

# Research on the Evaluation of Innovation and Entrepreneurship Education Teaching Reform in Higher Vocational Colleges Against the Background of Educational Evaluation Reform

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## ABSTRACT

In recent years, with the continuous promotion of educational evaluation reform, the evaluation of the effectiveness of innovation and entrepreneurship education reform in higher vocational colleges has received more attention and importance from all sectors of society. Based on the background of educational evaluation reform, this paper explores the important value of evaluating innovation and entrepreneurship education teaching reform in higher vocational colleges. Specifically, it analyzes the practical problems faced by the current evaluation of innovation and entrepreneurship education teaching reform in higher vocational colleges, and finally proposes a practical path for evaluating innovation and entrepreneurship education teaching reform in higher vocational colleges from the perspectives of indicator construction and program implementation.

**Keywords:** Educational evaluation reform, Higher vocational colleges, Innovation and entrepreneurship.

## 1. INTRODUCTION

In September 2014, Premier Li Keqiang proposed at the Summer Davos Forum to launch a new wave of "mass entrepreneurship" and "grassroots entrepreneurship" on 9.6 million square kilometers of land, forming a new trend of "mass innovation" and "innovation by everyone". [1] Subsequently, China and the government have specified the requirements for cultivating innovative and entrepreneurial talents and promoting innovation and entrepreneurship reform in a series of documents such as the "Government Work Report" and the "Opinions on Promoting High Quality Development of Innovation and Entrepreneurship and Building an Upgraded Version of 'Mass Entrepreneurship and Innovation'". The cultivation of applied talents in innovation and entrepreneurship is achieved by injecting elements of innovation and entrepreneurship into vocational education, with the cultivation of students' innovation and

entrepreneurship abilities as the basic educational goal, to cultivate students' innovation ability, creative spirit, and entrepreneurial consciousness, emphasizing students' subjectivity in practical status, attaching importance to the practical path of industry education integration, and advocating the principle of applying learning to practice. [2]

## 2. THE IMPORTANT VALUE OF INNOVATION AND ENTREPRENEURSHIP EDUCATION TEACHING REFORM IN HIGHER VOCATIONAL COLLEGES AGAINST THE BACKGROUND OF EDUCATIONAL EVALUATION REFORM

Although more and more higher vocational colleges are continuously improving the assessment and evaluation content of curriculum construction in innovation and entrepreneurship education, and even more and more higher vocational colleges are

beginning to apply educational information technology and explore more reasonable and suitable evaluation models for educational and teaching reform in innovation and entrepreneurship teaching practice. However, it must be admitted that the current evaluation forms for innovation and entrepreneurship education in universities are not yet mature enough, especially in some higher vocational colleges where students with innovative and practical abilities are simply evaluated through standardized and normative summative evaluations. They only focus on students' mastery of the basic theoretical knowledge of innovation and entrepreneurship courses, while neglecting the ability to apply the theoretical knowledge learned to specific professional positions for innovation and entrepreneurship practice. They also downplay the real exercise of professional application ability and problem-solving ability through activities such as school-enterprise cooperation practice and internship training, and even some innovation and entrepreneurship course content is detached from the actual needs of professional positions, making it difficult to adapt to the actual needs of the current market, industry, enterprises and industries. These have exacerbated the disconnect between the cultivation of innovative and entrepreneurial talents in vocational colleges and the demand for market talents, which is not conducive to truly achieving the goal of cultivating innovative and entrepreneurial talents in higher vocational colleges, stimulating the teaching and research abilities of the teaching staff, and exercising students' scientific thinking ability, creativity, innovation spirit, and entrepreneurial spirit. Ultimately, it is difficult to promote the reform and evaluation of innovation and entrepreneurship education in higher vocational colleges through teaching practice.

In recent years, with the continuous promotion of educational evaluation reform, the reform of innovation and entrepreneurship education in higher vocational colleges and the evaluation of practical education effects have received more attention and importance from all sectors of society. More and more experts, scholars, and teachers have begun to explore teaching evaluation models for innovation and entrepreneurship education. As is well known, assessing and evaluating the effectiveness of innovation and entrepreneurship education reform in higher vocational colleges can help them timely understand the development of innovation and entrepreneurship abilities among students in various majors, help students provide timely feedback on their mastery of theoretical

knowledge and practical application skills in innovation and entrepreneurship courses, help to facilitate interaction, cooperation, and communication between teachers and students, and work together to optimize and improve the teaching content and assessment mechanism of innovation and entrepreneurship courses, help to fundamentally construct a more systematic and scientific framework for innovation and entrepreneurship education, and help more students better apply professional theoretical knowledge to solve the practical problems and difficulties faced in the process of innovation and entrepreneurship practice through school-enterprise cooperation.

