

# Research on Practical Teaching Reform of The Course Entrepreneurial Road Show and Equity Management Based on PBL Teaching Method

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## Abstract

PBL teaching method is a problem-oriented teaching method and a student-centered education model. This paper studies the application of PBL in the teaching of Entrepreneurial Road Show and Financing Management course, analyzes the basic ideas, implementation process, problems encountered in the application of the teaching method, the benefits to students and teachers, and the reform of traditional teaching mode. PBL is not only a teaching tool, but also a philosophical idea that encourages students to think deeply and apply what they have learned to real-world problems. Study shows that the application of PBL teaching method is conducive to improving students' interest in the course and cultivating students' comprehensive abilities such as autonomy, teamwork, communication and problem solving.

## Keywords

**Problem-based Learning; Entrepreneurial Courses; The Teaching Method.**

## 1. Introduction

Since the 1990s, China has vigorously promoted innovation and Entrepreneurial education. Under the background of "Internet plus", it is particularly important to cultivate high-quality innovative and entrepreneurial talents. It is one of the core tasks of the major of "Entrepreneurial and Management of Small and medium-sized Enterprises" to actively carry out innovation and Entrepreneurial education for college students and train them into high-quality technical talents who not only understand the operation and management of small and medium-sized enterprises but also can start their own businesses. As the core course of the major of "Entrepreneurial and Management of small and medium-sized Enterprises", Entrepreneurial Road Show and Equity Management course needs to provide students with the guidance of Entrepreneurial thinking, teaching methods and improving their practical ability of innovation and Entrepreneurial.

At present, innovation and Entrepreneurial courses rely too much on traditional classes in terms of teaching methods, and the form is outdated. PBL (Problem-based Learning) teaching mode is problem-oriented and student-centered, which makes up for the deficiency of traditional teaching mode to a large extent and well reflects the open characteristics of innovation and Entrepreneurial education.

PBL teaching method is integrated into the course of Entrepreneurial Road Show and Equity Management, emphasizing the stimulation of students' entrepreneurial ideas. Through the guidance and inspiration of teachers in various aspects, students' comprehensive abilities such as teamwork, resource integration and solving practical entrepreneurial problems are cultivated, so as to improve students' innovation and Entrepreneurial ability.

## 2. PBL Teaching Method Introduction

PBL teaching method is a teaching method initiated by Barrows, an American neurology professor, in the 1950s to train medical students how to discuss and solve clinical medical problems. PBL is called "problem-based Learning" in Chinese. This kind of teaching method emphasizes the main role of students in learning, takes practical problems as the guidance, and takes group cooperation as the main form[1]. Under the guidance of the teacher, students use the form of group discussion to analyze and collect information around the problem, in order to solve specific problems. The purpose is to master the important and difficult knowledge behind by checking and filling up the gaps in the process of solving practical problems or project situations, so as to stimulate students' interest in learning and improve their ability to solve practical problems.

## 3. PBL Teaching Design of the Course Entrepreneurial Road Show and Equity Management

### 3.1. Characteristics of the Course Entrepreneurial Road Show and Equity Management

(1) The course Entrepreneurial Road Show and Equity Management is a comprehensive course with cross features

The course involves economics, management, financial management, marketing and other disciplines. It is a required course for small and medium-sized enterprise Entrepreneurial and operation major, and also a required course for many other majors, especially management majors. The content includes setting up entrepreneurial team, designing business model, writing business plan and carrying out entrepreneurial financing, etc.

(2) The course Entrepreneurial Road Show and Equity Management is an applied course that focuses on the combination of theory and practice

