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Construction and Practical Research on the Evaluation System of Vocational Innovation and Entrepreneurship Competition

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Abstract: In the education and teaching of vocational colleges, innovation and entrepreneurship competitions are of utmost importance. They can reflect students' innovation and entrepreneurship abilities and the evaluation results can also help to continuously improve and perfect innovation and entrepreneurship education in vocational colleges. Therefore, it is necessary to vigorously build a comprehensive evaluation system for innovation and entrepreneurship competitions in order to improve the level and effectiveness of vocational talent cultivation. Therefore, in the paper, an in-depth exploration was conducted on the construction and practice of the evaluation system for innovation and entrepreneurship competitions in vocational colleges and corresponding improvement suggestions were proposed to strengthen the effectiveness of the evaluation system construction for innovation and entrepreneurship competitions in vocational colleges.

Keywords: Innovation and entrepreneurship in higher vocational education; Evaluation system; Structure

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1. Preface

With the continuous progress of China's social science and technology development, the demand for innovative talents has become increasingly urgent. So, it is necessary for vocational colleges to actively promote student innovation and entrepreneurship education in education and teaching, stimulate students' innovative consciousness and thinking through innovation and entrepreneurship education while enabling students to meet the needs of social development for new talents. Organizing innovation and entrepreneurship competitions in vocational colleges is an effective measure [1]. Through innovation and entrepreneurship competitions, students can be stimulated to have innovative awareness, gradually acquire innovative abilities and thus complete the educational tasks of vocational colleges with higher quality. Therefore, in order to further improve the level and effectiveness of the innovation and entrepreneurship competition in vocational colleges, it is necessary to establish an evaluation system that reflects the shortcomings in the innovation and entrepreneurship competition, objectively and comprehensively evaluates the development of innovation and entrepreneurship

education in vocational colleges before taking effective measures to respond on this basis to improve the education level and quality of vocational colleges.

2. The significance of constructing the evaluation system for vocational innovation and entrepreneurship competitions

2.1. Promoting the deepening and improving of innovation and entrepreneurship education in vocational colleges

Promoting the construction of an evaluation system for innovation and entrepreneurship competitions in vocational colleges can help deepen, improve and enhance the innovation and entrepreneurship education in vocational colleges [2]. In practice, the evaluation system of innovation and entrepreneurship competitions in vocational colleges is not just a simple evaluation tool but also an important educational guide that can guide vocational colleges to adjust educational strategies and optimize the allocation of educational resources. This is mainly reflected in the comprehensive and systematic evaluation of the achievements of higher vocational colleges in innovation and entrepreneurship education through the evaluation system, highlighting the advantages and disadvantages of innovation and entrepreneurship education in higher vocational colleges. The various indicators in the evaluation system can also reflect the shortcomings and achievements in current innovation and entrepreneurship education in higher vocational colleges, allowing higher vocational colleges to improve their education models, optimize resource allocation, adjust talent training directions, etc. to promote the deepening and improvement of innovation and entrepreneurship education in higher vocational colleges [3].

2.2. Assist in strengthening the connection and cooperation between vocational colleges and society

Building an evaluation system for innovation and entrepreneurship competitions can also strengthen the connection and cooperation between universities and society. In the competition, the construction of the innovation and entrepreneurship competition evaluation system in vocational colleges must fully consider the social needs and industry development trends. This also means that vocational colleges need to fully combine industry development trends and closely pay attention to industry needs to promote the construction of the innovation and entrepreneurship competition evaluation system. This not only ensures that the content of entrepreneurship education in vocational colleges is synchronized with social development but also can cultivate more high-quality talents that meet social needs. During the evaluation stage, vocational colleges can also invite industry experts, outstanding enterprise representatives, etc. as judges [4]. Their professional opinions and suggestions can help improve the accuracy and authority of the evaluation results and facilitate communication between vocational colleges and society, which helps to enhance the effectiveness and quality of innovation and entrepreneurship education in vocational colleges [5].