### **3. ANALYSIS OF THE CURRENT SITUATION OF INNOVATION AND ENTREPRENEURSHIP EDUCATION AND TEACHING REFORM IN HIGHER VOCATIONAL COLLEGES**

As an important component of vocational education, innovation and entrepreneurship education in vocational colleges has become increasingly mature in terms of curriculum construction, resource development, and educational mechanisms. However, students' learning outcomes are still difficult to fully reflect in their academic evaluations, and process incentive evaluation needs to be strengthened, which to some extent affects the initiative and enthusiasm of college students and reduces the policy effectiveness of innovation and entrepreneurship education. [3] Currently, most higher vocational colleges generally have problems such as unreasonable evaluation methods and low teaching effectiveness. Based on years of practical experience in carrying out innovation and entrepreneurship education and teaching activities, the researchers summarize and consult opinions and suggestions from authoritative experts and scholars in China and foreign countries, and summarize the problems faced by the current evaluation of innovation and entrepreneurship education and teaching reform in higher vocational colleges:

#### ***3.1 Limitations in the Evaluation Content of Innovation and Entrepreneurship Education in Higher Vocational Colleges***

At present, the scope of evaluation for innovation and entrepreneurship education in

higher vocational colleges is relatively narrow and lacks scientific and systematic approaches, especially without distinguishing between traditional educational and teaching modes. [4] More attention is focused on the fundamental theories conveyed in course teaching, and sometimes teachers' explanations of current innovation and entrepreneurship theory knowledge are not comprehensive enough, let alone divergent thinking and expanding content. It is often unrealistic to expect students to diverge and expand innovation and entrepreneurship course content based on existing professional knowledge. Many higher vocational college students even regard innovation and entrepreneurship courses as purely theoretical courses, and their own requirements are to remember principles, theories, etc. They simply do not actively search for information and consult information outside of class to obtain more professional knowledge, and the evaluation of the teaching effectiveness of innovation and entrepreneurship practical courses cannot be effectively carried out. The evaluation of innovation and entrepreneurship education reform often focuses on institutional policies, resource guarantees, curriculum construction, etc., neglecting the development of students' subjective abilities. Innovation and entrepreneurship abilities emphasize the autonomy of acquiring knowledge, creative application, and continuous operation. These innovation and entrepreneurship awareness, attitudes, and abilities need to be designed from the perspective of students' subjective abilities.

### ***3.2 The Simplification of Teaching Evaluation Forms for Innovation and Entrepreneurship Education in Higher Vocational Colleges***

At present, the reform of educational evaluation has been ongoing for a long time, and some vocational colleges have indeed made many beneficial explorations in the assessment and evaluation of innovation and entrepreneurship courses. However, most higher vocational colleges still rely on traditional written exams, even open book exams, to evaluate the quality of innovation and entrepreneurship education, using a scoring system to assess students' learning effectiveness. Some higher vocational colleges will simply increase the proportion of attendance assessment in their assessment and evaluation, and there is almost no intention to integrate theoretical courses with practical training courses to help students discover, analyze, and solve problems. It is even more

difficult to comprehensively assess and evaluate students' practical application ability and their ability to apply professional knowledge to solve practical problems through practical operation exams, internship training exams, innovation and entrepreneurship simulation exams, etc. It is difficult to stimulate students' innovative thinking ability, hands-on operation ability, practical application ability, etc. These factors make the evaluation of the quality of innovation and entrepreneurship education in higher vocational colleges very simple, one-sided, and formalized, which cannot truly play the role of integrated assessment both inside and outside the school, as well as online and offline assessment. It is not conducive to feedback and adjustment of innovation and entrepreneurship education content, forms, methods, strategies, etc. through evaluation and assessment.

As an important component of vocational education in China, exams are the main means of evaluating teaching effectiveness and students' learning abilities. As a type of summative evaluation, exams provide a certain degree of understanding of students' mastery of knowledge and teaching effectiveness. Innovation and entrepreneurship ability is both a holistic ability and a formative ability that is constantly developing.[5] If teachers simply evaluate students' creativity and initiative through standardized and normative test papers, focus only on imparting knowledge without emphasizing the cultivation of practical abilities, emphasize rote memorization and rote learning, erase students' creativity, weaken the effectiveness and achievement of talent cultivation goals in higher vocational colleges, and ignore the horizontal relationship between disciplines, it is not conducive to the cultivation of students' scientific thinking ability, creative ability, innovative spirit, and entrepreneurial spirit.