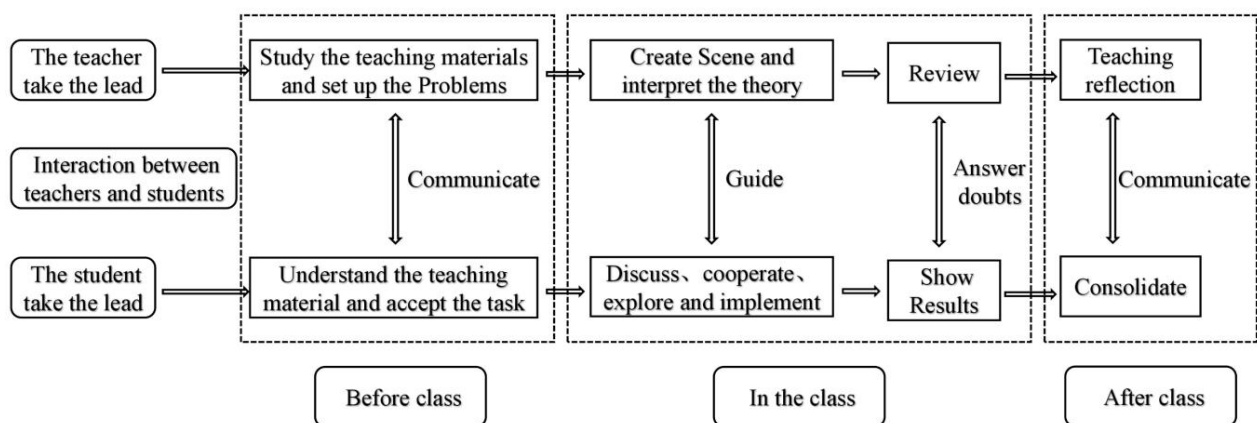
For school students, the course standard of Entrepreneurial Road Show and Equity Management focuses on the cultivation of practical skills and aims at cultivating applied talents to improve students' innovative and entrepreneurial thinking. Students are required not only to master theoretical knowledge, but also to know how to combine theory with practice, and apply the theoretical knowledge to the establishment and operation and marketing of specific small and medium-sized enterprises. Therefore, the teaching of entrepreneurial road show and Equity Management should be based on the curriculum standards. Teachers should not only impart theoretical knowledge, but also closely relate to the actual situation of the industry, so as to cultivate and improve the ability of identifying entrepreneurial opportunities, forming entrepreneurial teams and solving problems encountered in the process of Entrepreneurial.

(3) The course Entrepreneurial Road Show and Equity Management is a new and evolving course

Entrepreneurial Road Show and Equity Management is a course produced with the background of innovation and Entrepreneurial. With the rapid development of innovation and Entrepreneurial, Entrepreneurial has become a general trend, and many new concepts and methods of innovation and Entrepreneurial are constantly emerging. As the environment changes, the connotation of innovation and Entrepreneurial will also change while its basic laws remain unchanged. The emergence of new innovation and Entrepreneurial practice gives birth to new innovation and Entrepreneurial theory, and the new innovation and Entrepreneurial theory should guide the new Entrepreneurial practice. Through this cycle, the contents and theories of Entrepreneurial courses are increasingly enriched. Therefore, students should stand in the real-time social environment to contact Entrepreneurial courses, to learn to analyze and solve various Entrepreneurial problems.

### 3.2. PBL Teaching Model Design for the Course Entrepreneurial Road Show and Equity Management

PBL teaching mode requires teachers to set up a project scenario associated with module knowledge, so that students can be independent Study and explore to solve practical problems. All links are student-centered, with teachers as the guidance staff, emphasizing that students discuss in groups, analyze problems in depth, and finally propose corresponding solutions. Through setting up problem situation, collecting data, problem exploration, member discussion, program presentation, effect evaluation and other links, students can master the difficulties and key points of knowledge behind the problems in the process of independent learning, so as to learn to apply the knowledge in different situations[2]. In this study, several major links of PBL teaching mode are integrated into the three key stages of the course Entrepreneurial Road Show and Equity Management before class, during class and after class, and the PBL teaching model is constructed, as shown in Figure 1.



