

Construction of the Entrepreneurship Education Teachers Based on the Characteristics of Business Education Level

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Abstract

College entrepreneurship education relatively lags behind in china at present. The main reason is that the lack of qualified teachers. For the construction of teachers' team training, firstly analysis the characteristics of the entrepreneurship education level, and then divide into two relatively independent levels which are basic entrepreneurship education theory and comprehensive practice. According to the different levels of education need, analyze the state of teachers' team and put forward the ideas and countermeasures of improvement on teacher's quality, including which construct a hierarchical or progressed entrepreneurship education system and configure the qualified teachers based on entrepreneurship education level structure, thus formulate different construction goal.

Keywords: Entrepreneurship education, Level, Features, Teacher team, Quality, Teaching system

1. Introduction

Entrepreneurship education aims to train and develop a series of knowledge, skills, values, and understanding, also cultivate education process and education practice about creative personality (Briga Hynes, 1996). From the standpoint of relativity, It is a kind of entrepreneurship education in school ((Shi Hui, 2008), this paper also discussed based on the scope). College entrepreneurship education relatively lags behind in china at present, which generally thought that the major reason is lack of the qualified teachers (Yang Chenguang, 2007). Entrepreneurship education involves with multidisciplinary, many skills and strong technical factors. Besides, that the teachers' knowledge and experience about entrepreneurship education largely effect on the entrepreneurship education and that the contradiction between higher requirements for teachers' comprehensive quality and weaker faculty force is the main factor. It restricts the quality improvement on entrepreneurial education (Hou Baogui, 2004).

For reasons, the basic consensus is that insufficiently recognize about entrepreneurship education, not to adapt the knowledge structure and lack the entrepreneurship experience for teachers etc. But the previous statement doesn't really describe the real weak links of the entrepreneurial education faculty quality. From the views of the essence of entrepreneurship education content, it should have the distinction levels. Therefore, it also has different requirements for teachers. If it is only commonly thought that education relatively lags behind without distinction, Not only can't find effective solution, but also because of lack of practice, on-the-job teachers will have the weaker confidence and interest on entrepreneurship education, and don't engage in their own entrepreneurship education or don't know academic development way. These phenomenons go against development of education faculty in long-term. From the angle of hierarchy, in order to pertinently improve the weak link, you should analyze the state of teachers' team, draw up the different construction target and selectively improve the existing staff quality.

2. Character about entrepreneurship education level

Definition of entrepreneurship education level is not exact now, the author finds problem about entrepreneurship education level and get some concepts and ideas by the phenomena.

2.1 Level division based on characteristics of entrepreneurship education concept evolution

From the angle of entrepreneurship education development stage, Claire M Leitch and Richard T Harrison

(1999) study the evolution about the entrepreneurial education concept. they cite Briga Hynes (1996) research achievements and divide entrepreneurship education into three phases of the business: In the early stages, it is simply thought that definition of entrepreneurial education is education management; in the second stage, the concentration of academic debate is especially thought the development of entrepreneurship education about small-medium entrepreneurship which differs from the traditional big company management education (they have completely different organization and relationship); in the third stage entrepreneurship education, based on change of the organizational structure, redefine the leading field. Due to the interests update and leading role change, it needs reconstruction education management and entrepreneurship education framework. Besides, the change of organizational structure provides the foundation (Harrison and reconstruction Leitch, 1994). Briga Hynes focuses on refining and developing the concept of entrepreneurship education from single to the comprehensive, or from static to dynamic evolution path, which also can be thought to have certain "level" meaning.

2.2. Level division based on characteristics of curriculum system

For example, the Massachusetts institute of technology (hereinafter refers to the MIT), LiuLinQing, XiaQingHua (2009) analyzes the ecological entrepreneurship system and finds entrepreneurship education curriculum is that the important carrier and basis of the entrepreneurship education system at MIT.