### ***3.3 One-sidedness of the Evaluation Mechanism for Innovation and Entrepreneurship Education in Higher Vocational Colleges***

Carrying out innovation and entrepreneurship education requires teachers to deeply participate in it, and teachers need to design innovative teaching reform plans, shifting the focus of teaching from theoretical imparting to practical ability cultivation. Currently, the evaluation of innovation and entrepreneurship education in higher vocational colleges mostly adopts a calculation method that

combines regular grades with final exam scores. Although many colleges set a relatively high proportion of final exam scores, and even introduce classroom discussions, homework, attendance, and other content into regular grades, it is not difficult to see that this assessment and evaluation mechanism is still relatively traditional and outdated. The evaluation mechanism for innovation and entrepreneurship education in higher vocational colleges cannot truly and effectively reflect students' innovation and entrepreneurship abilities, which is not conducive to cultivating students' innovation and entrepreneurship abilities, nor can it help students timely feedback the difficulties and challenges encountered in the process of innovation and entrepreneurship practice to teachers, nor can it help teachers and students deepen communication and cooperation, jointly analyze and discuss hot issues in basic theories and practical courses in innovation and entrepreneurship, and ultimately lead to a disconnect between students' innovation and entrepreneurship learning and practical application in work.

Undoubtedly, there are many specific problems in the reform of innovation and entrepreneurship education evaluation, which are also very chaotic. For example, some teachers themselves lack innovation consciousness and professional ability in course teaching and assessment evaluation, and some students themselves lack attention to innovation and entrepreneurship courses, and lack enthusiasm to actively feedback relevant course learning and assessment issues to schools and teachers. All of these will greatly affect the effectiveness of innovation and entrepreneurship education evaluation reform in higher vocational colleges.

#### **4. PRACTICAL PATH FOR IMPROVING THE EVALUATION OF INNOVATION AND ENTREPRENEURSHIP EDUCATION REFORM IN HIGHER VOCATIONAL COLLEGES**

##### ***4.1 Improving the Evaluation Indicators for Innovation and Entrepreneurship Education in Higher Vocational Colleges***

In terms of personnel evaluation indicators, it mainly refers to the evaluation of students' ability to

learn innovation and entrepreneurship knowledge and teachers' ability to teach innovation and entrepreneurship courses. The evaluation of students' innovation and entrepreneurship willingness, course learning evaluation, and innovation and entrepreneurship practice achievements can serve as the basis for assessing their innovation and entrepreneurship abilities. The reference basis for evaluating teachers' innovation and entrepreneurship course teaching abilities can include the number of innovation and entrepreneurship education papers published in educational journals, the number of course research topics, the number of educational achievement awards, and the benefits created by the transformation of educational achievements.

In terms of institutional evaluation indicators, it mainly includes evaluation contents such as organizational management, institutional construction, and talent training programs. Organizational management focuses on evaluating the management and organizational models of innovation and entrepreneurship education in higher vocational colleges. The indicators mainly include the organization of innovation and entrepreneurship theory teaching and practical courses, including extracurricular platform management and teaching management efficiency. Institutional construction includes the formulation of talent training plans for innovation and entrepreneurship education in higher vocational colleges, implementation measures, teaching implementation, feedback system for innovation and entrepreneurship courses, innovation and entrepreneurship file system, innovation and entrepreneurship work assessment system, innovation and entrepreneurship incentive policy mechanism, and other aspects. The evaluation of talent training programs mainly involves the theoretical knowledge of innovation and entrepreneurship as well as practical education. The design of educational programs is mainly evaluated based on the achievements of innovation and entrepreneurship education, and evaluated based on the comprehensiveness, pertinence, and practicality of the talent training program.

In terms of environmental assessment indicators, the evaluation mainly focuses on campus atmosphere, policy support, and corporate participation. The campus atmosphere is reflected in the cooperation between schools and enterprises regarding the number of innovation and entrepreneurship education projects, the construction of university culture, the construction

of cultural symbols, the promotion system of innovation and entrepreneurship media, and the competition of innovation and entrepreneurship education. The level of policy support reflects local innovation and entrepreneurship encouragement policy documents, policy implementation, organizational structure, etc. Enterprise participation mainly assesses the relevant support provided by enterprises to innovation and entrepreneurship in higher vocational colleges, especially the construction of innovation and entrepreneurship training platforms. The scale and quantity of the construction of the school-enterprise cooperation entrepreneurship incubation base, the quantity and quality of the courses related to participating cooperative enterprises, and the number of double-qualified technical personnel.

