

Exploration and Practice of Experiential Teaching Model in Teaching of Innovation and Entrepreneurship under the Background of "Internet +"

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Abstract: In recent years, in the context of "mass entrepreneurship and innovation", many universities have been actively exploring new models of innovation and entrepreneurship education. Experiential teaching emphasizes the interaction between teachers and students in the process of "teaching and learning". By creating situations and experiences related to teaching content, it cultivates students' innovation and entrepreneurship, which has gradually become one of the research hotspots in education and teaching reform. Based on the current situation of innovation and entrepreneurship education in colleges and universities, this paper analyzes the main problems in the application of experiential teaching model in the innovation and entrepreneurship teaching. Through the design of teaching objectives, teaching framework and teaching effect evaluation, this paper systematically designs the experiential teaching mode in the course of innovation and entrepreneurship, and summarizes the main problems existing in the teaching process of experiential teaching mode. This paper aims to make better use of the effect of experiential teaching mode in the teaching of innovation and entrepreneurship courses.

Introduction

In 2019, Premier Li Keqiang pointed out in the government work report that we must vigorously develop "Internet + Education" and promote the sharing of high-quality educational resources. The "13th Five-Year Plan" also clearly states that the modernization of education should be promoted with the focus on improving the quality and efficiency of development. With the rapid development of Internet, cloud computing, big data and other modern information technologies, China's higher education has undergone tremendous changes, and various new teaching and learning models supported by Internet technology have gradually formed. The experiential teaching mode has become a research hotspot in the field of education and teaching reform because it can fully highlight the subjective status of the learners and the dominant position of the teachers in the process of teaching implementation, and can effectively save education costs and improve teaching effect.

The Connotation of Experiential Teaching Mode and Its Application in Innovation and Entrepreneurship Teaching

The experiential teaching mode is an interactive teaching form, which emphasizes the emotional experience of teachers and students in the process of "teaching and learning". Compared with the traditional preaching teaching mode, experiential teaching emphasizes the dominance of teachers and the subjectivity of students. The teaching process can not only realize the information exchange, but also promote the emotional exchange between teachers and students. The experiential teaching mode emphasizes that in order to achieve the teaching purpose in the teaching process, specific scenes, atmospheres, or teaching cases associated with teaching content are introduced according to teaching needs, which triggers the emotional experience of students and helps students understand

the teaching content quickly and correctly[1,2].

With the further development of higher education, the employment situation of college graduates is more severe. How to improve the ability of employment, innovation and entrepreneurship of students has become an important topic in contemporary college education and teaching. As a result, the relevant government departments have incorporated innovation and entrepreneurship education into the higher education system and regarded it as an important starting point for the comprehensive education reform. Under the background of "mass entrepreneurship and innovation", universities are actively exploring effective teaching modes that can give full play to the core role of innovation and entrepreneurship education, but they are still at the exploration stage and there are certain problems. For example, in the course of innovation and entrepreneurship, students mainly focus on the study of theoretical knowledge, which is seriously divorced from the practical needs of society. Therefore, how to further strengthen students' awareness and potential of innovation and entrepreneurship and enhance students' innovation and entrepreneurship ability has become an important issue in the reform of innovation and entrepreneurship education in universities. In this context, the experiential teaching model that advocates teaching and practice in the two dimensions of "autonomous participation" and "situation simulation" is gradually applied to the teaching reform of innovation and entrepreneurship. This teaching mode can largely stimulate students' learning emotions and potentials, create a harmonious learning environment for students to think, explore and innovate in the experience, and have achieved relatively obvious teaching effects. In addition, the experiential teaching model is student-oriented, combining theoretical teaching, practical teaching and situational teaching, and using a variety of teaching methods to achieve the transformation of "teacher-centered" to "student-centered" for innovation and entrepreneurship courses. Therefore, how to integrate the experiential teaching mode into the innovation and entrepreneurship course and improve the teaching effect has become the focus of this paper.

