

Revelation and Reflection on Innovation and Entrepreneurship Education of College Students by the Evaluation System of Innovation and Entrepreneurship Education in Universities

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Abstract: With the rapid development of science, culture and economy, the cultivation of innovative and entrepreneurial talents in universities is an important initiative to implement the spirit of the 20th CPC National Congress. In order to meet the current demand of China's social market for talents in various fields and effectively promote the diversified development of China's talent market, universities have successively added college students' innovation and entrepreneurship education courses and established relevant education systems according to the requirements of relevant documents and policies and achieved certain results; reviewing and summarizing the existing innovation and entrepreneurship education evaluation system in colleges and universities is of great practical significance to improve the relevance, effectiveness and scientific of college students' innovation and entrepreneurship education. It is of great practical significance.

Keywords: college students, innovation and entrepreneurship education, evaluation system

1. Introduction

The evaluation system of innovation and entrepreneurship education in Chinese colleges and universities are based on the relative values and educational goals of innovation and entrepreneurship, and the information collected is systematically organized, processed and analyzed on scientific and reasonable means, so as to make value judgments on its process and results for the educational activities of innovation and entrepreneurship, effectively improve the quality of innovation and entrepreneurship education, and provide theoretical basis for the decisions related to innovation and entrepreneurship education in colleges and universities. [1]

2. Research Status of the Evaluation System of Innovation and Entrepreneurship Education in Chinese Universities

2.1 Main contents of the evaluation system of innovation and entrepreneurship education in Chinese colleges and universities

The differences among Chinese colleges and universities in terms of the purpose of operation, discipline background, regional development and quality of students have led to the fact that all circles have not yet reached a scientific, effective and consensus evaluation standard for the evaluation system of innovation and entrepreneurship education in colleges and universities. The evaluation system of innovation and entrepreneurship education in Chinese colleges and universities can be classified and integrated by different categories, and it can be divided into teacher evaluation, student evaluation, teaching evaluation and curriculum evaluation by its diversified characteristics; it can be divided into diagnostic evaluation, formative evaluation and summative evaluation by its functional categories; and it can be divided into basic education evaluation, vocational and technical evaluation and higher education evaluation according to the level of education. And higher education evaluation. The content of the evaluation system of innovation and entrepreneurship education is diversified, and it is a small subset of the education evaluation system, but it is also of great importance. [2] At present, the main contents of academic research on the evaluation system of innovation and entrepreneurship in Chinese

universities are as follows: First, it is divided into disciplines. Innovative entrepreneurship education first started from economics, and then extended to multi-scientific and cross-disciplinary disciplines, for this reason, there are also sub-disciplines in the research on the evaluation system of innovation and entrepreneurship in Chinese universities; secondly, it is divided into objects, in terms of evaluation of research. Some scholars have evaluated different horizons such as educators, educated people and managers, and have studied the lectures, educational ability and scientific research ability of educators, and the evaluation feedback and awards of educated people; thirdly, it is divided into processes. A comprehensive study of process evaluation was conducted from different aspects of the educational process before, during and after; fourth, by role. The role of the evaluation system is evaluated in terms of its orientation, effectiveness and construction of tangible and intangible aspects of innovation and entrepreneurship, tangible aspects such as the evaluation of the construction of material aspects such as environment and hardware, and intangible aspects such as tracking evaluation from the cultivation of college students' innovation and entrepreneurship, etc.

