

Research and Analysis on the Evaluation System of Innovation and Entrepreneurship Education in Local Universities

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Abstract

This paper from the impact innovation in colleges and universities entrepreneurship education curriculum construction quality monitoring and evaluation system of the factors and principles, puts forward the innovation of colleges and universities entrepreneurship education quality monitoring and evaluation system for curriculum construction build path, aims to build a market-oriented innovation entrepreneurship education curriculum quality monitoring and evaluation system, promote innovation in colleges and universities entrepreneurship education curriculum quality of teaching, So as to meet the training objectives of college talents and lay the foundation for meeting the needs of economic and social development.

Keywords

Innovation and entrepreneurship; Evaluation system; Quality monitoring.

1. Introduction

At present, our country is in an important period of strategic opportunities for modernization construction, reform and opening up and comprehensive construction of a well-off society to make significant progress, comprehensive national strength greatly enhanced, international status and influence improved significantly. In such an important historical period, innovation and entrepreneurship education has already become one of the priorities of Chinese universities. Universities and colleges are the direct subjects of innovation and entrepreneurship education. Carrying out innovation and entrepreneurship education is a challenge for the development and transformation of Chinese universities, and also a test of improving the overall strength of higher education. It is necessary to explore the system construction of innovation and entrepreneurship education in local universities by innovating the internal management mechanism and education mode.

2. Connotation of Innovation and Entrepreneurship Education Evaluation System

In recent years, the innovation and entrepreneurship education in colleges and universities has been continuously strengthened and made positive progress. The innovation and entrepreneurship education in colleges and universities has developed from the trial and exploration stage to a new stage of detailed, stratified and diversified development. However, there are some outstanding problems that cannot be ignored:

According to relevant regulations, currently universities have gradually introduced innovation and entrepreneurship education objectives and curriculum plans in the process of revising talent training programs and teaching plans, and formulated corresponding credit hours requirements. However, the specific content setting of entrepreneurship and entrepreneurship courses is varied with different standards. Besides, most of the teachers are from other departments, and they teach innovation and entrepreneurship education courses part-time. Due to the lack of solid theory and practical experience in entrepreneurship, the teaching level

is not high, the classroom effect is not ideal, and the students fail to learn practical knowledge of entrepreneurship and entrepreneurship [1].

The curriculum construction of innovation and entrepreneurship education is an effective carrier for the implementation and development of innovation and entrepreneurship education in colleges and universities, which plays a crucial role in cultivating innovative and entrepreneurial talents in colleges and universities.

Therefore, it is of great significance to build a quality monitoring and evaluation system for innovation and entrepreneurship education courses in colleges and universities to improve the effectiveness of innovation and entrepreneurship courses.

3. The Construction Path of Innovation and Entrepreneurship Education Evaluation System

3.1. Principles of curriculum evaluation system for innovation and entrepreneurship education

3.1.1. Scientific principles

The curriculum evaluation system of innovation and entrepreneurship education should adopt scientific methods and means to reflect the construction of the curriculum system of innovation and entrepreneurship education in local colleges and universities in the new era and the objective law of course teaching in line with the development of education. At the same time, the factors such as student evaluation, teacher self-evaluation, peer evaluation and third party evaluation should be fully considered to make a comprehensive and scientific evaluation of curriculum quality[2].

3.1.2. Principle of testability

The course evaluation system of innovation and entrepreneurship education should be simple, feasible and easy to operate. As far as possible, all factors of curriculum construction quality should be included, such as the number of courses, the structure of teachers, teaching methods, etc. When the indicators are expressed qualitatively, it is required that the words be accurate and the standard be measurable, so that the evaluation results have objective credibility. At the same time, for the invisible factors such as students' acceptance effect, teachers' teaching appeal and curriculum effectiveness that cannot be expressed by specific evaluation standards, we should try our best to transform them into qualitative evaluation explicit indicators to enhance the measurability of monitoring and evaluation[2].

3.1.3. The principle of diversification

In the evaluation system, the subject of curriculum evaluation, the content of curriculum evaluation and the way of curriculum evaluation should be diversified.

