

Exploration of Innovation Education Teaching Method Reform

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Abstract

The course of innovation and entrepreneurship is a new interdisciplinary course with strong applicability and practicality. Teaching with practical cases of innovation and entrepreneurship can stimulate learning interest and improve teaching effect. Starting from the value of case teaching, the course characteristics of innovation and entrepreneurship and The Times environment, this paper studies the improvement of the teaching effect of innovation and entrepreneurship course, the principles of case selection and the main links of case teaching. Through the in-depth understanding of case teaching method and its specific application in the teaching of innovation and entrepreneurship, it is helpful to make the course of innovation and entrepreneurship into a golden course.

Keywords

Innovation and entrepreneurship; Case teaching; marketing.

1. Intruction

The ministry of education regarding the 2016 session of the national ordinary higher school graduates employment entrepreneurship work notice made clear that since 2016, all colleges and universities to set up the innovative entrepreneurship education courses, to all the students innovative undertaking education elective courses and required courses, notice requires universities to improve the quality of education as the starting point and the foothold of creative education reform, according to the positioning of talent fostering and the innovation entrepreneurship education goals and objectives, to promote professional education and creative education organic integration.

Case teaching method is a heuristic based on the teaching case teaching method, teaching in the teaching process, under the guidance of teacher, students should have basic knowledge of course, on the basis of the teaching purpose and teaching content, introducing typical cases in the process of teaching, guide students to enter the relevant cases, in this particular case the range of the comprehensive analysis of the case, the analysis is focused on real events and situation analysis, thought, learning links between students in the class discussion, debate and learn from each other and mutual cooperation, final purpose is to improve students innovative theory analysis and the ability to solve practical problems, To further improve their ability to analyze, identify and solve a specific problem, and at the same time to cultivate the correct concept, style, communication skills and team spirit of a teaching method.

2. Innovation and Entrepreneurship Foundation Course Teaching Status

In the "Internet +" era background, various universities continuously explore new education model, advocated the new teaching method, but the current classroom still is given priority to with teacher's teaching, the students passively accept, in the process of teaching, a lot of practice is used to teach basic concept, theory, innovative undertaking cause redundant boring class, has no interest in classroom teaching, students and students themselves also lack the ability to think actively, not into the classroom on the ground. Therefore, in addition to practical

teaching, students lack the necessary ability to analyze and judge new things and solve problems, and their innovative thinking and innovation ability naturally become castles in the air.

3. The Necessity of Application of Case Teaching in the Teaching of Basic Courses of Innovation and Entrepreneurship of Marketing Major

Case teaching method is a practical and effective teaching method. Case teaching method refers to the heuristic teaching mode in which teachers show cases, analyze cases and explore cases according to certain teaching objectives and requirements in the teaching process, so as to guide students to find problems, explore problems and finally solve problems. Case teaching method can play the following three roles in the application of marketing major.

(1) help to cultivate teachers' teaching quality

Case teaching method is a teaching mode of "question-inquiry". In the course of "network marketing", teachers need to have comprehensive abilities to select cases, propose problems, analyze problems and solve problems. In case teaching, the teacher is the director, who not only imparts knowledge, but also needs to encourage students to think actively and speak, guide and inspire students to think, explore and analyze step by step and solve problems. The teacher designs the discussion questions in advance, considers the possible classroom situation, and gives the corresponding treatment according to the different classroom situation. Give reasonable and appropriate comments on students' speeches and discussions. Therefore, teachers need to have very strong teaching design ability, classroom management and control ability. The implementation of case teaching helps to cultivate the teaching skills and abilities of college teachers and constantly improve the teaching level of innovation and entrepreneurship courses.

(2) help stimulate students' interest in learning

Case teaching has broken the traditional teaching method of "full teaching". By making students experience or experience simulation close to life, reflect the reality of innovation and entrepreneurship activities, so that the study of entrepreneurship theory is no longer boring. Let the student participate actively, discuss with each other, active classroom atmosphere, increase interest. Students can better understand and master relevant theoretical knowledge through thinking and discussion of actual cases, which avoids the boring of rote learning. Case teaching can effectively mobilize the enthusiasm and enthusiasm of students, give full play to the subjectivity and creativity of students, so that students can achieve a rational leap in their perception. Therefore, students acquire knowledge through their own participation, which is bound to improve their learning interest in the course.

(3) it helps to cultivate students' comprehensive ability

The case is practical and highly maneuverable. Through case study, students can develop the ability to apply theory to practice. Through the positive speech may exercise student's expression ability and the critical thinking ability. Case has no copy, the result of case analysis there is no standard answer, solution for the case without the difference between right and wrong, only the reasonable and unreasonable, in the process of case discussion, students' ideas collide with each other, constantly ask questions and to explore the problems, thus cultivating the ability to analyze and thinking and creative thinking.