In terms of course evaluation indicators, the main evaluation focuses on the construction of the course system and the establishment of practical platforms. The curriculum system mainly covers the content of innovation and entrepreneurship theory courses, covering curriculum development and teaching. Curriculum development is manifested in teacher theory, innovation and entrepreneurship education curriculum standards, teaching methods, innovative technology application, student participation, innovation and entrepreneurship education practical simulation, credit system design, etc. The teaching of innovation and entrepreneurship courses mainly regards it as an important component of the performance assessment of higher vocational colleges, thus forming a curriculum system that conforms to the innovation and entrepreneurship of various majors in higher vocational colleges. The construction of practical platforms is reflected in the number of innovation and entrepreneurship incubation bases, project capacity, and frequency of school-enterprise cooperation. The participation enthusiasm of vocational college students in innovation and entrepreneurship practical platforms is also an evaluation indicator. The currently mature innovation and entrepreneurship incubation platforms mainly include maker spaces, entrepreneurship parks, innovation and entrepreneurship bases, and science and technology parks, all of which provide assistance for higher vocational college students to carry out innovation and entrepreneurship activities.

#### ***4.2 Implementing the Evaluation Plan for Innovation and Entrepreneurship Education in Higher Vocational Colleges***

Higher vocational colleges can further update their theoretical and practical teaching content, and implement the "T+2" assessment and evaluation scheme in the existing innovation and entrepreneurship education system. "T+2" mainly refers to the routine summative evaluation, and the process evaluation in "2" accounts for 60% of the innovation and entrepreneurship evaluation. The comprehensive "T+2" realizes the whole process evaluation plan. Meanwhile, based on the nature of innovation and entrepreneurship courses, the "2" can selectively assess students' willingness to innovate and start businesses, case analysis, practical training results, project participation, survey reports, classroom discussions, etc., in order to reflect students' innovation and entrepreneurship abilities through evaluation results. The design and construction of an online network management platform should reflect the systematicity, operability, and rigor of the process evaluation of innovation and entrepreneurship education. The evaluation item module of the management system should be reasonably carried out according to corresponding standards and specifications to ensure the smooth integration of online and offline evaluations, and ultimately form an electronic file bag for the development of students' innovation and entrepreneurship abilities, which facilitates the final evaluation of the quality of innovation and entrepreneurship education in vocational colleges, ensures the efficiency of evaluation, and provides data support for vocational colleges to revise the weight ratio of process evaluation, promote the continuous optimization of evaluation schemes, and ultimately form the most suitable evaluation scheme for innovation and entrepreneurship education.

#### ***4.3 Optimizing the Evaluation Methods for Innovation and Entrepreneurship Education in Higher Vocational Colleges***

The evaluation system for innovation and entrepreneurship education reform in higher vocational colleges not only refers to the teaching effectiveness of knowledge-based theories, but also includes students' attitudes and abilities towards innovation and entrepreneurship. Adopting a

diversified evaluation method, a combination of process evaluation and summative evaluation is achieved. Process evaluation mainly supervises and evaluates the development of students' innovation and entrepreneurship abilities in the process of innovation and entrepreneurship education. Summative evaluation is generally conducted based on the learning results of students' innovation and entrepreneurship theory courses and practical courses, and usually includes mid-term and final course exams. Innovation and entrepreneurship education can incorporate process evaluation into the evaluation system, fully utilize information and intelligent evaluation models, and form the collection and organization of real-time evaluation data. Summative evaluation should not be the only indicator for evaluating the development of students' innovation and entrepreneurship abilities. Specific evaluation methods can be selected based on professional conditions and student preferences, such as online and offline process evaluation methods.

## 5. CONCLUSION

In response to the limitations of the evaluation content, the singularity of the evaluation form, and the one sidedness of the evaluation mechanism for innovation and entrepreneurship education in higher vocational colleges, higher vocational colleges can ensure the effectiveness of the evaluation indicators for innovation and entrepreneurship education reform by improving the four dimensions of personnel, system, environment, and curriculum. At the same time, higher vocational colleges also need to enrich the teaching content of innovation and entrepreneurship education, ensure the effective implementation of evaluation plans, and optimize teaching evaluation methods.

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