**Figure 1.** PBL teaching model diagram of Entrepreneurial Road Show and Equity Management course

### 3.3. The Problem Design of the Course Entrepreneurial Road Show and Equity Management

According to the teaching of Entrepreneurial roadshow and equity management course goal, combined with PBL teaching idea, around corporate Entrepreneurial roadshow process as the main line, in the process of Entrepreneurial roadshow process link as the core to organize related to actual business knowledge, ability, on Entrepreneurial roadshow and equity management course construction problem research topic. First of all, the core content of the course is summarized into eight modules, including introduction to Entrepreneurial, identification of entrepreneurial opportunities, integration of entrepreneurial resources, establishment of entrepreneurial team, clear target market, writing entrepreneurial plan, business model design, and start-up financing. Secondly, based on these eight modules, relevant questions are set according to the core content of these eight modules. Each research topic is associated with the difficulties and key points of knowledge that students need to master, as shown in Table 1.

**Table 1.** Teaching module design of the course Entrepreneurial Road Show and Equity Management

Course content	Question	Problem related knowledge
An introduction to Entrepreneurial	What entrepreneurial skills do I need? What type of startup am I suited for? What should I prepare myself for?	Entrepreneurial process Entrepreneur quality Business type
Entrepreneurial opportunity identification	How do I find a good startup idea? How do I evaluate good or bad startup opportunities?	Sources of entrepreneurial projects Entrepreneurial project evaluation framework
Integration of entrepreneurial resources	What are the types of entrepreneurial resources? How do I access startup resources? What are the strategies for entrepreneurial resource acquisition?	Types of entrepreneurial resources Access to entrepreneurial resources Entrepreneurial resource integration strategy
Building a startup team	What are the core elements of a startup team? What are the formation stages of an entrepreneurial team? How do I build a startup team?	The components of an entrepreneurial team Formation of entrepreneurial team Principles of entrepreneurial team formation
Identify your target market	How do I measure whether there is a market for a business or service I want to start? How do I do market research?	Know your customers and competitors Develop marketing plans Forecast sales
Write a business plan	What are the components of a business plan? How do I write a business plan? How do I prepare for a road show?	The basics of a business plan Tips for writing a business plan Roadshow skills
Design business model	What are the building blocks of a business model? What are the classic business models? How do I design a business model?	The nature of the business model Business model composition Characteristics of a successful business model
Carry out start-up financing	How do I finance? What are the financing channels? How can I prevent and control financing risks?	Financing methods Financing process Financing considerations

### 3.4. The Evaluation Design of the Course Entrepreneurial Road Show and Equity Management

The learning evaluation of PBL teaching method should focus on the assessment of students' practical application ability, and the examination form is only a part of it. Therefore, teachers need to comprehensively consider the selection of assessment methods and integrate various forms into the assessment[3]. The reference form can be self-evaluation, group mutual evaluation, group leader evaluation, etc. The evaluation form can be in the form of research report, group report, video recording, etc. The flexible assessment is based on the key and difficult points of the course Entrepreneurial Road show and Equity Management. Undoubtedly, the highest proportion of the assessment is the ability of students to solve problems. In addition,

it should reflect a formative evaluation of students' autonomous learning process. Focus on students' ability to analyze problems, teamwork and team participation. In the evaluation method, the learning results of each group can be used as supporting materials for assessment, such as business plan and road show videos in the learning process. By evaluating the completion of these materials, students' practical problem-solving ability and mastery of the course can be directly reflected. At the end of the task, the instructor should lead the students to sort out all the learning links, laying a foundation for the next part of learning.

#### **4. The Specific Practice of PBL Teaching Method in the Course Entrepreneurial Road Show and Equity Management**

This PBL teaching practice is carried out in Wenzhou Polytechnic. The knowledge point of designing business model is selected from the course of Entrepreneurial Road Show and Equity Management of Wenzhou Polytechnic as the specific practice of PBL teaching, in order to demonstrate the steps of using PBL teaching method in detail.