4. Principles for the Selection of Innovation and Entrepreneurship Cases

Case is the core and soul of case teaching. The cases adopted by harvard are all real events from business management. Through case teaching method, students can take the initiative to participate, deeply experience the role of case, and use the case analysis of the real world to

replace the dependence on traditional theoretical teaching. Through case teaching, students can understand the methods of enterprises to implement network marketing, the interactive process of netizens participating in marketing activities and the hot spots of network marketing, and develop the ability to see the development trend of the industry with a forward-looking perspective.

(1) The cases involved in the case teaching method are objective and true, closely related to the major

In the teaching process of basic courses of marketing innovation and entrepreneurship, the selected cases should be objective and real, typical, representative and rich in connotation. More importantly, the cases should be closely related to the marketing major. Teacher for case statements to be objective and fair, not with the subjective color, students in the learning process, through careful study, analysis summary case reflects the marketing theory of knowledge, at the same time, in view of the problems appeared in the process of case, targeted, specific solutions are put forward, and carefully analysis the feasibility of the proposed solutions, and based on this, advances the innovative marketing methods. In this process, students will be marketing professional basic knowledge, innovation and entrepreneurship theory and case discussion three organic combination, can not only train students of marketing professional solid theoretical foundation, but also promote the improvement of students' innovation and entrepreneurship ability.

(2) The selected cases should be typical and representative

Typical cases are generally recognized as representative cases. Cases should be able to clearly reflect the teaching knowledge points, so that students can quickly grasp the key points through case learning, thorough understanding of knowledge points. For example, the online transmission activity of Coca-Cola, a case of viral marketing, can not only reflect the essence of viral marketing and spread ideas, but also reflect the flexible use of communication channels, and closely combined with the events that were concerned by the whole people at that time. This is a classic use of QQ instant messaging tools for viral marketing case.

(3) The selected cases should be updated in a timely manner, focusing on timeliness

College students in the new era have a natural affinity for these new things and a strong ability to accept. Search engine, micro blog and other marketing platforms are still important, WeChat, public account, small program, zhihu, himalaya, shake sound and other mobile terminal marketing platform and marketing cases are constantly innovative. Therefore, the content and cases of the course should be adjusted accordingly, such as adding new media marketing, big data marketing content and innovation cases.

(4) The selected cases should be interesting and enlightening

Interesting cases are welcome and extremely beneficial to the cultivation of interest in learning. Case selection can be as far as possible to choose more interesting cases. For example, video marketing of Blendtec Blendtec mixer, interactive marketing of uniqlo on social networking sites -- queuing game, koi weibo marketing of alipay, etc. Interesting is only a bait, the case has the inspiration to let the students to think and explore the problem, to achieve the purpose of learning and using.

5. Design of Main Links of Case Teaching Activities

Case teaching of network marketing is a teaching activity that takes typical network marketing activities as the research object, describes and experiences the marketing scenarios under the guidance of teachers, and guides students to think, analyze, explore and discuss the cases. Teaching activities need to be carefully designed and directed to achieve the desired teaching

results. The following analysis of network marketing case teaching in each teaching link design problems.

(1) Data collection and question setting before class

Network marketing case data should try to collect comprehensive data and its sources to be reliable. The materials include company background, product characteristics, marketing environment, marketing target planning, audience analysis, marketing process and effect, as well as graphic and audio and video supporting materials. Based on the data, relevant theories are derived or discussed.

(2) Data presentation and questions

In the process of case presentation, the key points should be highlighted and the context should be clear. Multimedia forms such as charts, audio and video should be adopted as far as possible. The question for discussion should be more discussible.

(3) Students discuss and explore case value

This part requires teachers to have strong classroom management and control ability, which can not only ignite students' enthusiasm, but also control the rhythm. Class discussion is never about teachers' questions and students' answers, but about students' questions and guidance, active thinking, active speaking, mutual questioning and evidence. Through their own enthusiasm and language organization, teachers can stimulate students' enthusiasm to speak, guide students to analyze and think about problems, and effectively use opinion leaders in class to foil the atmosphere of discussion.

(4) Teachers comment and summarize knowledge points

The teacher summed up the heated discussion among the students. It mainly summarizes students' discussion, original opinions, the process of thought collision and key conclusions, and gives positive analysis and encouragement.

6. Conclusion

To sum up, case teaching method is an innovative and entrepreneurial course teaching method that integrates clear purpose, objective authenticity, strong comprehensiveness, profound inspiration, prominent practicality and process dynamics. The "spirit" of case teaching lies in student-centered teaching, while the "action" of case teaching lies in the reorientation and design of teachers' teaching ideas and methods. The case teaching method, the teacher will indoctrination teaching change to the heuristic teaching, the student transforms the theory knowledge into the practical ability. Through case selection, question setting, encouraging and guiding students to actively participate in the discussion and a series of teaching links, teachers will improve the teaching effect of innovation and entrepreneurship foundation course.

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