MIT center provides business related 35 entrepreneurial courses. These courses are mainly divided into five categories : (1) business plan is in the center of general entrepreneurial courses, such as the historical "new enterprise "and "details of commercial plan," etc;(2) Some professional or intellectual activities, such as "entrepreneurism and managers law knowledge," "entrepreneurial marketing" (marketing) ", "how to develop breakthrough-product " (technology), "design and leading business organization" (group) and "entrepreneurial finance" (financial); (3) professional technology domain of entrepreneurship education, such as the "software) business" (software), "cultivate the spirit of innovation "(communication)," energy entrepreneurship "(energy)," biological pharmaceutical strategic decision-making "(medicine) and the" digital innovation "(digital business), (4) experienced entrepreneurial courses, such as the famous "entrepreneurship lab" (E-lab) and "global entrepreneurship lab (G-lab), 5 special entrepreneurial courses, such as "the corporation's entrepreneurship " and "social entrepreneurship", etc.

Above Courses form a integrated system, former two kinds is general courses and professional intellectual course system, which is foundation that will be transformed concept and theory into practice and skills development. Obviously latter three kinds have practical characteristics. If complete the whole entrepreneurial education system, you can make students are equipped with practice ability base on theoretical foundations. This course system generally reflects the entrepreneurial education curriculum from "basic theory to practice" development level path.

2.3 Level division based on entrepreneurial educational teachers quality function

According to Brida Hyhes (1996) more narrow subdivision, entrepreneurship education includes two branches--education and training, which provides theory and concept framework of the entrepreneurship field. Through professional teaching mode, it accomplishes; entrepreneurship training provides skill and ability training which focuses on quality development, skill establishment and behavior change. Entrepreneurship education is usually the prerequisites for entrepreneurial training. According to the Limerick University experience, combing with observation of other training and institutions, establish an entrepreneurship education process model. Brida Hyhes makes out different teaching key and different effect on entrepreneurship education. (See table 1). Hyhes Brida divides above content into two stages to learn. The first phase focuses on the theoretical method. In order to make students create knowledge structure and enhance the understanding of entrepreneurship education, entrepreneurship teachers for the role of experts guide and promote expert learning process. Besides, that regular knowledge and ability test can assess the learning effect. At this stage, it is important that theoretical foundation and knowledge structure of the faculty. In the second phase of education, teachers need enlighten desire for students' creation and innovation from deep thought and their potential in innovation activities through interactive teaching. This stage requires that teachers have certain enterprise management experience, entrepreneurial experience, innovation and pioneering consciousness, which needs cross functional requirements of teacher's team and practice that actually reflects the teaching operation from the foundation to the comprehensive practice hierarchy on the process model.

To sum up, we can see that although literature education have different understanding of entrepreneurship education, it exists the education law at different education stages, which is made of education and development foundation (training, practice etc). Therefore, for entrepreneurship education faculty construction, we can

combine with different levels of education require, find the weak link, and take effective measures to improve the quality of teacher team.

Insert Table 1 Here

3. Analysis of the crux of the problem about teacher ship

Currently our entrepreneurial education mode is dominated by Classroom teaching, such as China Renmin University. The Beijing University Aeronautics and Astronautics takes the entrepreneurial knowledge and skill for entrepreneurship education as the emphasis in the college entrepreneurial part and takes entrepreneurship programs as the carrier to guide students to learn, or provides funding and consulting service. Besides, for comprehensive entrepreneurial education, on the one hand, Shanghai Jiaotong University takes innovation education as the foundation of entrepreneurial education to cultivate students' basic quality about the professional knowledge revenue. On the other hand, it provides the necessary funds and technical consultation. However, some expert say that the whole Chinese college education is not formed the relatively mature theoretical entrepreneurial system and the frame. They cannot explain entrepreneurial activity from the height of the theory, explore the emergence and development of entrepreneurship, or sketch out the general significance of successful experience (Shi Hui, 2008). Teachership is the key factor. As we all known, the weak teachership is the crux of the problem. It shows two aspects for quantity and quality.

3.1 From the quantity, number of teachers cannot satisfy the requirement of entrepreneurship education

It has seven years since entrepreneurship education pilot. Special teacher's team cannot be stronger in short-term. Teachers who start entrepreneurship education and engage in entrepreneurship education research are rare. Except for few economic management professional teachers, mostly college entrepreneurship education full-time teachers who are lack of knowledge change from teacher engaged in employment guidance personnel, etc. This phenomenon seriously restricts the development of entrepreneurship education.