2.2 A Study on the Role of the Evaluation System of Innovation and Entrepreneurship Education in Chinese Universities

The research on innovation and entrepreneurship education in Chinese colleges and universities mainly focuses on the research on methods, principles and directions, but not much research on the role of evaluation system, mainly focusing on the three aspects of "promoting construction by evaluation, promoting reform by evaluation and promoting learning by evaluation", and the main system is at the level of testing, guiding and motivating. First, the role of evaluation and testing. The evaluation system of innovation and entrepreneurship education in Chinese colleges and universities is a way and method to test the effectiveness of innovation and entrepreneurship education in colleges and universities comprehensively. The evaluation system can reflect the current situation and problems of innovation and entrepreneurship education in colleges and universities, and provide decision and basis for innovation and entrepreneurship reform and development in Chinese colleges and universities. Second, the role of guidance and promotion. The evaluation system of innovation and entrepreneurship education in Chinese colleges and universities is a ruler to spur and improve the work of innovation and entrepreneurship education, moreover, it is a baton for innovation and entrepreneurship education, and the research on the future path construction of innovation and entrepreneurship in Chinese colleges and universities has a distinct guiding role in cultivating the concept of innovation and entrepreneurship education, talent development and innovation and entrepreneurship spirit, usually Chinese colleges and universities raise the evaluation result seminar to the work of school strategic development layout and integrate to the talent cultivation program. Thirdly, the role of stimulating reform. The evaluation system of innovation and entrepreneurship education in Chinese colleges and universities is an assessment and evaluation, and it is also an honor to hang out. The evaluation system is a recognition and praise for the work of innovation and entrepreneurship education in Chinese colleges and universities, which has a good incentive effect on college managers, educators and participants of innovation and entrepreneurship activities, and has a positive effect on further reform to promote the work of innovation and entrepreneurship education in colleges and universities, and colleges and universities should fully understand the connotation of the evaluation system of innovation and entrepreneurship education and Play the role of evaluation, build and plan the development path of innovation and entrepreneurship with school-based characteristics. At present, many Chinese colleges and universities have carried out activities such as teaching achievements, recognition conferences, experience sharing and results display of innovation and entrepreneurship education.

2.3 The development trend of the evaluation system of innovation and entrepreneurship education in Chinese universities

Innovation and entrepreneurship education in Chinese universities began with the "Entrepreneurship Plan Competition" held by Tsinghua University in 1997 and the "High-tech Entrepreneurship Management" course later; with the title of "Evaluation of Innovation and Entrepreneurship Education in Universities" The earliest theoretical research result on the evaluation of innovation and entrepreneurship in Chinese universities was published by Hu Changsheng, a scholar from Nanjing University, in 2006. After Premier Li Keqiang put forward the strategic idea of "mass entrepreneurship and innovation" in 2014, people's research on this topic has been hotly debated and shows rapid growth. The current research mainly researches the evaluation system of innovation and entrepreneurship education in colleges and universities by combining the background of the times, school regions, discipline characteristics, research objects, educational process and social regulations, etc. The

development of related research has grown exponentially from the enlightenment period to the maturity period, and it has developed continuously after 2018. Theoretical research on innovation and entrepreneurship education in Chinese universities is richer, with more than 17,000 articles, and more than 1,200 core articles, also from the multiplication in 2014, and maintained a steady development in 2017. From the statistics of existing research, in general, policies have a greater impact on innovation and entrepreneurship education in Chinese colleges and universities, and there are abundant research results; the research on innovation and entrepreneurship education system in Chinese colleges and universities is mostly integrated into the educational environment and process, and there are fewer individual studies, chunked studies and systematic studies, and there is still a great research space and a wide research horizon. Secondly, in terms of the theme and content of the research, the current research is undergoing the development of ascending and transforming, and begins to conduct in-depth, decomposed and connected research on the content of the evaluation system's composition, evaluation principles, effectiveness application and influencing factors, and the content of the research is no longer controversial, but has spawned inclusion and learning, gradually generating consensus and agreement.

