

Study on the Operation Mechanism of Innovative Venturing Education Based on Social Need

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Abstract

Starting out from the demand of the social and economic development on innovative venturing talents, this article conducts a systematic design and practice of cultivation of innovative venturing talents in institutions of higher learning. Guided by the idea of innovative venturing education, taking the objective of innovative venturing education as the starting point and destination, the implementation of innovative venturing education as the core and key and evaluation of innovative venturing education as the means of guarantee, this article establishes an operation mechanism model of innovative venturing education in institutions of higher learning.

Key words: Social need; Institution of higher learning; Innovative venturing; Operation mechanism

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A new turn of reform in higher education was launched based on social need (Yuan, 2009, p.11). With increasingly expedited pace of popularization of higher education in China, on the one hand, the positive effect of promoting

social and economic development and enhancing the nationwide quality is gradually highlighted. On the other hand, the situation of employment becomes more serious. Institutions of higher learning should update the new education and teaching concept, bring the innovative venturing education to all the university students and into the major channels of teaching, take into consideration of professional education and run it through the entire process of cultivation of talents.

1. THE IDEA OF INNOVATIVE VENTURING EDUCATION

The following ideas have to be established in constructing the innovative venturing education in institutions of higher learning. (1) Innovative venturing education is not only aimed at elites among university students, but should also take into consideration all the university students. (2) Innovative venturing education is not only aimed to cultivate venturing talents for the society and to alleviate the employment pressure of university students, but more importantly, it should be aimed to cultivate innovative talents for the society and to enable university students to become the impetus of economic and social development and scientific innovation. (3) In the process of constructing the innovative venturing education model, it is necessary to adhere to unification of generality and individuality and unification of theory and practice so as to not only make the innovative venturing education model comply with the general rules of higher education, but also possess the characteristics of school running in institutions of higher learning, namely, having both the characteristics of scientificity and maneuverability. (4) Innovative venturing education is not to simply deny the existing employment education and education of occupation selection, but also to further deepen and escalate the existing employment model and is a dialectical negation of employment

education and education of occupation selection. (5) Innovative venturing education is not merely a task of institutions of higher learning, but is more a social issue that is a common focus of the whole society and is a complicated systematic project.

2. THE OBJECTIVE OF INNOVATIVE VENTURING EDUCATION

According to the theory of Taxonomy of Educational Objectives by Bloom, we here classify the cultivation objective of innovative venturing education into the three levels of cognitive objective, emotional objective and operation skill objective. Starting out from this kind of theory about innovative venturing education, we may construct a basic framework for the innovative venturing education objective of institutions of higher learning (as shown in Figure 1).

Institutions of higher learning cultivates the innovative venturing consciousness, innovative venturing knowledge, innovative venturing capacity and innovative venturing psychological traits of university students through innovative venturing education to lay a solid foundation for their career development in the future. Innovative venturing consciousness is the psychological tendency of innovative venturing subjects in self-conscious proceeding with innovative venturing practical activities, which is mainly manifested as the need, motive, interest,

spirit, ideal, belief and world outlook of innovative venturing subjects and is also the material foundation and congenital condition in the innovative venturing quality structure. Innovative venturing knowledge refers to the knowledge structure in the sense of instrument and means that innovative venturing subjects are supposed to possess in the process of innovative venturing practical activities, which mainly includes basic knowledge, professional knowledge and comprehensive knowledge. Innovative venturing capacity is the subjective condition for innovative venturing subjects to promote successful ongoing of innovative venturing practical activities, which mainly includes basic capacity, such as attention, observation, imagination, memory and so on; comprehensive capacity, such as communicative capacity, organizational capacity, collaborative capacity, management capacity, practical maneuverability capacity and so on; and creative thinking capacity which is the central part in the structure of innovative venturing capacity. Innovative venturing psychological trait is the individual characteristic that the innovative venturing subjects are supposed to possess and that has an adjustive effect on their psychology and behavior, which mainly refers to the independence, self-control, cooperation, social baldness, tenacity and adaptability which fully reflect the emotional quality and volitional quality of innovative venturing subjects. Innovative venturing psychological trait plays a crucial and decisive role from beginning to end of the innovative venturing activities.