① The diversification of curriculum evaluation subjects

The evaluation subjects should include teachers, students, enterprises or employers. As the direct implementers of the curriculum, the teacher's dominant position is beyond doubt. As the main body and important participant of the teaching process, students are introduced into the course evaluation, which can fully mobilize the enthusiasm of students and make the evaluation result more effective. In addition, the cultivation of the innovative entrepreneurial talent need to be guided by social needs, the enterprise or unit of choose and employ persons to participate in the evaluation can be found "double gen" teaching, scientific research and the cultivation of students' comprehensive quality is in line with the talent demand and the social mechanism of talent training and the social and economic development are consistent, thus make the curriculum more pertinence and practicability[3].

② The diversity of curriculum evaluation content

The content of course evaluation includes the essential elements of completing a course teaching process, such as course objectives, teaching subjects, teaching contents and teaching environment. The course content is the design and arrangement of relevant theories and practical courses, such as innovation and entrepreneurship consciousness, knowledge, quality, strategy and ability. The content of innovation and entrepreneurship course should follow the following principles: that is, it should adapt to the needs of the market economy, help to cultivate students' innovation and entrepreneurship passion, thinking and initiative, and help to enhance students' comprehensive innovation and entrepreneurship ability. At present, the innovation and entrepreneurship course content of local undergraduate colleges should be based on the original employment course system to carry out organic integration and overall optimization of curriculum group construction, innovation, creation and entrepreneurship education throughout the whole university teaching. At the same time, according to the characteristics of students of different majors, we should set up professional entrepreneurship education courses and a number of cross-scientific and cross-professional auxiliary courses[3].

③ The diversity of curriculum evaluation way

At present, the way of curriculum evaluation presents a situation of contention of a hundred schools of thought. For example, quantitative evaluation and qualitative evaluation, internal evaluation and external evaluation, formative evaluation, diagnostic evaluation and terminal evaluation at the macro level, and objective evaluation, portfolio evaluation and performance evaluation at the micro level. However, due to the progress of society and the change of external conditions, various evaluation methods show certain limitations. In the specific course evaluation, the limitations and pertinence of various evaluation methods should be fully taken into account by comprehensive factors, and the actual teaching situation of "mass entrepreneurship and innovation" course should be reflected from multiple angles and practically, so as to enhance the scientific and comprehensive curriculum evaluation[3]

3.2. Construction of curriculum evaluation system for innovation and entrepreneurship education

3.2.1. Construct a market-oriented curriculum evaluation index system with local characteristics

The curriculum teaching evaluation system should be combined with local characteristics, school characteristics, based on the actual development of local economy. When evaluating the teaching contents, teaching methods, teaching conditions, teaching effects and other indicators of innovation and entrepreneurship education courses, evaluation contents that have positive effects on local economic construction and school running characteristics should be added. At the same time, it is necessary to take the market as the guidance and combine with the national demand for modern economic construction to timely adjust the course teaching quality monitoring and evaluation index system, so as to improve the teaching content and teaching methods of innovation and entrepreneurship courses, so as to improve the effectiveness of innovation and entrepreneurship education in colleges and universities[2].

3.2.2. Construct a multi-negotiation curriculum teaching evaluation system

The subject and object of evaluation should cover teachers, students, school teaching management departments, enterprises, third-party evaluation and other fields. In addition, the evaluation methods of multi-negotiation course teaching quality monitoring and evaluation system are constructed, such as self-evaluation of learning effects, learning files, questionnaire survey, feedback and evaluation from classmates, so as to improve the effectiveness of the evaluation system. In addition, some foreign evaluation models can also be used in the evaluation process, such as CIPP model, BP neural network model, balanced scorecard and so on.

3.2.3. Construct timely and smooth feedback mechanism of curriculum teaching evaluation information

To improve the teaching quality of innovation and entrepreneurship education courses, first of all, process evaluation and result feedback should be combined, self-evaluation and external feedback should be combined, and the evaluation results should be reasonably used. Secondly, the feedback channel of evaluation information should be established. Evaluators provide job function feedback to evaluation decision makers, evaluators provide direct feedback to evaluation objects, evaluators improve the immediacy, pertinence and effectiveness of monitoring and evaluation information through public feedback and other channels. Finally, establish a smooth feedback channel. Information age, creative work for changing course construction requirements, in the process to ensure that we can establish a smooth flow of information feedback in time, this is the key links of evaluation system, its fundamentally restricts the work efficiency of testing and evaluation system, finally decided to innovative entrepreneurship education courses at the end of the results[2].

