

# Innovation and Entrepreneurship Practical Course for Animation of Beihai University of Art and Design

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**Abstract:** By means of questionnaire survey and interview, this paper studies the innovation and entrepreneurship practice course offered by the animation Department of Beihai University of Art and Design. The results show that the course has made some progress in terms of teaching content and conditions. However, further efforts are needed in deepening reform and strengthening practice. Teachers' overall satisfaction with their courses is higher than students'. Through comparative analysis, this paper finds out the advantages and disadvantages of curriculum construction, and puts forward some suggestions for formulating targeted curriculum development strategies, including establishing multi-level curriculum target system, adopting project-driven teaching method, and establishing resource docking platform inside and outside the school, so as to optimize curriculum provision and improve the quality of talent training.

**Keywords:** Innovation and entrepreneurship education; Practical courses; Animation major

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## 1. Introduction

In recent years, China's higher education has realized the transformation from elite education to mass education, the admission rate of colleges and universities continues to rise, and the number of college graduates has also shown explosive growth. According to statistics from the Ministry of Education, 9.61 million college graduates will be graduated in 2021, an increase of nearly 1 million over 2020. The emergence of a large number of college graduates makes the employment situation increasingly severe. The increase of employment pressure directly affects the development prospects of graduates. How to improve the employability and competitiveness of graduates and help them better adapt to social needs has become a common concern of all sectors of society.

Through the combination of quantitative and qualitative methods such as questionnaire survey and interview, this study conducted a comprehensive survey on the current situation of innovation and entrepreneurship courses, identified existing problems and put forward targeted optimization suggestions, which provided important references for improving the innovation and entrepreneurship course system and for the construction of innovation and entrepreneurship courses in other universities. The shortcoming of this study is that the sample size is limited, and the research conclusion has certain limitations. Follow-up studies can continue to expand the sample scope and enrich the research perspective to improve the comprehensiveness and systematization of the study.

## 2. The current of innovation and entrepreneurship practical course for animation of Beihai university of art and design

The degree of satisfaction of teachers is higher than that of students in the innovation and entrepreneurship course of animation

major in Beihai University of Art and Design, which may be related to teachers' better understanding of curriculum development. However, teachers and students are consistently rated low on educational reform and improving practice. This shows that these two aspects need continuous improvement, reflecting the common needs of students and teachers. In terms of standard deviation, teacher evaluations were more consistent and satisfied, while there were some differences in student evaluations. In summary, teachers and students recognize the progress made in terms of teaching content, conditions, etc. However, in terms of deepening reform and strengthening practice, both teachers and students have the same requirements, and it is hoped that the course can continue to strive to improve. Specifically, in terms of teaching content, the course has added entrepreneurial opportunity identification, business plan writing and other entrepreneurial practice-related modules, which have won the approval of students. In terms of teaching conditions, it is equipped with entrepreneurship training room, which improves the teaching environment of the course and improves the teaching effect. However, in the reform of education and teaching, the teaching methods and models of the curriculum are still dominated by tradition, and the reform consciousness is not strong enough. In practice teaching, the case analysis and practical operation in the course are not enough to meet the practical needs of students. These two aspects are the main problems existing in this course. Therefore, it is necessary to further promote the curriculum reform and enrich the content of teaching practice to further enhance the effectiveness of the curriculum. This is also the common expectation of students and teachers for curriculum construction.

### **3. The compare the creative practice class in the Animation Department at Beihai University of Art and Design divides by status**

In order to deeply understand the cognitive differences between animation students and teachers on entrepreneurship courses, this study compared the scores of the two from six dimensions, including "teaching content innovation", "improving teaching conditions", "school-enterprise cooperation", "system construction", "education and teaching reform" and "improving the level of education practice". The results showed that in all six dimensions of satisfaction, the teacher group was significantly higher than the student group. Among them, in the two aspects of "teaching content innovation" and "improving teaching conditions", the data difference between the two groups is the most significant. This result shows that teachers, as the developers and operators of entrepreneurship courses, generally recognize and are satisfied with the development strategies and achievements of the current courses. On the other hand, the student group, as the learning side, has a more conservative attitude when evaluating all aspects of the existing curriculum, believing that the curriculum still needs to be improved in many aspects. The reason for this difference between the two groups is that teachers have a better understanding of the overall picture of entrepreneurship curriculum construction, including the formulation of curriculum plans, the construction of teachers, and the improvement of teaching conditions. In order to further improve students' recognition and satisfaction of entrepreneurship courses, it is necessary to take targeted measures from the two dimensions of "innovation of teaching content" and "improvement of teaching conditions", which have the biggest difference in scores, in order to narrow the gap between teachers and students' cognition and evaluation of entrepreneurship courses.

