION IN COLLEGES AND UNIVERSITIES

2.1 Investigation and Analysis of a College Curriculum Questionnaire

This questionnaire contains 16 questions, covering four aspects: teaching objectives, teaching methods, teaching activities and learning evaluation. The questionnaires were administered to college students who took entrepreneurship design from 2009 to 2015. A total of 2476 electronic questionnaires were distributed and 1195 were recovered, with a recovery rate of 48%. The results of the questionnaire show that: First. Most college students do not have entrepreneurial knowledge but need to know it urgently, which reflects the urgency and importance of strengthening entrepreneurship education. Second. Understanding entrepreneurship and experiencing entrepreneurship are the main purposes. Third. Teaching methods need to be changed urgently. Interactive and participatory teaching methods are more popular. Fourth. College students have higher practical expectations for the content of entrepreneurship basic courses. Fifth. Learning evaluation prefers practicality and teamwork.

2.2 Investigation and Analysis of Four National Top-Quality Courses

By investigating and studying the four national-level top-quality courses entrepreneurship management of Tsinghua

University, Nankai University, Jiangxi University of Finance and Economics and Jiangsu University, it is found that the four top-quality courses have the teaching objectives of cultivating the spirit of innovation and entrepreneurship awareness, with a large number of participatory and interactive teaching methods, such as case study, enterprise visits and interactive teaching. They also attaches importance to the embedded project participation, interviewing alumni to set up enterprises, inviting alumni to teach courses, and the assessment method based on team evaluation.

3. POLICY SUGGESTIONS ON THE CONSTRUCTION OF “GOLDEN COURSE” FOR INNOVATION AND ENTREPRENEURSHIP IN COLLEGES AND UNIVERSITIES

3.1 Expanding the Depth and Highlighting the Integration of “Innovative Consciousness, Ability Building and Professional Disciplines” in Teaching Objectives

Professor Dimons, known as the father of entrepreneurship education, emphasized that entrepreneurship education can not be equated with employment training aimed at solving survival problems in society, let alone entrepreneurship education. The teaching aim of training entrepreneurs will only narrow the entrepreneurship education, which is not in line with the current trend of “mass entrepreneurship, innovation” and school entrepreneurship education. Therefore, the construction of entrepreneurship curriculum for college students should abandon the utilitarian education concept, which aims at cultivating entrepreneurs. It should aim at highlighting “innovative consciousness, ability building, professional disciplines”, and strengthen the cultivation of entrepreneurship and innovative entrepreneurship consciousness while combining specialties^[2].

3.2 Increase the Difficulty, Classroom Teaching Mostly Adopts Interactive and Participatory Teaching Methods

Constructivist teaching view holds that the teaching process is not simply a process of knowledge transfer from teachers to students, but a process of active exploration and exchange of students’ original knowledge, experience and beliefs in the context set by teachers. Creativity and innovation of entrepreneurship curriculum inevitably require that constructivism teaching concept be followed. Therefore, universities should encourage teachers to use interactive and participatory teaching methods such as entrepreneur interviews, seminar learning, role playing, brainstorming, business games and case analysis in addition to traditional classroom teaching.

3.3 Improving the Degree of Challenge and Embedding the Course Contents of Entrepreneurship Competition, Project Declaration, Simulation Competition

Practicality is an important feature that distinguishes entrepreneurship basic courses from general theoretical courses. Therefore, colleges and universities should integrate the resources of entrepreneurship competitions, combine the contents, time and requirements of the challenge cup, innovative entrepreneurship plan and entrepreneurship competitions in schools, and set up entrepreneurship competitions and business games in the teaching, such as lectures, competitions, award-winning athletes. At the same time, It should also encourage students to participate in entrepreneurship training project declaration, guide students to visit entrepreneurship enterprises, conduct entrepreneurship practice survey, and strengthen the practical content of entrepreneurship courses. By embedding these immersive activity courses and environmental courses, college students can make comprehensive use of the entrepreneurial knowledge they have learned, experience the entrepreneurial process in the game, stimulate students' enthusiasm for entrepreneurship and strengthen the cultivation of entrepreneurial ability.

3.4 Innovating Teaching Management, Strengthening the Assessment and Team Evaluation

The practical characteristics of entrepreneurship course and the importance of team spirit in entrepreneurship activities make the assessment of entrepreneurship course need to be a dynamic, diversified and entrepreneurship practice assessment. The traditional knowledge-based assessment method can no longer evaluate students' performance scientifically and objectively.

Colleges and universities need to change their assessment system. On the one hand, they need to increase the proportion of practical links in the assessment. On the other hand, an entrepreneurship team is formed in the teaching class, with the entrepreneurship plan exhibition as the final task and the team assessment as the main task. It focuses on the performance of the team in the presentation of the entrepreneurship plan, case discussion and interview of the entrepreneurship enterprise, and takes into account the contribution of each team member to the team. In addition, a diversified evaluation system is established, where assessment scores are not only given by teachers, but also team members and students themselves.

3.5 Enhance the Ability of Teachers Inside the School While Actively Exploiting the Teachers of Entrepreneurs Outside The School

Innovation and entrepreneurship is a continuous renewal process. As a school teacher, he has no practical experience in innovation and entrepreneurship. Therefore, in the teaching process, he should step into the enterprise, approach the entrepreneurs, understand the overall operation process of the enterprise, and also understand the whole process of entrepreneurship from preparation to formation through dialogue with entrepreneurs. At the same time, the entrepreneurship policy is constantly updated, and teachers need to constantly supplement, and understand its latest trends. In addition, if the school has the opportunity to "send out" the teachers to the enterprises and take part in on-the-job exercises, it can not only enrich the experience of the teachers, but also make the teaching more vivid, and also improve the students' trust in the teachers. Finally, the teachers should keep thinking and studying the methods and contents of innovation and entrepreneurship education in the attitude of research-based teaching, and explore the new trends through scientific research activities, so as to carry out the teaching activities more comprehensively and better.

3.6 Make Good Use of "Internet +" Technology to Broaden the Channels for Teaching Courses

Because it does not need to be limited by the classroom and class time, making micro-lessons and mu-lessons can further broaden the audience of innovation and entrepreneurship courses. In addition, through the form of micro-lessons and coursework, it not only provides convenience for students to learn online, but also provides materials for teachers to improve the quality of courses. Teachers can constantly improve the content of the course, teaching ideas and skills, and improve the quality of the course in the teaching process.

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