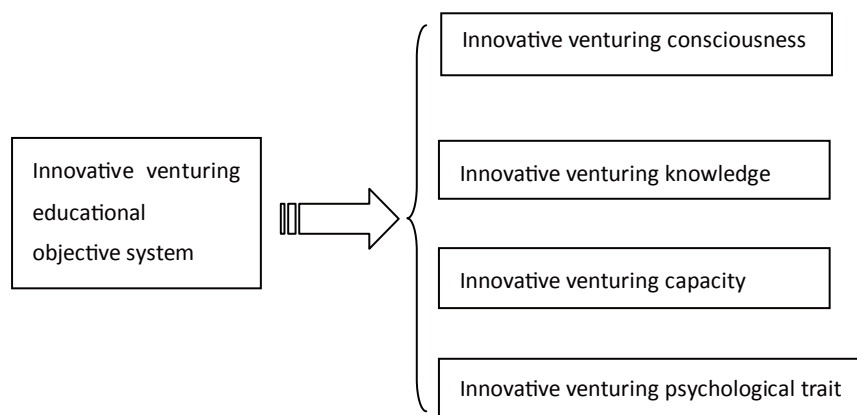


Figure 1
System of Innovative Venturing Education Objective

3. IMPLEMENTATION OF INNOVATIVE VENTURING EDUCATION

3.1 Optimizing the Cultivation Model and Making Perfect the Mechanism of Cultivation of Innovative Venturing Talents

3.1.1 Exploring a Diversified Talent Cultivation Model

In accordance with the need of economic and social development, especially the need of local economic and social development on diversified and multi-level talents and different demands on education caused as a result of personality differences of students, it is necessary to explore a diversified talent cultivation model. We have to set up an open education and teaching model with a combination of school cultivation and self-development

of students, a combination of the first classroom and the second classroom, a combination of intramural theoretical teaching and simulation teaching and extramural practical teaching and a combination of education of domestic economic and social situation and education of international background, and give full play to the diversification role of the school, students and society in cultivation of innovative venturing talents.

3.1.2 Optimizing Talent Cultivation Program

Firstly, reinforcing general education and laying a solid foundation; secondly, enlarging the professional requirements and strengthening professional adaptability; thirdly, adding curriculum of interdisciplinary subjects and marginal subjects, fostering students' multidisciplinary knowledge structure and enhancing students' scientific quality and humanistic connotations; fourthly, bringing in teaching content and curriculum system of advanced countries and broadening students' international vision of field; fifthly, keeping track of the developmental frontier of subjects and closely keeping pace with the economic and social situation development and scientific and technical development; sixthly, setting up innovative venturing education module or system and pertinently developing innovative venturing education; seventhly, further improving the practical teaching system and intensifying practical teaching.

3.1.3 Strengthening Independent Learning Mechanism and Self-Development Mechanism of Students

Respecting students' choice, interest and favor, enlarging students' autonomy of learning, cultivating students' consciousness of independent learning and students' capacity of independent learning, planning their own learning plans, further improving the flexible learning system or credit system, diffidence cultivation, graded teaching and stratified teaching and expanding students' space in independent selection of the profession, teachers and curriculum.

3.2 Innovating Teaching Method and Improving the Education and Teaching Model Led by Teachers and with Students as the Subject

3.2.1 Strengthening Problem Consciousness and Training of Thinking Capacity of Students

In the process of teaching, it is of great significance to play the initiative of students, and furthermore, the learning process seems more important than the result of learning. It is necessary for teachers to get rid of the traditional curriculum teaching method that focuses on imparting of teachers and that merely adapts to impartation of knowledge, positively promote question-based teaching method and discuss-based teaching method, make the classroom led by teachers become an occasion for discussion by both teachers and students, enable students to become the facilitator and cooperater of learning of students, concentrate on the formation process

of knowledge, training students' capacity of independent thinking, activate students' innovative thinking and reinforce students' training of problem consciousness and cultivation of innovative capacity.

3.2.2 Intensifying the Combination of Theory and Practice

At the time of conducting theoretical teaching, we should also positively develop curriculum practice. Firstly, it is necessary to vigorously promote case method of instruction. By means of organizing students to discuss a series of actually existing case studies, the teachers may encourage students to put forward the project for resolving the problems and ask them to grasp relevant professional skills, knowledge and theory. Secondly, it is necessary to use widely the simulation teaching method. The teachers may use a simulator or a simulation context to enable students to play a certain role under the circumstance of getting close to the reality and to interact with a certain person or matter in the context so as to achieve the anticipated learning purpose and to cultivate students' capacity of information acquisition, motor skill and decision making, etc. Thirdly, it is necessary to popularize and promote the teaching method of "actual combat". In an actual social environment and working environment, the teachers may ask students to play a certain actual role in a real situation and conduct business work so as to accomplish the actual learning purpose, including curriculum design, curriculum survey, curriculum internship and curriculum practice, etc.