3. Practical application cases of China International College Student Innovation Competition's evaluation system

3.1. Evaluation of the practical effects of promoting learning and teaching through competitions

According to the above data statistics, it can be seen that in terms of technological innovation, although there are technological barriers, the number of patent applications is relatively small and the technology application conversion rate is also relatively low [6]. The novelty of product design is moderate and the user experience is

good. The innovation of business models is insufficient and the innovation of pressure models and marketing strategies needs to be improved. In the evaluation dimension of entrepreneurial potential and feasibility, the market demand analysis and positioning of the project have low clarity of target markets and potential market size. In the dimension of business model and sustainability, income sources and cost structure need to be optimized together with cash flow stability and profit cycle. In terms of team composition and professional abilities, insufficient experience and average skill complementarity among members can impact the project's success rate. In terms of operational management and risk control, the establishment of risk warning systems is relatively poor [7]. In terms of social value and impact, the contribution to social development is limited, the number of cases solving social problems is relatively small, the innovation in promoting industry development is insufficient, there is a lack of industry standard updates and new technology guidance, the ability to create employment opportunities is insufficient, and the provision of entrepreneurship training and incubation services is relatively poor.

3.2. Analysis of the impact of the evaluation system on cultivating students' innovation ability

The construction of the evaluation system for the innovation and entrepreneurship competition in vocational colleges will impact students' innovation ability. Through the evaluation system, students can be positively motivated and guided, promoting the cultivation of their innovation ability. For example, a scientific and reasonable evaluation system can reflect the innovation ability of students, which will also make students pay more attention to the cultivation of innovative thinking and abilities in learning. Students will also be more proactive in finding solutions to new problems in learning and exploration and try to think deeply from different perspectives, promoting the formation of students' innovation and entrepreneurship abilities in a subtle way [8]. Moreover, the feedback mechanism in the evaluation system is also an important part of promoting the formation of students' innovation and entrepreneurship abilities. Through timely evaluation and feedback, students can understand their shortcomings and disadvantages in innovation and entrepreneurship and become more targeted in learning. This has a key significance and impact on promoting the formation of students' innovation and entrepreneurship abilities and can also stimulate their initiative and enthusiasm to participate in innovation projects, thereby achieving the effect of improving the quality and level of talent cultivation in vocational colleges.

4. Existing problems in the evaluation system of the 3 vocational innovation and entrepreneurship competitions

Certain shortcomings affect the effectiveness and quality of the evaluation when building the evaluation system for innovation and entrepreneurship competitions in vocational colleges, mainly manifested in the following aspects.

4.1. Fuzziness and inconsistency of evaluation indicators

This problem is mainly manifested in the quantification and refinement of the evaluation indicators currently set, which makes it difficult for judges to grasp the scale of the evaluation during the evaluation stage and may even lead to subjective speculation by judges. There are also differences in evaluation standards between different competitions, which affects the scientific and objective evaluation results of the competitions.

4.2. Evaluation system focuses on results rather than processes

The evaluation system often focuses on the final results and economic benefits of the project, neglecting the

innovative thinking ability, teamwork ability and problem-solving ability exhibited by the participants in the project. This evaluation method often leads to students focusing too much on short-term benefits and neglecting the development of long-term and innovative abilities [9].

4.3. Lack of scientific feedback and follow-up mechanisms

After the evaluation of innovation and entrepreneurship competitions in vocational colleges is completed, the results are often simply announced, lacking specific suggestions and feedback for participants, making it difficult for students to understand their shortcomings and problems and unable to promote targeted improvement and enhancement, which affects the effectiveness and effectiveness of the evaluation [10].

5. Construction framework of evaluation system for vocational innovation and entrepreneurship competition

5.1. Framework design of evaluation index system

In the stage of constructing an evaluation system for innovation and entrepreneurship competitions in vocational colleges, the primary task is to determine the framework of the evaluation index system, which can ensure the scientific evaluation of innovation and entrepreneurship competitions in vocational colleges. Specifically, the evaluation index system for vocational colleges' innovation and entrepreneurship competition can be constructed from the following perspectives. For example, the first level indicators can be divided into innovation and creativity, entrepreneurial potential and feasibility, social value and impact, etc. Then, each level indicator is refined to reflect the progress of the innovation and entrepreneurship competition in vocational colleges. Scoring is done based on each indicator that can scientifically evaluate the participation of each student, thereby reflecting the problems and shortcomings of innovation and entrepreneurship education in vocational colleges.