Regarding the exploration and practice of experiential teaching mode, the American education community has relatively mature theoretical research and practical experience, and has formed a teaching mode that can be used for reference. Michigan state university attaches great importance to the integration of natural and social sciences in undergraduate teaching and practice. Through professional practice, students can serve local production and society, so that students can combine learning and practice in their internship experience. At present, experiential teaching method is widely used in classroom teaching in developed countries such as Britain and the United States, and have become one of the most important teaching modes. Many domestic scholars have also studied experiential teaching. Y.G.Zhang and Y.B. Diao (2018) applied experiential teaching mode to innovation and entrepreneurship education by creating the support system for experiential innovation and entrepreneurship education, creating an experiential teaching practice platform and building a new experiential curriculum system, which further improves the teaching effect and the teaching quality[1]. However, existing research also shows that experiential teaching can stimulate students' emotional experience and increase students' participation in the course, but there are still some problems in the teaching process. For example, the existing experiential teaching model of the innovation and entrepreneurship courses mostly highlights certain links, but some key links are not perfect, such as lack of the design of teaching activities and teaching goal, and the evaluation index of learning effect is not perfect. Some instructional designs give less consideration to learners' knowledge construction, emotional experience and motivation of learning motivation, and lack of learning context design. Therefore, in the context of "Internet +", how students use the Internet to obtain learning resources, how teachers use the Internet to obtain teaching resources and track students' online and offline learning, and how to better implement experiential teaching models need further exploration and practice.

Design and Application of Experiential Teaching Mode in the Teaching of Innovation and Entrepreneurship under the Background of "Internet +"

At present, in the teaching process of innovation and entrepreneurship courses, we should fully combine Internet technology and gradually explore various new teaching models supported by

Internet technology. In order to better apply the experiential teaching model to innovation and entrepreneurship education, teachers should pay special attention to the following three aspects of teaching design before and during the teaching process: one is the design of teaching objectives, the other is the design of the teaching framework, and the third is teaching Effect evaluation design.

In order to better apply the experiential teaching model to the innovation and entrepreneurship education, teachers should pay special attention to the following three aspects of teaching design before and during the teaching process: firstly, design of teaching objective; secondly, design of teaching framework design; thirdly, design of teaching effect evaluation design.

The Design of Teaching Goals of the Experiential Teaching Mode in Innovative and Entrepreneurship Courses. The application of experiential teaching mode to the teaching of innovation and entrepreneurship courses mainly achieves three levels of teaching goals: the first level of teaching goals is to learn the basic knowledge of innovation and entrepreneurship, mainly adopting the mixed teaching mode of "online + offline", and making full use of Internet resources to carry out teaching activities. The second level of teaching goals is to cultivate and train the practical ability of innovation and entrepreneurship. Practicality is the basic characteristic and foothold of innovation and entrepreneurship education. It combines theory with practice through experiential teaching, online teaching, flipped classroom and other methods. Through the role play, simulation training and other teaching links design can cultivate students' innovation and entrepreneurship ability. The third level of teaching goals is to cultivate students' innovative and entrepreneurial qualities. The innovation and entrepreneurship education is quality education in essence. The core goal of teaching is to cultivate the quality of innovation and entrepreneurship to improve students' basic entrepreneurial qualities, such as decision-making ability, organizational ability, management coordination ability and leadership ability.

Integrating experiential teaching mode into the teaching process of innovation and entrepreneurship, the teaching goals focuses more on the cultivation of entrepreneurial practical ability and entrepreneurial quality. Through course learning, students can set up entrepreneurial teams and design entrepreneurial projects by using undergraduate innovation and entrepreneurship projects and entrepreneurship simulation platform, which can not only improve the success rate of participating in innovation and entrepreneurship projects, but also cultivate potential innovation and entrepreneurship projects.

The Design of Teaching Framework of Experiential Teaching Mode in Innovation and Entrepreneurship Course. The combination of experiential teaching and innovation and entrepreneurship education is to integrate experiential scene learning into innovation and entrepreneurship education as a starting point to train high-quality talents of innovation, entrepreneurship, application and compound talents, and promote the coordinated development of innovation and entrepreneurship education. The design of teaching content should be based on a high degree of participation and interactive learning, and adhere to the problem-based and oriented design of teaching content and teaching framework. The experiential teaching mode should be combined with the mixed teaching mode of "online + offline", which is based on the network teaching platform. It should combine the student's autonomous learning with the teacher's curriculum design to build a teaching mode that guides students' autonomous learning. Fig. 1 shows the framework design of the experiential teaching mode of innovation and entrepreneurship course under the background of "Internet +".