3.3 Strengthening Practical Education and Constructing a Practical Teaching Model that Integrates Intramural Simulation and Extramural Practice into One Whole

3.3.1 Constructing Systematically a Practical Teaching System that Is Aimed at Cultivation of Capacity

With the emphasis of the four aspects of curriculum practice, internship survey, extracurricular practice and thesis (design), and with the four progressive steps of public practice, discipline practice, professional practice and comprehensive practice as the levels, the universities are supposed to consist in the concessive four years of practical teaching and run practical teaching through the entire learning process of practical teaching system at the undergraduate stage.

3.3.2 Continuously Updating and Optimizing Practical Teaching Content

It is necessary to set up a practical teaching content system with cultivation of capacity as the center and continue to update and optimize practical teaching content according to economic and social development situation and progress of science and technology.

3.3.3 Encouraging Students to Go Outside the School and Strengthening Cooperation with Practical Work, Production and Scientific Research

In accordance with the idea of construction of integration of internship, employment and innovative venturing base of students, the universities should set up a strategic cooperative relationship with enterprises, especially privately-owned enterprises, enlarge vigor and depth of cooperation step by step and create more opportunities for students to cooperate with practical social work, production and scientific research.

3.3.4 Strengthening Scientific and Research Training with the Central Content of Graduation Thesis (Design)

Strictly controlling declaration and investigation system of selection of a subject, clearly requiring selection of a subject to be closely combined with the scientific research subject of the tutors, the production reality and social work, and in the meantime, enhancing the updating rate of selection of a subject for graduation thesis (design) and ensuring the novelty, advancement and scientificity of the subject.

3.4 Strengthening the Second Classroom and Constructing the Second Channel for Cultivation of Innovative Venturing Talents

3.4.1 Positively Conducting Innovative Venturing Forum Activities and Activating Students' Consciousness and Impulse in Innovative Venturing

The universities are supposed to make full use of both intramural and extramural educational resources, organize for students high quality of "innovative venturing report", "innovative venturing forum", "classroom of entrepreneurs" and "lecture of successful venturing by successful alumnus" and stimulate and encourage students and consolidate students' confidence and determination in innovative venturing with the abundant knowledge and particular opinions as well as successful innovative venturing experiences of experts, professors and entrepreneurs.

3.4.2 Deepening the Academic School Atmosphere, Fully Mobilizing Students' Enthusiasm in Scientific Research and Cultivating Students' Innovative Spirit and Innovative Capacity

Constructing management system for students' scientific research subject, enlarging input of expenditure, encouraging students to conduct scientific research and to publish academic papers with high quality, supporting students in constructing academic associations, taking full advantage of the disciplinary superiority of the faculty and college to develop academic associations and encouraging students to run academic students publications.

3.4.3 Positively Conducting Intramural "Venturing Practice" Activities and Cultivating the Venturing Practical Capacity

Integrating intramural teaching resources, starting open laboratories or innovative laboratories for innovation and venturing of university students, fully exploring and

opening intramural venturing market for the venturing content and program of university students, operate association activities in a marketization way and conduct social practice and part-work and part-study program of university students as a project, which can all be regarded as the practical carrier of intramural venturing of university students.

3.5 Reforming the Assessment Mode and Improving the Assessment Standard System of Innovative Venturing Talents

3.5.1 Highlighting Assessment of Comprehensive Quality and Innovative Capacity

The assessment should lay special emphasis on the comprehensive and harmonious development of the overall quality of students, which should not only assess the degree of grasping on knowledge by students, but should assess more the overall capacity and quality of students. The assessment plays a leading role in enhancing students' knowledge application capacity, self-learning capacity, the capacity of analyzing and resolving problems, capacity of self-evaluation and evaluation of others, psychological trait and cooperative spirit, etc.. The purpose of the assessment is to promote fulfillment of the objective of capacity education and quality-oriented education and to promote comprehensive and collaborative development of knowledge, capacity and quality.

3.5.2 Reforming Curriculum Assessment Content and Mode and Determining Examination Content and Evaluation Standard with the Subject of Testing Capacity, Quality and Innovative Factors

We are supposed to switch our focus from emphasis on assessment content and evaluation standard of knowledge memorization to testing on capacity, quality and innovative factors of university students. It is better that the content of assessment is competitiveness and challenge, which is able to sufficiently stimulate students' innovative desire, innovative consciousness and innovative enthusiasm and encourage students to spare no effort to make a discussion and study. Elements of innovation should be regarded as the primary evaluation index in terms of selecting the evaluation standard. It is necessary to reform question types in an examination by taking cultivation of quality and capacity as the goal, reduce the proportion of objective standard test questions, increase the proportion of the subjective test questions of comprehensiveness and analysis, give prominence to assessment of students' comprehension capacity and analysis capacity, give more opportunities of exploration to students and encourage students to independently reflect and to strive for innovation and making a difference.