3.2.4. Establish a diversified assessment and evaluation system:

The innovation and entrepreneurship education is combined with the existing systems such as tutorial system, educational workload system, annual assessment, professional skills and position evaluation and employment. The workload is converted into class hours, and the achievements are converted into professional titles and assigned points. Teachers whose workload is not up to par will be marked as failing in the annual assessment. A sound evaluation system is to ensure the quality of innovation and entrepreneurship education and stimulate teachers' motivation.

3.2.5. Establish a whole-process evaluation system[3]

① Background evaluation

all majors are required to incorporate innovation and entrepreneurship education into the professional training system, establish a complete and clear training standard for innovative and entrepreneurial talents, highlight the characteristics of the majors themselves, so as to provide a basis for the formulation of curriculum objectives of all majors. In terms of the curriculum objectives of innovation and entrepreneurship education, whether the curriculum objectives are clear, whether they meet the development requirements of local, learning and society, and whether they meet the development needs of students themselves.

② Input evaluation

It mainly includes the evaluation of curriculum design, the evaluation of teaching staff, the support of resources and the evaluation of teaching materials. The outstanding characteristics of the course of innovation and entrepreneurship education are its innovation and practicality, so whether the course is innovative and practical is an important factor to evaluate the course of innovation and entrepreneurship education. The systematic and logical nature of the course lies in the suggestion that innovation and entrepreneurship education courses should have a complete and coherent curriculum system, and the curriculum design should be in line with students' cognitive level, step by step, hierarchical and classified. The course of innovation and entrepreneurship involves many disciplines such as entrepreneurship, economics and management. The interdisciplinary level of the course can reflect the complementarity between disciplines and the comprehensive teaching, which is conducive to the formation of a curriculum system of innovation and entrepreneurship education with rich content, wide coverage and strong operability. Excellent teaching materials are an indispensable part of constructing the curriculum system of innovation and entrepreneurship education. Strengthening the research of innovation and entrepreneurship education is the basis of textbook development and teaching method improvement.

③ Process evaluation

Process evaluation is mainly reflected in course implementation and classroom teaching. The implementation of the course focuses on the actual situation of course operation, including the proportion of students participating in innovation and entrepreneurship practice. In terms of teaching, on the one hand, it is the evaluation of teachers, including teaching ability, the use of teaching methods, assessment forms, classroom atmosphere, etc. At the same time, it is also necessary to pay attention to students' learning input, so that teachers can timely adjust the teaching process and make the teaching more targeted.

④ Evaluation of achievements

Pay attention to the changes in the cultivation of innovative and entrepreneurial thinking and entrepreneurial ability of students after learning courses, and pay attention to the innovation and entrepreneurial achievements of teachers and students, such as innovation and entrepreneurship competition, discipline competition and project incubation. However, in the evaluation of results, we must pay attention to the idea that the purpose of evaluation is to improve, rather than the results themselves. The purpose of teacher achievement evaluation is to continuously improve the quality of curriculum through teachers' self-reflection and evaluation of curriculum teaching.

4. Conclusion

The new era of innovation entrepreneurship education should insist on people oriented, collaboration, professional guidance, firmly fusion for road, by strengthening the consciousness of college students' innovative undertaking and constantly promote collaborative education, detailed, differentiation management, both external factors and the students, and to establish and improve the entrepreneurial innovation evaluation system of colleges and universities is an important work target, To further enrich the theoretical basis of the quality evaluation of innovation and entrepreneurship education in colleges and universities. Colleges and universities should construct the quality monitoring and evaluation system of innovation and entrepreneurship education course construction from many aspects, so as to improve the teaching quality of innovation and entrepreneurship education courses in colleges and universities, so as to meet the training objectives of college talents and lay the foundation for meeting the development needs of economic society.

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