5.2. Connotation and weight allocation of various indicators

Under the evaluation index of innovation and creativity, the focus is on the novelty and uniqueness of the technical design of the student participation projects. The evaluation of entrepreneurial potential and feasibility focuses on the market prospects, business models and comprehensive strength of the student participation projects. The purpose of examining social value and influence is to assess the contribution and influence of student participation projects on social development [11]. These three primary evaluation indicators constitute the evaluation index system of the innovation and entrepreneurship competition in vocational colleges together, which can provide comprehensive and three-dimensional evaluation and feedback on participating projects from different perspectives [12]. The weight allocation for the above three indicators can be based on their impact and importance, such as 0.35 for innovation and creativity, 0.35 for entrepreneurial potential and feasibility and 0.30 for social value and impact. The weight allocation of secondary indicators fully considers the specific importance of each evaluation indicator. In terms of the secondary evaluation indicators under the evaluation dimension of innovation and creativity, the evaluation weights of the three secondary evaluation indicators, namely technological innovation level, product design novelty and business model innovation, can be determined as 0.35, 0.30, and 0.35, respectively. This can not only assess the innovation ability of students but also consider the overall novelty level of the project, ensuring the scientific and objective nature of the evaluation results.

6. Strategies and suggestions for improving the evaluation system of vocational innovation and entrepreneurship competitions

6.1. Deepen the scientific and systematicity nature of evaluation indicators

In the construction stage of the evaluation system for innovation and entrepreneurship competitions in vocational colleges, it is necessary to deepen the scientific and systematic nature of evaluation indicators vigorously [13]. In this process, evaluation indicators should be set closely around core elements such as students' innovation awareness, entrepreneurial ability, and team collaboration ability. At this stage, emphasis should be placed on the combination of theory and practice, as well as the balance between process and results and emphasis should be placed on highlighting the diversification of the evaluation index system. It is necessary to examine students' innovative thinking and collaboration abilities and their problem-solving abilities. Besides, a scientific evaluation of their innovation and entrepreneurship potential can be achieved, effectively reflecting the current development of innovation and entrepreneurship education in vocational colleges.

6.2. Fairness and effectiveness of optimization evaluation methods

The fairness and effectiveness of vigorously optimizing evaluation methods are of utmost importance, which also means that in promoting the evaluation stage of innovation and entrepreneurship competitions in vocational colleges, objective and unified evaluation standards should be achieved to ensure that all participants have a fair competitive environment, reflecting the true level of students [14]. For example, vocational colleges can adopt a strict evaluation system, fully clarify the evaluation process and standards of the entries and ensure the standardization and scientific of the entire evaluation process. At the same time, it is necessary to establish diversified evaluation methods, such as expert evaluation and on-site defense, to evaluate the entries. This not only highlights the scientific nature of the evaluation process but also helps to ensure the effectiveness of the evaluation results.

6.3. Strengthen the dynamic adjustment and updating of the evaluation system

In the stage of promoting the construction of the evaluation system for innovation and entrepreneurship competitions, vocational colleges should pay attention to strengthening the dynamic adjustment and updating of the evaluation system. At this stage, attention should be paid to the construction of the feedback mechanism of the evaluation system and the evaluation system should be dynamically adjusted according to the feedback of students. In the stage of announcing the evaluation results, it should be widely announced, so that participants can understand their own participation results. In addition, full-time teachers can be appropriately arranged to guide students to identify their own shortcomings and make corrections. This not only ensures the supervision of students but also ensures the orderly progress of innovation and entrepreneurship education in vocational colleges [15]. At the same time, vocational colleges should also scientifically adjust and update the evaluation system of innovation and entrepreneurship competitions based on the current development trends of education policies and the demand for social talents. This ensures that the evaluation system meets the evaluation needs of innovation and entrepreneurship competitions and also improves the quality and effectiveness of talent cultivation in vocational colleges, and strengthens the quality and level of innovation and entrepreneurship education in vocational colleges.

7. Conclusion

In summary, it is of utmost importance to establish an evaluation system for innovation and entrepreneurship competitions in higher vocational education. This not only helps to improve the talent training mode of higher

vocational colleges but also stimulates students' entrepreneurial awareness and innovation ability, thereby strengthening the level and quality of higher vocational talent training. Therefore, in the paper, the construction and practice of the evaluation system for innovation and entrepreneurship competitions in vocational colleges were analyzed and studied to improve the level and effectiveness of innovation and entrepreneurship education in vocational colleges.

Disclosure statement

The author declares no conflict of interest.

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