

Construction and Reflection on the Innovation and Entrepreneurship Resource Sharing Course

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Keywords: Innovative and innovative education; Online and offline mixed education model; Curriculum integration

Abstract: In recent years, the construction of innovation and entrepreneurship resource sharing curriculum has become increasingly popular, but the ideas and practice of this kind of curriculum construction are seldom discussed. For application-oriented undergraduate colleges and universities, the construction of innovation and entrepreneurship resource sharing curriculum is to grasp the three main lines of "innovation and entrepreneurship education", "information-based teaching" and "vocational ability construction", establish a curriculum system with a core course as the core, precise teaching objects, and increase the combination of curriculum ideological and political education and innovation and entrepreneurship education to solve the current urgent problems.

1. Introduction

Independent innovation with Chinese characteristics is a breakthrough for China to rank in the forefront of the world. In 2018, R&D expenditure, the number of patent applications and the number of national laboratories show that China's innovation capacity is increasing. The University Charter of "double-top" universities shows that "innovation" and comprehensive literacy have become a trend. In 2019, the "two sessions" proposed to develop more quality education. Scholars have explored the theory and practice of the future classroom from the perspective of information technology, spatial planning and pedagogy, but the design of the specific implementation plan for the teaching classroom has not yet been systematized. Based on this, how should the provincial innovation and entrepreneurship high-quality resource sharing course Corporate Finance be built?

In the construction of this course, because the nature of the course itself is to highlight innovation and entrepreneurship education, and on this basis to form the construction and application of resources, so "innovation and entrepreneurship education", "information-based teaching" and "vocational ability building" are three main lines ([1],[2]).

Innovation and entrepreneurship education are an activity based on curriculum, in which the teacher transmits to the students the signals aiming at enhancing the innovative consciousness, entrepreneurship and creativity of the students. There is a consensus among domestic scholars on the implementation of innovation and entrepreneurship education and the development of more quality education. Innovation and entrepreneurship education should be integrated into professional education curriculum [3], and a new mode of combining theoretical curriculum with practical curriculum should be constructed. Teachers should be equipped with "double-creation and double-qualification" teachers; innovative teaching concepts and methods should be established in the teaching of courses, and teaching concepts and methods such as results-oriented teaching concept, flip-over classroom, case teaching, sub-class, problem-oriented teaching methods should be practiced; in the course practice, simulation experiment training platform, practice bases inside and outside

schools, teachers and students should be used. Studio and other forms further stimulate students' thinking ability, find problems, and bring them back to curriculum learning, forming a good inner circle of theoretical teaching and practical teaching.

Information-based teaching is the output of teachers' knowledge, which is the integration of teaching technology knowledge, teaching method knowledge and subject knowledge. Information-based teaching originates from constructivist learning theory. The theory holds that exploratory learning and situational teaching can help students actively participate in and integrate into the situation and cultivate problem-solving skills and abilities. In the process of teaching, students accept for themselves and absorb knowledge by means of creating situations, exploring problems and negotiating learning by teachers who are the helpers and facilitators of students' active access to information. And this kind of skill is for students to use for life, but also reflects the difference in learning methods between college students and high school students. Some scholars [4] have proposed that the future classroom should be transformed from multimedia teaching to intelligent classroom, while the classroom paradigm will be transformed from real classroom to real virtual hybrid classroom. The government, enterprises and universities practice information-based teaching from different angles.

Professional competence is the general ability, key ability and innovative ability of a career at the beginning, advanced, fast-forward and peak stages. Xi Jinping emphasized at the National Education Congress in 2018 that socialist builders and successors with all-round development of morality, intelligence, physical fitness, beauty and labor are innovative, compound and applied talents. Certain professional competence is the necessary condition to be qualified for a certain professional post. Vocational practice and education and training are the prerequisites for the development of professional competence. In the investigation of the constitution of the "double first-class" universities in China, we should cultivate innovative talents with comprehensive quality as the core and "general talents" as the focus. Vocational competence training is not a course, nor is it merely the accumulation of knowledge, but a process of cultivating action ability [5].

There are the following relationships among innovation and entrepreneurship education, information-based teaching and vocational ability construction: in order to achieve the training objectives, to integrate information-based teaching into innovation and entrepreneurship curriculum, and to enhance students' vocational ability, we should build corresponding vocational ability in several years of learning and training; in the new era of socialism with Chinese characteristics, the vocational ability required by the new era of socialism corresponds to the "three innovations", and the educational principles. Guided by "Three Creations", we should cultivate the talents needed in the new era.