3.2 From the quality, the collage lacks of "double teachers" (the specialized theory and practice experience of engineer and economical manager, etc.) and part-time teachers of quality in institutions

"Double teachers" can also manage entrepreneurship education theory and practice class, which really makes the entrepreneurial education implemented. Requirement of entrepreneurship education for double teachers' quality is higher than other professional teachers. The main reason is that the lack of this kind teacher in our society and the current university. Due to college student lack of practice guide in the study process, the mind is limited to "imagination" and "future" limitation.

Base on the above problems, many literatures put forward many beneficial improvements. However, compared with foreign historical reasons, it extremely lacks of entrepreneurial culture and entrepreneurial atmosphere. It is not realistic to improve so many problems in the short-term, especially the faculty. In recent years, it is impossible that especially mostly high education teachers who have solid theoretical foundation but lack of practical experience to achieve it in the existing system. If you equip with all qualified education and then start business, it is impossible to start up in considerable college. The author thought that you should change mind and accept the reality. Facing with this team, you can take advantage of strength of theory teaching from education level requirement. For the lack of practice opportunity, make use of all kinds of opportunities to exercise in practice.

4. The ideas and countermeasures of improving teacher's quality based on characteristics of the entrepreneurship education level

4.1 Construct a progressive level of entrepreneurship education teaching system

Based on entrepreneurship education law basis, combine with entrepreneurial education in schools. The author researches and constructs the entrepreneurship education level. See figure-1.

Insert Figure 1 Here

4.1.1 The first level - curriculum modules

Give priority to general education for curriculum system on innovation and entrepreneurship knowledge level. Purposes are that improve college students' extensive knowledge about business, deep the understanding for the quality of entrepreneurs, change the traditional employment idea and enhance the innovation consciousness.

4.1.2 The second level - the skill teaching module.

Give priority to basic entrepreneurial skill training for professional education curriculum system. According to the students' professional knowledge and the demand, choose management enterprise skills in the comparatively

broad range. At the same time, share experience of the successful entrepreneurs, offer professional course, promote college students' basic entrepreneurship skills, pay attention to students' questions, coordination, leadership and entrepreneurship ability or cultivate comprehensive quality and ability.

4.1.3 The third Level - the comprehensive practice module

Construct the practice system to exercise students to establish the business. Make full use of extramural or intramural resources, integrate simulation practice and rely on college's entrepreneurial park to guide the student's entrepreneurship team.

4.2 According to structure of the entrepreneurship education level, allocate and classify teacher training.

Entrepreneurship education module on different levels forms a completely theoretical and practical system and complementary and collaborative relationship. The entrepreneurial education faculty also can be classified according to the hierarchy, let teachers master a certain level of entrepreneurship education requirement and skills and effectively complete teaching task.

4.2.1 Undertake teacher training about basic entrepreneurship education course.

Basic level includes 1 and 2 levels. The first level is basic entrepreneurship education class. The second level is entrepreneurship basic skills of education curriculum practice. Professional teachers of basic level courses only attend the various domestic and foreign education seminars. For example, "national college education teachers training" is held by the ministry of education, "university SYB teacher-training class" is held by labor safeguard ministry and the "teacher training college KAB venture basis class" is jointly held by the national youth federation and International Labor Organization, etc. Establish the basic quality and ability through the related training. Many teachers have doctoral degree, the theoretical knowledge and the corresponding innovation and pioneering consciousness, but lack of certain enterprise management and entrepreneurial experience. They can completely create students' innovation desire through the interactive teaching methods.

4.2.2 Undertake teacher training about comprehensive (practice) entrepreneurship education course.

That comprehensive (practice) entrepreneurship education level courses aim at training students' practical ability. This part of the curriculum will guide experience teaching more than concept, request the teacher dredge actual operation channel, and realize changes from the theory to practice. Therefore, it needs higher requirements on the teachers' practical ability and excavates social enterprise resources. It needs one-on-one guidance entrepreneurial activity for student entrepreneurship team and plays the function of entrepreneurship hatch. Construction methods are:

1). Construct the laboratory and entrepreneurial practice base platform.

