

# Research on the Construction of Entrepreneurship Education Curriculum Group in Agriculture and Forestry Colleges--Taking Northwest Agriculture and Forestry University as an Example

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**Abstract:** Although the curriculum construction of innovation and entrepreneurship in colleges and universities has made great achievements in recent years, the problems in the practice process are also more prominent. This study adheres to the principle of combining theory and practice and adopts the interview method in the specific practice process to interview the staff and researchers involved in the design and research of the construction of innovation and entrepreneurship education course groups, to understand and master the real situation of the construction of entrepreneurship education course group. Thus, a college student entrepreneurship education course group integrating classroom teaching, experiment teaching, practice teaching and entrepreneurial competition resources was constructed.

**Keywords:** Entrepreneurship education; Course group; Agriculture and forestry colleges

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## 1. The raising of problems

As the country attaches great importance to innovation and entrepreneurship, opening up entrepreneurship education courses and bringing them into the scope of college education has become the main way for colleges and universities to train new talents. Relying on teaching innovative thinking, entrepreneurship theory and other course resources to meet the diversified employment needs of college students, to promote the development of innovation and entrepreneurship education in colleges and universities has gradually become the focus of higher education. To promote the development of entrepreneurship education, the key lies in the construction of innovation and entrepreneurship course groups. Research on entrepreneurship education courses in colleges and universities should follow the knowledge view and the core content of the curriculum setting. The construction of the innovation and entrepreneurship course group aims to integrate classroom teaching, experiment teaching, practice teaching and entrepreneurship competition into a group. To form an innovation and entrepreneurship curriculum system that meets

the needs of students of various majors in various colleges promotes students' personalized education, cultivates innovative and entrepreneurial talents, enhances students' competitiveness in employment and entrepreneurship, and improves the teaching quality of colleges and universities. Developing high quality innovation and entrepreneurship course groups is an important topic for the development of innovation and entrepreneurship education at present. Ways to build innovation and entrepreneurship course groups is an important issue for entrepreneurship educators <sup>[1]</sup>.

## **2. An analysis of the current situation of entrepreneurship education curriculum construction for college students in agriculture and forestry universities**

Northwest A & F University, as one of the earliest universities in Shaanxi Province to respond to the policy of entrepreneurship education, has formed a relatively complete entrepreneurial education system after years of development. The entrepreneurship education of Northwest A&F University has a special credit module, which takes courses, lectures and practical activities as the main content to achieve the credit requirements. At the same time, relying on the faculty of the university and the policy support of Yangling District, the university has established a platform to expand and support entrepreneurship education, such as Chuangjia and smart industry park. According to the professional fields of the college, each college is equipped with innovation and entrepreneurship bases of similar disciplines, and several stable school-enterprise projects are set up. To build a campus environment integrating production, learning and research, and provide a strong cultural atmosphere, rich teaching resources and a positive development environment for the development of entrepreneurship education in the university. According to the Implementation Plan for Deepening Innovation and Entrepreneurship Education Reform of Northwest A&F University (October 2017), in the professional training program, the eight-credit course module of "Innovation and Entrepreneurship and Quality Education" is set up, and four categories of entrepreneurship basic course, employment and entrepreneurship guidance course, entrepreneurship simulation practice course and professional entrepreneurship course are set up as shown in **Figure 1**. Several information network courses have been introduced and constructed <sup>[2]</sup>.

### **2.1. Basic course of entrepreneurship**

The basic course of entrepreneurship is based on the basic content of teaching basic entrepreneurial knowledge, popularizing entrepreneurial celebrity stories, listing entrepreneurial elements, etc. It is an entry-level course in entrepreneurial education. The course is relatively low in difficulty and suitable for students of all grades to learn, so it has more existing online course resources <sup>[3]</sup>.

### **2.2. Employment and entrepreneurship guidance course**

The main content of the employment and entrepreneurship guidance course is for college students who have the intention to start a business. The course is more about employment and entrepreneurship, that is, how to start a business. Most of the courses are practical and targeted, and the corresponding ones are also obscure and esoteric. It is often necessary to choose the textbooks and actual cases properly, so as to achieve the level of teaching for students to understand and absorb. Moreover, the practical nature of the course is also relatively strong, and the display of the course effect has a long time rather than a simple assessment of the course can be shown.

### **2.3. Entrepreneurship simulation practice course**

The entrepreneurship simulation practice course usually includes the selection of entrepreneurial projects, the making

of business plans, enterprise management and so on. It is a kind of course aiming at the application of entrepreneurial knowledge to practice. In the class, the important links of entrepreneurship are simulated and practiced in the way of practical demonstration, so as to realize the entrepreneurship simulation in the class. Through this simulation practice, the theoretical knowledge and practical problems are combined to better learn and digest the content of entrepreneurship education courses to achieve the goal of knowledge integration and mastery [4].

## 2.4. Characteristic entrepreneurship education courses

The characteristic entrepreneurship education course is aimed at a specific major, combined with a professional background in a fixed field of entrepreneurship education courses, with strong professional color, not for all students, but for some professional needs. It can be seen from the existing courses, including agronomy, science, law and other majors. It is a targeted course formed by combining entrepreneurship education with professional education [5].