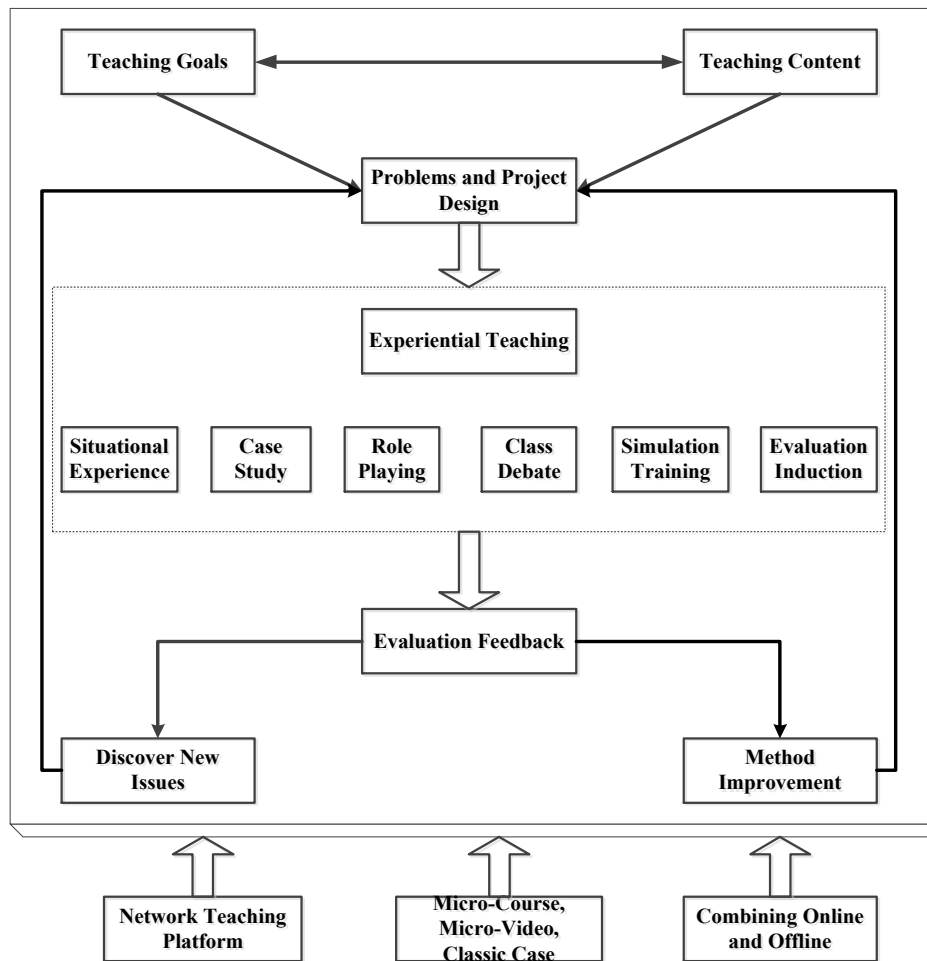


Figure 1. The framework design of the experiential teaching mode

Situational experience. Teachers create interesting and inspiring teaching situations according to the teaching content and teaching goals, encourage and guide students to participate in vivid situational experiences to learn, trigger students' perceptual and rational experiences of innovative entrepreneurial situations, and enable students to learn knowledge and develop potential in the situation. Situational experiential teaching can be combined with teaching methods such as "simulated sand table" to make the teaching practice of innovation and entrepreneurship more concrete.

Case study. Through the selection of cases of innovation and entrepreneurship for in-depth analysis, guide students to think and discuss the cases. Students will form a team after grouping, prepare materials for the case and conduct field inspections, conduct classroom presentations. Students can reveal the laws behind these cases and propose inspiration and reference significance for other industries and enterprises by using the theory and methods of innovation and entrepreneurship management learned in the classroom[3,4].