### **4. The guidance for the Innovation and Entrepreneurship Practical course for the Animation Department at Beihai University of Art and Design**

#### **4.1 Establish the curriculum objectives of innovation and entrepreneurship education in line with the educational philosophy**

Under the guidance of the overall innovation and entrepreneurship education goal, combined with the school's "national, regional, international" school philosophy and the overall education idea, the school service concept of serving the economic and social development of ethnic areas is emphasized. According to the school's educational philosophy and talent training goals, combined with the needs of students, multi-level goals for innovation and entrepreneurship education courses are established. Innovation and entrepreneurship education should run through the whole process of students' development. Therefore, considering the needs of students at different stages of development, a multi-level curriculum target system of innovation and entrepreneurship education is formulated for Beihai University of Art and Design, including two levels of "foundation" and "improvement".

#### **4.2 Establish hierarchical and classified content of entrepreneurship education courses**

According to the multi-level objectives of the entrepreneurship education course, the content of the entrepreneurship education course at different levels and aspects is selected. Follow the principle of step-by-step entrepreneurship education teaching, strengthen the logic and coherence of the content of entrepreneurship education courses, and match the entrepreneurial knowledge corresponding to the objectives of different levels of entrepreneurship education courses.

For first-level students, open to all freshmen. Provide basic theoretical knowledge of entrepreneurship, cultivate innovative

thinking and entrepreneurial spirit, and teach business model construction, team building and other basic entrepreneurial abilities. Students are encouraged to actively participate in the entrepreneurship training program for college students and the “Internet +” innovation and Entrepreneurship competition for college students, focusing on gaining practical experience. For second-level students, for sophomores and juniors with entrepreneurial ideas. The course content of in-depth entrepreneurial skills and interdisciplinary knowledge is designed, emphasizing the organic combination of professional and entrepreneurial education courses. Students are taught according to their aptitude, in line with their professional background and entrepreneurial ideas, emphasizing the professionalism of entrepreneurial education courses. For third-level students, assess their knowledge and skills of entrepreneurship education, match with entrepreneurial mentors with both academic and industrial expertise, provide knowledge and technical support, and contact industry mentors of relevant enterprises to provide guidance and resources for business. Establish entrepreneurship education course content around the areas of strong demand of students, such as venture financing, relevant laws, etc., to help entrepreneurs in the start-up stage start more smoothly.

### **4.3 Construction of theoretical and practical teaching team of entrepreneurship education combined with internal and external**

To stimulate the inner motivation of entrepreneurial teachers inside and outside the school, improve their initiative and enthusiasm to participate in entrepreneurial education and teaching. For the teaching team on campus, it is suggested to encourage the teachers in the animation department of Beihai University of Art and Design to participate in entrepreneurship education by recognizing the workload of the teachers in entrepreneurship education, rewarding the teachers who guide the winning project team, and linking the job title evaluation with their work performance, so as to improve their enthusiasm and stability.

### **4.4 Implement the entrepreneurial practice teaching of project-driven case teaching method**

A variety of project-driven, hands-on teaching methods can be used in entrepreneurship education courses. Two ideas are provided here: the first is the teaching method of “tutor research project + tutor guidance + student independent learning + innovation training + entrepreneurship training”. While strengthening students’ basic theoretical knowledge, we will cultivate students’ innovative spirit and inspire students to find entrepreneurial opportunities in the process of transforming scientific research results into practice. The second is the teaching method of “student independent innovation and entrepreneurship project + tutor guidance + student independent learning + innovation training + entrepreneurship training”. This teaching method is applicable to all kinds of entrepreneurship education courses, providing real situations or cases, students propose project ideas, set up project teams, and obtain teacher guidance at the key stage of project implementation, with more emphasis on students’ independent learning and entrepreneurial ability.

## **5. Conclusion**

Through comprehensive comparative analysis, the advantages and disadvantages of this course in the teaching quality of innovation and entrepreneurship can be clarified, so as to guide the subsequent improvement direction and further enhance the effectiveness of innovation and entrepreneurship education. To this end, we need to formulate effective guidelines for the development of innovation and entrepreneurship courses. The core idea is to establish a multi-level curriculum target system according to the school’s school-running policy, adopt project-driven, case teaching and other practical teaching methods, integrate internal and external resources to meet the needs of different students at different stages of development, so that the theoretical teaching and practical teaching of innovation and entrepreneurship education can be effectively combined To achieve a good talent training effect.

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