##### **4.1. Practice Object and Experimental Process**

Two classes of junior students majoring in Entrepreneurial and management in Wenzhou Polytechnic were selected as the research objects. The two classes are respectively the innovation 2001 class and the innovation 2002 class. The number of the innovation 2001 class is 36, and the number of the innovation 2002 class is 34, and the gender ratio is also equal. One of the two classes was used as the experimental class and the other as the control class. PBL teaching method was introduced into the experimental class, while traditional teaching method was used in the control class. Through the teaching case experiment, to compare the learning effect after teaching, analyze the influence of PBL teaching on students' performance. Therefore, it can be assumed that there is no significant difference between the two classes in terms of academic performance and learning status before the experiment. Both classes accept the knowledge teaching of design business model, but adopt different teaching methods respectively, that is, the innovation Class 2001 as the experimental class adopts PBL teaching, and the innovation class 2002 as the control class adopts traditional teaching. After the teaching, the two classes are tested for their academic performance, and the learning effects of the two classes are compared and analyzed. At the end of the test, students' attitudes and opinions on PBL teaching were understood in the experimental class by means of self-evaluation and interview.

##### **4.2. PBL Teaching Application Practice**

In view of the students' weak awareness of independent learning, at the beginning of teaching practice, the instructor will lead the students to preliminarily learn the theoretical knowledge of business model design module in the textbook, so that the students can have a basic understanding of the content of this module. In the preliminary learning process, teachers need to construct corresponding project scenarios and tasks to guide students to carry out preliminary thinking and analysis. First of all, 2 class hours of class discussion can be arranged, so that students can fully express their own views and ideas, and through the discussion of the preliminary thinking of problem solutions and analysis of the feasibility of implementation, while teachers should always be involved in answering questions for students, give continuous guidance. Secondly, 2 class hours of group demonstration and drill will be arranged. Operation drill is undoubtedly an effective means to test students' learning results. Teachers need to design the drill task carefully. After class, students' evaluation feedback is also indispensable to reflect the learning effect of the whole process.

Based on the key points of teacher activities and student activities in different teaching steps, the specific implementation process of PBL teaching of the thematic knowledge of "Design Business Model" is shown in Figure 2.