3.6 Optimizing the Structure of Group of Teachers and Setting up a Team of Teachers of Innovative Venturing Education that Focuses

on Profession and with Combination of Professionals and Part-Times

3.6.1 Implementing Talent Cultivation Project and Improving the Overall Quality of the Group of Teachers

University teachers should enlarge cultivation to middle-aged and young teachers, form the group advantages of the “three highs and one low” of high educational level, high technical title, high level and low age, set up a teaching and scientific research team with innovative spirit and innovative capacity, give full play to the role of imparting, assisting and guiding of excellent teachers, enhance the teaching skills and business level of middle-aged and young teachers through multiple channels and multiple approaches, take an initiative in offering innovative and venturing education teacher training, invite innovative and venturing educational experts to set up training classes for innovative and venturing teachers, teach innovative and venturing theory, knowledge, skill and educational method, encourage teachers to go to governmental institutions and enterprises and public institutions for social practice or take a temporary post for practice, especially those teachers who teach practical courses, and encourage teachers who teach practical analog simulation system to cooperate with enterprises, security companies and social intermediaries so as to research and develop an analog simulation system that suits the requirements of teaching.

3.6.2 Enlarging the Vigor in Bringing in Excellent Talents and Realizing Diversification of the Group of Teachers

It is necessary to take particular policies to bring in well-known disciplinary professional foregoers both at home and abroad and leading talents in disciplinary construction, take an initiative in bringing in disciplinary

professional foregoers with rich international educational background, attempt to cultivate a disciplinary team that fits with positioning of the universities and requirements of disciplinary professional construction, escalate the entire scientific and innovative capacity of the universities, bring in positively advanced application-based talents with abundant practical experiences, and enhance the overall quality and business level of practical teaching and guiding teachers.

4. ASSESSMENT OF INNOVATIVE VENTURING EDUCATION

The purpose of assessment of innovative venturing education is to standardize and improve innovative venturing education behaviors in institutions of higher learning and is an important guarantee means for sustainable, healthy and successful development of innovative venturing education. Considering the current actual situation of China’s institutions of higher learning in conducting innovative venturing education, a systematic evaluation from the three perspectives of school, student and innovative venturing project is a feasible and effective assessment system (as shown in Figure 2). This assessment system particularly lists cultivation of innovative venturing quality of university students as an important aspect in assessing and measuring the innovative venturing quality and level, which includes cultivation plan, core curriculum system, teaching method, group of teachers, practice of innovative venturing, management mechanism, soft and hard environment of innovative venturing education and educational effect, etc.. Continuous assessment and feedback help to standardize and improve the innovative venturing education system and the operation mechanism.

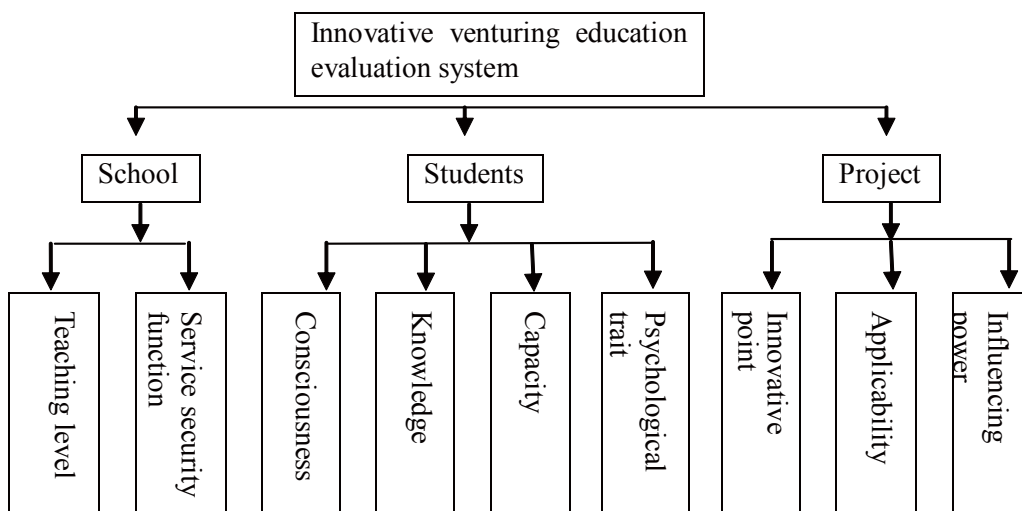


Figure 2 Assessment System of Innovative Venturing Education

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