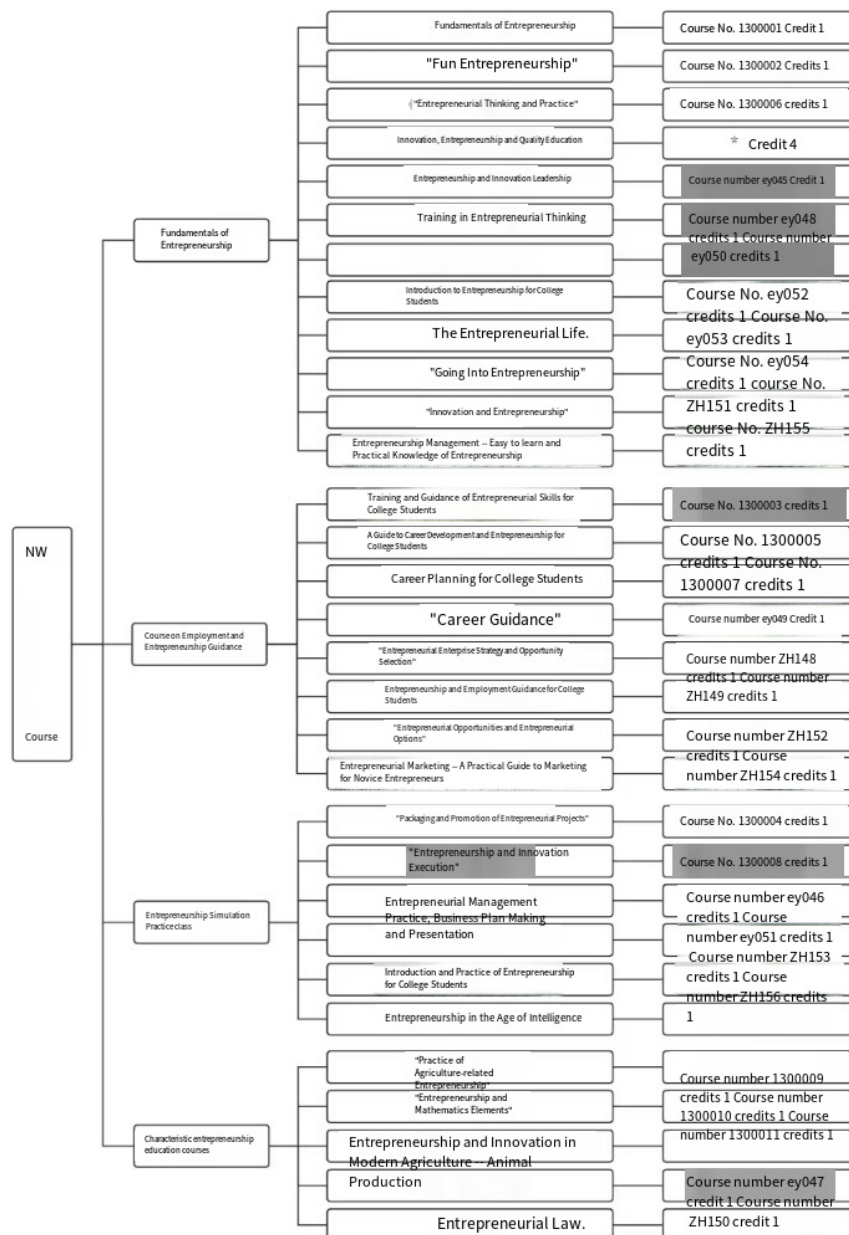


Figure 1. Entrepreneurship education curriculum system.

### **3. Problems in the construction of entrepreneurship education curriculum groups in agriculture and forestry colleges**

#### **3.1. The concept of entrepreneurship education in colleges and universities is backward, and the degree of emphasis on entrepreneurship education is still insufficient**

At present, colleges and universities still treat entrepreneurship education conservatively. Under the environment, the employment rate has always been a key indicator of the teaching quality of colleges and universities. Under the guidance of this ideology, most colleges and universities attach more importance to the employment rate of students, which leads to the distortion of the true meaning of entrepreneurship education in colleges and universities, and the one-sided understanding of the meaning of entrepreneurship education is only to enable college students who are difficult to find jobs to start businesses, and the promotion role of college entrepreneurship education in cultivating students' entrepreneurial thinking in the transformation of knowledge achievements, professional course learning and other aspects <sup>[6]</sup>.

At the same time, the students' weak entrepreneurial awareness is also a major obstacle. Based on practical significance, most college students prefer employment to entrepreneurship. Generally speaking, students will regard professional skills and knowledge as the focus of their academic careers, while entrepreneurship courses are just a simple way to obtain credits. In addition, the obvious lag and shortage of college teachers in the field of entrepreneurship and innovation cannot be ignored <sup>[7]</sup>.