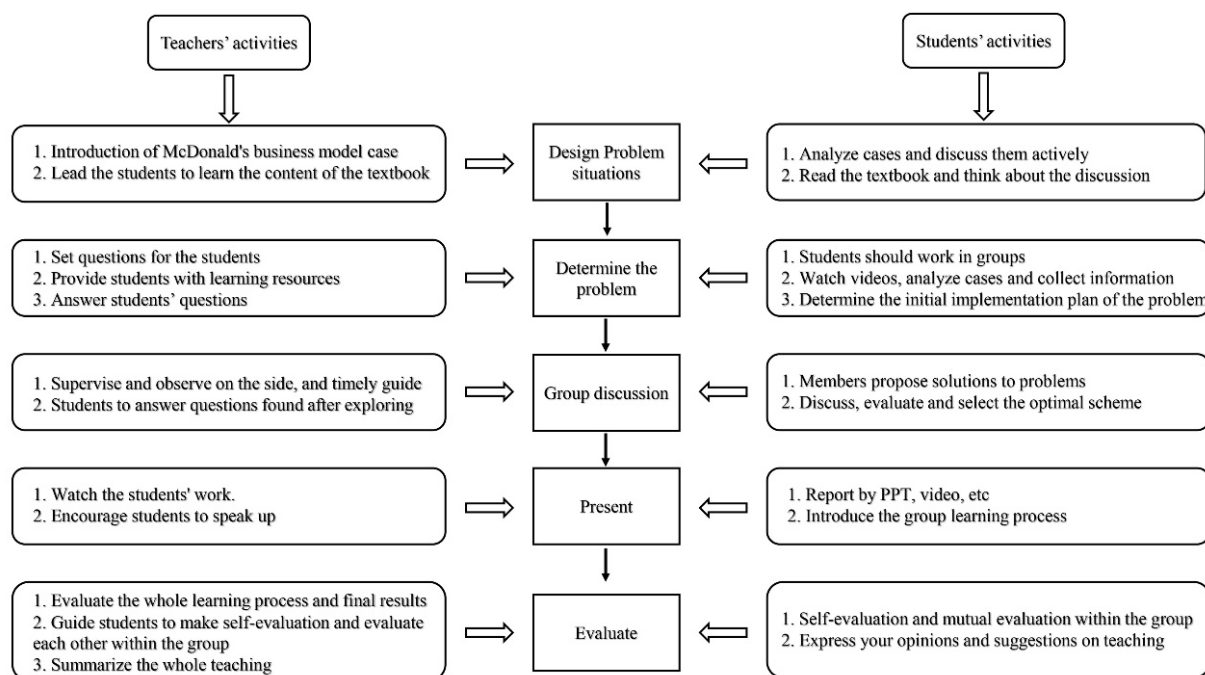


Figure 2. Teaching implementation process

### 4.3. Analysis of Practical Research Results

In order to test the practical effect of PBL teaching method, and to reflect on how to better promote the development of students in the implementation process, the results were evaluated and analyzed in the form of comparison of students' performance tests, students' self-evaluation, and organizing students to fill in questionnaires and random interviews after the implementation of the course.

Under the current educational system, exam results are still a way to evaluate the effectiveness of a teaching model. After the experiment, the knowledge of design business model was tested for the experimental class and the control class. Test papers are used to test students' understanding and mastery of knowledge. The full score of the test is 100 points, which is in the form of closed-book, paper-and-pencil answers. Each student is required to complete the test within the specified time and submit it to the teacher, who will score it centrally. Through the test, the scores of the two classes are obtained, and the results of the two classes are compared and analyzed to test whether PBL teaching method and traditional teaching method have different effects on students' scores. Statistical analysis software SPSS17.0 was used to conduct independent sample T test, and the statistical results are shown in Table 2.

Table 2. T-test results of independent samples of experimental class and control class

The class	Number of students	The mean	The standard deviation	The mean	t	P
Experimental class	50	84.54	7.265	7.35	4.41	0.000
That in comparative class	52	77.19	9.458			

As can be seen from Table 2, the average score of the experimental class is 84.54, and the average score of the control class is 77.19, with a difference of 7.35, indicating that the students who learn under PBL teaching method have better performance than those who accept traditional teaching. The standard deviation of the control class is larger than that of the experimental class, and the results of the experimental class are relatively more concentrated. The independent sample T-test results showed that the P value was 0.000, which was less than 0.05, indicating a significant difference in the scores of the two classes. That is to say, PBL teaching method has a certain impact on improving academic performance compared with the traditional teaching method.

However, teachers should give more guidance in collecting data, summarizing and refining, and applying theoretical knowledge to practice to solve practical problems in life.

## 5. Conclusion

By combining the advanced teaching concepts of PBL teaching mode with practical teaching, this study conducted PBL teaching design for the course Entrepreneurial Road show and Equity Management, and adopted a variety of entrepreneurial cases to carry out specific implementation and application and explore the effect. Through experimental research, it is found that applying PBL teaching method in the course of Entrepreneurial Road show and Equity Management in higher vocational colleges is feasible in theory and practice, in line with the teaching objectives of the course and professional training objectives, and in line with the requirements of today's society for entrepreneurial talent training. At the same time, it also verifies the effect of PBL teaching method. Using PBL teaching method in the course of Entrepreneurial Road show and Equity Management is beneficial to students' knowledge mastery and the improvement of their scores.

Based on the specific practice of PBL teaching method in the course Entrepreneurial Road Show and Equity Management, students not only master the basic theories of Entrepreneurial, but also combine theoretical knowledge with actual entrepreneurial situation in the process of teamwork and in-depth exploration within the group, laying a good foundation for subsequent students to participate in innovation and Entrepreneurial projects. More importantly, students' creativity, teamwork ability and innovative thinking are enhanced through the problem-oriented approach.

However, there are also some problems in the application process, such as the limited learning resources and learning tools reflected by some students; In addition, some students focus too much on the tasks assigned to them and seldom communicate and discuss with group members, which is not conducive to team collaboration and presentation of group plans. In view of the problems reported by students, teachers should pay attention to the learning dynamics of students in the later implementation of PBL teaching, and adopt effective reward and punishment mechanisms to encourage students to explore deeply and help each other. In addition, we should pay attention to the construction of real or nearly real learning situation, provide students with rich learning resources and tools, give full play to the advantages of PBL teaching method, in order to achieve satisfactory teaching effects for teachers and students.

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