Role playing. Role-playing refers to the teacher creating a situation according to the teaching content and organizing students to play the role in the entrepreneurial situation. For example, in the chapters of venture capital and venture risk, students can act as entrepreneurs and investors, so that students can truly experience entrepreneurs' financing difficulties and venture capital risks. Through role-playing, students can simulate the behaviors of entrepreneurs and investors, and provide practical experience for entrepreneurship practice.

Class debate. In the class debate, students can be divided into different groups according to the theme of the debate or divided into different entrepreneurial teams to conduct group debates and analysis based on entrepreneurial projects. Students and teachers evaluate the effect of team debate. Teachers should conduct targeted guidance and summary of the class debate so as to deepen students' understanding of the whole debate topic.

Simulation Training. Simulation training is a more "stereotype" teaching method. Students can conduct simulation exercises on entrepreneurial activities through college students' innovative entrepreneurship projects and entrepreneurial simulation experimental platforms. Through training students' evaluation and decision-making skills in the areas of opportunity identification, resource acquisition, team building, venture capital, venture risk, etc., the entire business process of "planning -implementing -summing-reflection" is finally formed.

The Design of Evaluation Index of Teaching Effect of Experiential Teaching Mode in Innovation and Entrepreneurship Course. "Emphasis on results and less progress" is a very prominent disadvantage in traditional classroom teaching evaluation. The teaching reform of innovation and entrepreneurship courses should explore how to use process assessment methods to comprehensively evaluate students' learning effects. The focus of assessment of the experiential teaching mode should focus on assessment of students' classroom participation, problem exploration and thinking innovation. It mainly provides comprehensive quantitative assessment of students' overall learning process, learning experience, enthusiasm for organizing and participating in activities, team consciousness, and the effects of problem discovery and problem solving during the learning process. The assessment groups can also try to transform from individual students to student groups or innovation and entrepreneurship teams[5].

Through a sample survey of the students in the classroom, more than 90% of the students believe that the diversified teaching methods make students feel that the classroom is more interesting. While mastering the basic theory of innovation and entrepreneurship, they can better understand the nature of innovation and entrepreneurship through case analysis and situational experience. More than 95% of the students believe that the practical operation of this type of curriculum is very strong. The experiential teaching process can effectively combine theoretical teaching with practical teaching. Role-playing, class debate and simulation training make them more involved in the courses and more effective than the traditional teaching methods. From the perspective of students' evaluation of the teaching effect, the application of experiential teaching has greatly improved students' satisfaction with teachers' teaching.

Summary

This paper mainly explores the key issues that universities need to pay attention to carry out experiential teaching, and constructs a teaching model suitable for innovation and entrepreneurship courses. The innovation of the experiential teaching model is mainly reflected in the following three aspects: The first is the integration and innovation of advanced teaching concepts. The experiential teaching model emphasizes the teaching concept of "student-centered" and reflects the student's subject status in the learning process. The second is the integration and innovation of effective teaching strategies. The integration of experiential teaching mode into innovation and entrepreneurship course not only reflects the core requirements of cultivating students' innovation and entrepreneurship ability, but also reflects the integration of students' personalized learning and classroom experiential deep learning. The third is the innovation of process evaluation. This paper combines multiple evaluation methods to comprehensively evaluate the learning effect. However, there are still some problems in applying the experiential teaching model to the teaching practice of innovation and entrepreneurship course. For example, experiential teaching links such as situational experience, role-playing, class debate, and case study often require more class time. Through investigation, it is found that only about 70% of students can take advantage of after-class time to complete teaching projects that can not be carried out in class, which put forward higher requirements for teachers to optimize the teaching time.

According to the design and practice of the experiential teaching mode of the innovation and entrepreneurship course, it can be seen that the experiential teaching mode has its unique advantages and is suitable for innovative and entrepreneurial courses with strong practicality and high novelty. However, how to effectively apply experiential teaching and achieve teaching goals is still a complex and difficult task. In the future teaching reform, we can further construct the experiential teaching curriculum group, form the curriculum reform teaching team, strengthen the

design and implementation of the experiential teaching method, and improve the curriculum reform and curriculum construction.

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