2. Thoughts on the construction

Corporate Finance, is a cash flow movement generated by the production and operation of enterprises as the research object, making full use of financial resources and managing the cash flow movement of companies, in order to achieve the financial objectives of the company. Any enterprise can't do without the company's financial business. With the reform of the capital market registration system on the agenda, the value of the enterprise determines whether the enterprise succeeds or not. Corporate finance course is the micro-finance direction of finance specialty, and it is a course with strong application and practice requirements. How to integrate students' innovation and entrepreneurship ability into it through classroom teaching reform research and practice is one of the key tasks of training "first-class professional" talents in finance.

2.1 Innovation and entrepreneurship education permeates the financial courses of financial companies

Innovation and entrepreneurship education should be implemented in specific specialties. This requires teachers to make an attempt at teaching reform in their own courses, to realize the transformation from traditional theoretical teaching to practical teaching, to realize the transformation of student-centered teaching mode, to add innovative thinking to the classroom teaching design, and to stimulate students' active learning consciousness. In the course of studying corporate finance, we should abandon the digital computing cases which are separated from reality and financial management in domestic textbooks, no longer transform the existing cases abroad, and directly use the ready-made entrepreneurship data to form an interactive situation between learning and entrepreneurship.

The course of corporate finance aims to enable students to master the basic theories of corporate finance, such as corporate value theory, capital structure theory, capital cost theory, investment theory and dividend policy theory, and to learn how to effectively use various financing channels to obtain the lowest level. We should use various analytical tools to calculate and analyze the investment, profit distribution, operation fund management and financial analysis of enterprises, so as to cultivate students' ability and innovative spirit to analyze and solve the practical problems of corporate finance by using the theory of corporate finance. At the same time, we should take entrepreneurship as the orientation, compile and teach cases. Due to policy restrictions, financial students can't start banks and other financial institutions as entrepreneurship practice, but they can start or simulate the operation of small enterprises or projects, and then rely on what they have learned to make financial decisions.

2.2 On-line and off-line hybrid teaching to optimize the distribution of Corporate Finance course

Informational teaching is an auxiliary means of teaching. Projection from ordinary slide to Internet + teaching, from single static imaging to multiple dynamic media, improves teaching quality in varying degrees. The course of corporate finance is limited in time, so it is impossible to teach all the contents in the course, and some teaching design links can't be presented in the classroom. This course involves many courses such as finance, investment and financial market. It prepares core knowledge points of corporate finance. It integrates cases, exercises, tests and discussions on open platforms such as "College State" and "Love Course". Students who have difficulties in offline learning or want to further improve can study, test and re-test online. For example, the capital asset pricing model that has been learned in the course of investment is a non-core knowledge point in the course of corporate finance, which will not be involved in the offline classroom. However, some students are lack of knowledge points because of forgetting. When using the model, they can only draw pictures according to the gourd, but do not know why, so they can naturally supplement the knowledge point through online teaching; and for why to use the model, online teaching will naturally supplement the knowledge point. There will be detailed, deepen the capital asset pricing model in the allocation of resources, and then enhance the application of corporate value. On-line and off-line hybrid teaching mode breaks the limitation of limited class hours and optimizes the layout of knowledge points.

2.3 Integrating financial professional knowledge into the framework of Corporate Finance course

Throughout the works of Stephen Ross, Jonathan Burke, Zhu Ye and Liu Manhong, the main content of corporate finance includes three aspects: investment, financing and liquidity management.

This is much the same as the course of enterprise value assessment or the course of financial management in the major of Financial Management. However, students majoring in finance need to judge the financial decision-making of business management activities from the accounting information records of enterprises. Therefore, corporate finance courses for finance majors incorporate knowledge or skills such as financial markets, mergers and acquisitions of domestic and foreign enterprises, and pricing of financial derivatives, emphasizing macroeconomic factors and corporate governance system background. In the course of studying corporate finance, we must take the pre-course of economics, finance, investment, econometrics, financial market, accounting and commercial bank management as the theoretical basis, so that we can avoid the financial management professionalism in corporate finance or waste a lot of time on the basic knowledge of finance.