3. The impact of evaluation system on innovation and entrepreneurship education in Chinese universities on education

3.1 Deviation from the values of innovation and entrepreneurship education in colleges and universities

Innovation and entrepreneurship education is an educational activity to a certain extent to achieve the definition based on innovation education, cultivating innovative spirit, consciousness as well as innovative qualities such as thinking creativity and personality combined with innovative talents; or it is a new educational model that defines innovation education as a new model in terms of the current traditional education, effectively cultivating students' exploration ability, knowledge reorganization and other comprehensive abilities, and effectively developing the innovative creativity of college students. Innovation and entrepreneurship education mainly lies in cultivating the innovation and entrepreneurship spirit and consciousness of college students, emphasizing the training of innovative thinking and methods of college students, as well as the cultivation of knowledge and ability of entrepreneurship, combining innovation and entrepreneurship education with each other and complementing each other. Although innovation serves as the foundation of entrepreneurship, the results performance effectiveness of innovation education depends on the practice of innovation and entrepreneurship talents cultivation in colleges and universities. Innovation and entrepreneurship education focuses on cultivating human development as well as the realization of human self-worth as a way to improve the educational quality of innovation and entrepreneurship education for college students. [3] But the fact is that the evaluation system has produced more or less certain deviation problems for the orientation of innovation and entrepreneurship education in Chinese colleges and universities. First, it deviates from the connotation and meaning of innovation and entrepreneurship education in colleges and universities; Chinese colleges and universities, in order to assess and improve their ranking and influence, are obsessed with carrying out innovation and entrepreneurship education with regard to assessment, squeezing the foundation and accumulation of schooling and chasing short-term results. Secondly, it deviates from the principles and laws of innovation and entrepreneurship education in colleges and universities, and in the process of education, some colleges and universities realize the operation of "underwriting" to promote education by competition, and the education choice with deviated value destroys the confidence and trust of teachers and students in innovation and entrepreneurship education, which has a negative impact. Thirdly, it deviates from the main purpose and direction of innovation and entrepreneurship education in colleges and universities, and the evaluation system of innovation and entrepreneurship education in Chinese colleges and universities sets "success" for teachers and students without setting "failure" or "fault tolerance". The concept of "failure" or "fault tolerance" is not set in the evaluation system of innovation and entrepreneurship education in Chinese universities, which is detached from the objective scientific view, and is missing and avoided in the education of failure, frustration and fault tolerance of innovation and entrepreneurship.

3.2 The social recognition of innovation and entrepreneurship education in colleges and universities is not high

First, the factor of evaluation mechanism of innovation and entrepreneurship education in colleges and universities. According to the current construction of Chinese universities about innovation and

entrepreneurship education, the construction of its innovation and entrepreneurship education system still needs to be improved. The evaluation system of innovation and entrepreneurship education in colleges and universities is still at the preliminary and exploratory stage, and it does not yet have a relevant, authoritative and systematic evaluation mechanism. Secondly, the evaluation system of innovation and entrepreneurship education in colleges and universities requires accurate long-term and continuous information tracking and dynamic records, so as to fully understand the whole process, all-round and full staff situation of innovation and entrepreneurship education in colleges and universities, and then evaluate the effectiveness of innovation and entrepreneurship by relying on records and assessment tools. Facing the long time tracking and monitoring, it is difficult to realize the operation level of colleges and universities at present, and thus cannot make a more scientific and detailed judgment. Thirdly, the cultivation of innovative and entrepreneurial talents is an important goal of moral education and talent cultivation in colleges and universities. However, innovation and entrepreneurship education is characterized by large investment, long period and slow effect. Therefore, in the evaluation process of innovation and entrepreneurship education, colleges and universities tend to pay too much attention to the short-term effect and judge the development of innovation and entrepreneurship education by the number of students participating in innovation and entrepreneurship-related competitions and the number of published papers. The excessive pursuit of the growth of innovation and entrepreneurship figures in colleges and universities hinders the development of innovation and entrepreneurship education in colleges and universities. All the above problems eventually lead to the phenomenon of "self-indulgence" of innovation and entrepreneurship evaluation system and innovation and entrepreneurship development construction among colleges and universities, and also make the recognition and reference value of innovation and entrepreneurship education and evaluation of colleges and universities by industries and industries and other societies not high.