Let teachers produce innovation consciousness and create the passion to do the deed. Platform and opportunity are indispensable. Research laboratory and entrepreneurship part construct the communication bridge between the theory and reality. Teachers can grasp new technology, know the dynamic change ideas, broaden their vision, and update the knowledge, improve quality improvement in practice and grow into the export In this process.

2). Strengthen the double-quality teaching training and inter-school sharing.

Actively construct a "double-qualified" teaching staff, namely teachers engage in both academic studies and enterprise research. The school should actively create a condition to encourage teachers' participation in the enterprise management consult or various research activities, increase the management experiences to make teacher have a good insight for entrepreneurship practice, development trend and need, raise their awareness and practices. Second, hire some actual working experience people in management, entrepreneurs of certain theoretical accomplishment, management consultants, venture investors, government officials and as part-time instructors from enterprises and government to teach some courses. Also regularly invite some success alumni entrepreneur to tell his business experience to strengthen students' perception of entrepreneurship and enhance business confidence in such a way. Finally, directly share between the inter-school entrepreneurial teaching education, which also can be regarded as a kind of save labor.

3). Add entrepreneurship coaches to entrepreneurship teachership as a shortcut.

So-called "coaches", refers to obtain international Labor organization SYB(Start Your Business)project, mostly in the enterprise management personnel. Many entrepreneurship coaches have unique training guidance: Through the integration of the resources, entrepreneurship coach provides students with guidance and support at the angle of different stages. It will break the original model-"alone" entrepreneurial team and use business communication platform to ensure the effectiveness and durability of projects through the form of counseling entrepreneurial coach team.

Due to the difference of working environment and knowledge structure, full-time teachers can't reach the unique function of "coach". It's not necessary to do. Entrepreneurship coaches always need combine the advantage of guiding training with the student's theory and basic skills.

Therefore, if directly invite entrepreneurs to join the teachers' team and undertake the function, it is useful for teacher team and promoting school cultural and entrepreneurship capacity.

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Table 1. Entrepreneurship education process model

Teaching key	Result character
Theoretical method (reading/interpretation, etc.)	Personal quality (confidence, interpretation, communication and information processing).
Skill method (case analysis, group discussion, simulation, teamwork and program planning, etc.)	Knowledge (enterprise, creating, self-employed, operation, management and marketing skills and analysis, problem solving, decision making, coordination and expression and risk control).
Find method (brainstorming, personal goals establishment, career planning, and consulting, etc.)	Career (knowledge structure improvement, career choice expression and small-scale career prospect expansion).

		course	Academic year	complete training mission for purpose on entrepreneurship education	
entrepreneurship education system of progressive education layered	The first level and teaching module construction—Curriculum mode	College entrepreneurship education based KAB	2	entrepreneurship consciousness (subject consciousness, cooperation consciousness, meet risk awareness, resource integration, search consciousness and hold opportunity)	
		Career planning	2		
		Human resources management	2		
		The internal accounting control	2		
		Organizational behavior	2		
	The first level and teaching module construction—Skill teaching module	The enterprise culture	3	Entrepreneurship quality (honesty, self-confidence, courage and innovation spirit)	
		Personal finance	3		
		new product development	3		
		Operational management	3		
		Network marketing	3		
		Quality management	3		
		resource planning	3		
		Project evaluation	3		
	The first level and teaching module construction--Comprehensive practice module	College special training	4	Entrepreneurship capacity (professional technical ability, management ability, the ability to control the market, social communication ability, innovation ability and creation ability, decision-making ability, set up enterprise strategy ability)	
		Team management	4		
		Public relations	4		
		Management communication and leadership science	4		
		Marketing	4		
			School practice base experience		
			second classroom activities		
		Various competitions			
		Developed exercise			
		actual combat of promoting company			

Figure 1. layered progressive entrepreneurship education teaching system