Corporate finance curriculum conforms to the trend of "post-popularization" and popularization of higher education in China and pays attention to the study of enterprise financial practice. This kind of practical learning is based on the theory, usually through data to verify the rationality of financial decision-making or to judge the influencing factors and trends of decision-making. Non-professional accountants or financial personnel only need to ensure the accuracy of the financial statements by "numbers". When learning corporate finance, we should pay attention to the analysis of the impact of changes in the external environment of the enterprise on the cash flow of the enterprise and the increase or decrease of the value of the enterprise. How should the enterprise finance make decisions to achieve the financial objectives of the enterprise? When the environment changes, we should use statistical and quantitative methods to analyze or verify the rationality of financial decision-making and use financial knowledge to accelerate the allocation of financial assets for investment and financing decision-making or liquidity asset management. Such practical training caters to the needs of students who continue to upgrade, and also meets the needs of students for innovation and entrepreneurship.

3. Construction effect

The construction of innovative entrepreneurship excellent resource sharing course can improve the quality of learning, enhance the learning effect and enhance the interaction between teachers and students. Students' innovation and entrepreneurship achievements should be the result of co-cultivation. Here we only talk about the impact of the construction of this course on students. First of all, the test scores have been significantly improved. We distinguished the control group from the experimental group. All the students in the experimental group are implemented according to the curriculum reform plan, which advocates innovation and entrepreneurship education, and requires each student to absorb feedback learning results through the course platform preview, review, exercise consolidation and other links (experimental group 1); while the control group is taught in the traditional way (control group 1); at the same time, the other curriculum achievements of the students in the experimental group (control group 2) are also selected. With the independent sample T test of SPSS22.0 software, the results showed that compared with the control group 1 and 2, the average score of the experimental group 1 was higher and the variance was smaller. This shows that the online and offline mixed teaching mode can improve the learning enthusiasm in an all-round way, and the teaching effect is better.

Secondly, strict, flexible and standardized evaluation criteria are adopted to reverse-drive learning motivation and innovation and entrepreneurship. The content of homework has changed from virtual exercises and adapted exercises to practical exercises. If an assignment is given an evaluation criterion, the enterprise value will be evaluated by the method learned. Most of the students' homework can find the required data from the financial reports of listed companies in China, and then

make investment capital budget to evaluate the value of enterprises. This design of homework answer is not unique, only ideas or practices can be used for reference, so students have to use their own brains to find answers.

4. Reflection

The construction of this course has made little progress for the time being, but it still needs to overcome many difficulties. First of all, break the curriculum boundaries and establish a curriculum system with a core course as the core to avoid the "butterfly effect". The course of Corporate Finance only has 32 hours in the training program, and the whole content may be 64 hours, which may not be able to teach. Therefore, teachers spend a lot of time in making and updating online courses in advance, which causes students to spend a lot of time in this course, reduce the learning time of other courses, and ultimately affect students' professional skills. Taking the course of Corporate Finance as an example, this paper combines financial statement analysis, financial market science, investment science and western economics to establish a course platform, learn a course, master a variety of knowledge and skills, effectively form a team of teachers, solve the problem of insufficient teachers, and integrate knowledge points, so as to make learning easier.

Secondly, precise teaching objects should be marked in the course to avoid the confusion of "pony crossing the river". Online teaching is faced with multi-level objects. The students of "double first-class" and application-oriented undergraduates have different levels and training directions, and the evaluation of the teaching content of the same course is naturally different. Whether or not a course should be taught, when, for whom and how, these contents should be highlighted not only in the course introduction, but also in the first video of the course. In addition, the initial operation of online courses in our school is best after several cycles of operation before fully opening up.

Finally, the combination of curriculum ideological and political education and innovative entrepreneurship education should be strengthened in order to avoid the mere formality of education. One of the ways of innovative entrepreneurship education is case study, which combines current popular behavior. This behavior is indeed an innovation, but it has deviated from orthodox values. For example, the cases of "crab certificate" and "wealthy bird bankruptcy delisting" contain innovative measures, but more should be promoted that the essence of "crab certificate" is non-standard financial derivatives. The reason of "wealthy bird bankruptcy delisting" lies in not abiding by its duty and laying too many industries. Online education covers a wider range of areas. It is better to combine curriculum ideological and political education with innovative entrepreneurship education to deepen theoretical study and stimulate deep thinking. The teaching effect is better than simple ideological and political education.

Innovation and entrepreneurship quality resources sharing course construction is still being explored, there will be more problems. However, the only way to solve the time conflict, object conflict and education form conflict is in the construction practice.

Acknowledgments

This work was partially supported by the Education Department of Fujian Province, China under [Grant number JFS2017003] and Fuzhou University of International Studies and Trade under [Grant number: 2018KYTD-14].

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