3.3 Placing isolation on the work of innovation and entrepreneurship education in universities

Innovation and entrepreneurship education is an educational activity to a certain extent to achieve the definition based on innovation education, cultivating innovative spirit, consciousness and innovative qualities such as thinking creativity and personality in combination with innovative talents; or it is a new educational model that defines innovation education as a new model in terms of current traditional education, effectively cultivating students' exploration ability, knowledge reorganization and other comprehensive abilities, and effectively developing the innovative creativity of college students Activity. Innovation and entrepreneurship education mainly lies in cultivating the innovation and entrepreneurship spirit and consciousness of college students, emphasizing the training of creative thinking and methods of college students, as well as the cultivation of knowledge and ability of entrepreneurship, combining innovation and entrepreneurship education with each other and complementing each other. Although innovation and entrepreneurship education in colleges and universities is important, it must not be "self", but must be based on the talent training program of colleges and universities and the fundamental task of "establishing moral education". Educators in colleges and universities should fully understand the connotation of innovation and entrepreneurship education, not to be confused by the appearance, but to objectively and rationally understand the differences between innovation and entrepreneurship education of Chinese "985 and 211" colleges and universities and local colleges and universities and their missions, not to compare and distort and deviate from the proper meaning of innovation and entrepreneurship education in colleges and universities. College administrators and educators should clarify the characteristics of colleges and universities and the positioning of talent training to carry out innovation and entrepreneurship education, not to "follow the same pattern". Secondly, innovation and entrepreneurship education in colleges and universities should learn to integrate into the central work of colleges and universities. Many colleges and universities have established innovation and entrepreneurship colleges, opened various innovation and entrepreneurship courses and organized innovation and entrepreneurship competitions, but in terms of work orientation, these platforms, institutions and activities are not well connected and integrated with the first classroom talent cultivation, and the whole presents the phenomenon of fighting alone, and even has the idea of "taking the lead". "They lack the idea of synergy, and lack the concept of coordinating supply-side development synergy through innovation and entrepreneurship education. Moreover, due to the existence of unstable management team and imperfect management system, the relevant management organizations and staffs in the university often have problems such as blurred boundary of authority and responsibility, mutual shirking of responsibilities and perfunctory dismissal of responsibilities, which cannot form a synergy in management and cannot effectively promote the transformation and upgrading of the innovation and entrepreneurship incubation platform for college students in the direction of specialization, refinement and marketization. [4]

4. Revelation and Reflection on the Evaluation System of Innovation and Entrepreneurship Education in Chinese Universities

4.1 Clarify the orientation of the evaluation system of innovation and entrepreneurship education in colleges and universities

The construction of the evaluation system of innovation and entrepreneurship education in colleges and universities is crucial, which can effectively help colleges and universities standardize the education methods, teaching contents and teacher team construction related to innovation and entrepreneurship education, effectively promote the cultivation of innovative and entrepreneurial talents, and improve the effective construction of innovation and entrepreneurship education in colleges and universities. Innovation and entrepreneurship education is the education content constructed according to the current needs of China's innovative and entrepreneurial talents cultivation, and it is the education that promotes the growth and success of college students and effectively realizes the needs of life values. College students should not only learn and master solid scientific theoretical knowledge of innovation and entrepreneurship, but also have innovative thinking and entrepreneurial consciousness. In the trend of innovation and entrepreneurship, colleges and universities should look at innovation and entrepreneurship education with a development perspective, cultivate the innovation and entrepreneurship spirit of college students, and be good at using innovative and entrepreneurial thinking and logic to solve practical problems. For this reason, colleges and universities should establish the concept of good innovation and entrepreneurship education to be in line with national policies and social needs, keep in mind the purpose of establishing moral education, and establish the big picture of students' innovation and entrepreneurial struggle, not to cultivate capitalists or teach students market economy and business for the purpose.