#### **3.2. Innovation and entrepreneurship education lacks an effective connection with professional education**

Entrepreneurship education and professional education in agriculture and forestry colleges exist separately, and entrepreneurship education is regarded as an independent section. Usually, innovation and entrepreneurship courses are separated from the professional curriculum system in the form of public elective courses or general education courses, and disciplinary professional education is separated from innovation and entrepreneurship education. As a result, students cannot organically combine professional knowledge and entrepreneurial education knowledge to integrate and absorb what they have learned in the course <sup>[8]</sup>.

#### **3.3. The course system of entrepreneurship is solidified, and the course content is complex and overlapping**

Innovation and entrepreneurship education in agriculture and forestry colleges are currently facing the problem of high convergence and lack of curriculum design highlighting agriculture and forestry characteristics. This kind of homogenized education model is not in line with the differentiated educational positioning of colleges and universities, nor can it meet the individual needs of innovation and entrepreneurship talent training. At present, most of its innovation and entrepreneurship courses exist in the form of electives, and the content is biased towards general entrepreneurship theories, lacking frontier knowledge and interdisciplinary integration. The disconnection between professional courses and innovation and entrepreneurship education makes it difficult for students to find entrepreneurship courses closely related to their major when choosing courses, which also affects students' learning effect and personalized development <sup>[9]</sup>.

## **4. Explore the path of constructing scientific and reasonable entrepreneurship education curriculum group**

### **4.1. Build a diversified entrepreneurship education curriculum system, and build an entrepreneurship education curriculum group in agricultural and forestry colleges**

To build a multi-disciplinary curriculum system of entrepreneurship education, it is necessary to manage and arrange entrepreneurship education as a professional field. Special courses can be set according to the characteristics of disciplines, and the in-depth integration of entrepreneurship education into professional discipline teaching is the key to cultivating all-round talents needed by society. At the same time, the school should create an interdisciplinary entrepreneurial education atmosphere, and widely popularize the interdisciplinary entrepreneurial education courses with strong applicability. Teachers and students from different departments are encouraged to carry out extensive exchanges and cooperation from interdisciplinary research perspectives and methods <sup>[10]</sup>.

### **4.2. Deepen the understanding of entrepreneurship education**

First of all, it is important to realize that entrepreneurship education is not a quick form of “entrepreneur education,” the implementation of entrepreneurship education courses is not to advocate college students directly choose to start a business after graduation, therefore, the way to measure the quality of entrepreneurship education by the level of entrepreneurship employment rate is unreasonable <sup>[11]</sup>.

Moreover, colleges encourage students to choose entrepreneurship education courses in the form of credits, which does not stop at the credit requirements, but this way attracts students to take the initiative to learn entrepreneurial knowledge. Especially for agriculture and forestry colleges, the true sense of entrepreneurship education course is to build a comprehensive curriculum concept with cognition, emotion, operation, and practice as the core. It is to cultivate a group of high-quality talents with profound entrepreneurial cognition, firm entrepreneurial spirit, excellent entrepreneurial ability and solid professional theories and knowledge <sup>[12]</sup>.

Finally, entrepreneurship education needs the combination of popularization and pertinence and gradually deepens the teaching content. For all students, basic entrepreneurial awareness and ability should be cultivated so that they can master the core entrepreneurial knowledge. At the same time, teachers should focus on those students who have strong entrepreneurial willingness and potential, and provide detailed and systematic training and guidance. The key lies in practice, which should guide students to go beyond the theoretical stage and experience the entrepreneurial process in real life. Through practice, we should provide them with more in-depth training and create an integrated, multi-level and phased entrepreneurship course group to fully meet the needs of students in entrepreneurship <sup>[13]</sup>.

### **4.3. More efforts should be made to publicize entrepreneurship education**

Agricultural and forestry colleges should get rid of the traditional one-sided concept of entrepreneurship education and strengthen the awareness of the significance of entrepreneurship education courses among campus subjects. Mainly through the following three ways:

- (1) To build a sound organizational structure. Colleges and universities should establish university-level innovation and entrepreneurship management centers, and set up innovation practice bases with disciplinary characteristics at the college and professional levels. At the same time, students should be encouraged to set up various innovation and entrepreneurship practice associations <sup>[14]</sup>.
- (2) Publicity and education should be strengthened scientifically. Colleges and universities can actively

disseminate policies on students' innovation and entrepreneurship as well as new measures and achievements in entrepreneurship education through diversified platforms such as radio and symposia, to create an atmosphere of positive innovation, courage to try and dedication to entrepreneurship.

- (3) Teachers in agriculture and forestry colleges should actively encourage and guide students to start businesses, cultivate students' entrepreneurial awareness, strengthen students' entrepreneurial ability, and put entrepreneurship education courses in the same important position as professional courses. More importantly, teachers should base on the work of innovation and entrepreneurship education, explore the value of innovation and entrepreneurship education, build students' entrepreneurial consciousness, improve entrepreneurial character, master entrepreneurial knowledge, and shape entrepreneurial ability, so as to help every college student with ideal to join the tide of innovation and entrepreneurship <sup>[15]</sup>.

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## Disclosure statement

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