4.2 Enhancing the satisfaction of college students' innovation and entrepreneurship education

In order to effectively promote the development of college innovation and entrepreneurship education and activate the endogenous power of college students' innovation and entrepreneurship, the establishment of college innovation and entrepreneurship education evaluation system should be able to effectively improve the education quality of college students' innovation and entrepreneurship and enhance the satisfaction of college students' main body. First, it should improve the satisfaction of innovation and entrepreneurship education teacher team. Teachers are the organizers of innovation and entrepreneurship education, the builders of the curriculum system of innovation and entrepreneurship education, and the guides of the practice of innovation and entrepreneurship education, so the construction of teachers should be at the forefront of innovation and entrepreneurship education. [5] Colleges and universities should establish a team of specialized, part-time and selected teachers of innovation and entrepreneurship, give full play to the role of different types of teachers such as experts, alumni, entrepreneurs and young teachers in innovation and entrepreneurship education, continuously improve the vocational and professional quality of the innovation and entrepreneurship teachers, strengthen the continuous and regular training, so that the teachers have a solid and complete theoretical knowledge system of innovation and entrepreneurship. Second, we should improve the satisfaction of teaching innovation and entrepreneurship education courses. Although innovation and entrepreneurship education in colleges and universities is developing and progressing, it is still relatively lagging behind compared with the speed of innovation and entrepreneurship macro development. For this reason, colleges and universities should keep pace with the times and innovate, update and revolutionize the shortcomings and shortcomings of the existing innovation and entrepreneurship education according to the big changes of new era, new concept and new pattern, so as to enhance the satisfaction of students and society with the innovation and entrepreneurship courses and promote the effectiveness of teaching. Thirdly, it is necessary to improve the satisfaction of innovation and entrepreneurship education activities. The activities related to innovation and entrepreneurship education in colleges and universities are also increasingly rich and diversified. The activities of innovation and entrepreneurship education in colleges and universities extend from on-campus to off-campus, spread from domestic to foreign, span from professional fields to cross fields, and evolve from the first classroom to the second classroom, and the multiplication of quantity has to some extent affected the quality of the activities, thus affecting the brand effect of the activities.

4.3 Promoting the synergy of innovation and entrepreneurship education for college students

The current economy, culture and technology present leap-forward development, and the education

of innovation and entrepreneurship in colleges and universities is also a race against time in essence. In the process of competition, colleges and universities are often attracted by the benefits ahead and ignore the synergy of construction and development behind and beside them, resulting in the unbalanced development of innovation and entrepreneurship education in colleges and universities. As actors embedded in the reform and development network of innovation and entrepreneurship education, on the one hand, colleges and universities rely on their own scientific research, talents and other dynamic resources to promote the reform of innovation and entrepreneurship education, and on the other hand, as nodes in the relationship network, connect governments, enterprises, social organizations, and college students, and use their own advantages to gather multiple forces to jointly promote the reform of innovation and entrepreneurship education. Whether the development goal of innovation and entrepreneurship education reform in colleges and universities can be achieved needs to be embedded from four aspects: major, faculty, main body and characteristics. [6] For this reason, colleges and universities should fully consider planning to coordinate the production materials of education and teaching and develop synergistically. First, synergy with the first classroom and the second classroom. The first classroom of innovation and entrepreneurship education in colleges and universities is the main channel, and the second classroom is the extension of the first classroom. Colleges and universities should distinguish and synergize the relationship between the two, build and develop together, and coordinate the elements of teacher construction, teaching content, teaching methods, teaching platform and teaching evaluation of the two classrooms and give full play to their respective roles. Secondly, synergy with offline and online education platforms. The advent of the Internet era and the era of visual culture has refreshed the traditional mode of offline education. Universities should establish and improve online teaching and learning, improve online innovation and entrepreneurship education hardware and software construction, build a stable and effective innovation and entrepreneurship network ecosystem, take advantage of the Internet to form an on-campus and off-campus teaching matrix, digitally make full use of wielding offline education platforms, and innovate educational positions and carriers. Third, synergize with on-campus and social development needs. Innovation and entrepreneurship education in colleges and universities should actively synergize with social development and market needs at the same frequency, cultivate innovative talents for socialist construction and for the 100-year goal, and constantly reform to enhance teaching satisfaction, optimize to enhance environmental satisfaction, and actively enhance social satisfaction to improve teaching quality, serve society, and promote science and education.

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