

# Discussion on the Reform of College Curriculum Examination under the Vision of Mass Innovation Education

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**Abstract:** The reform of college examination as one of the elements of Chinese education reform, it is the beginning of teaching reform, in China to promote quality education and “double gen” education is of great significance, take “double gen” education to cultivate students’ innovation and entrepreneurial ability has become one of the tasks of college education. Previous college examination form itself has some disadvantages, which to a large extent limits the “double gen” education development, only with the help of the examination reform, from the concept of the examination, content, way and evaluation feedback system, fundamentally deal with the bottleneck of “double gen” education, and avoid examination reform cognitive misunderstanding, promote examination reform can be implemented smoothly. Analyze the problems existing in the current college curriculum examination, and in view of these problems, study how to carry out the reform reform under the perspective of “mass entrepreneurship and innovation” education, and put forward suggestions and measures for reference.

**Keywords:** Mass entrepreneurship and innovation education; University curriculum; Examination reform

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## 1. The role of college curriculum examinations in talent training

The college course examination is an assessment of the knowledge and other abilities of the students in the subject, and it is also a test of the teacher’s teaching feedback and teaching ability. The results obtained in the course examination are one of the basis for colleges and universities to evaluate students and evaluate scholarships. It shows the school’s style of study and school spirit. If students are not correct in their learning attitude or do not pay attention to examinations, so that there are some problems in examinations. The phenomenon of cheating shows that the school has deficiencies in the teaching system. For teachers, with the help of students’ performance in test papers, they can see their own problems in daily teaching, which is also one of the ways to optimize the existing teaching mode. Under the background of “mass entrepreneurship and innovation”, colleges and universities should pay more attention to the cultivation of individuals’ own creation and their innovative qualities, and more need to introduce them into the curriculum assessment of colleges and universities. ability to test.

## 2. Problems existing in the current college curriculum examination

### 2.1 The format of the exam is relatively simple

At present, most of the course examinations used in colleges and universities are closed-book forms, and scores are used to judge the final learning effect of students. It is difficult for such course examinations to show the characteristics of the course. For example, some subjects themselves are relatively abstract, and it may be difficult to understand them. If a student does not pass the test, it does not mean that the student has no gain. This is determined by the characteristics of the subject itself. The examination paper has its own unique advantages, but it cannot test whether students have a strong ability to apply knowledge and their ability to innovate and create. The study is neglected, so it is often the case that a surprise review or mechanical recitation is done before the exam. Studying in order to achieve the syllabus, to a large extent, restricts the improvement of students’ ability to innovate and create.

## **2.2 The content of the test is limited to the memory of the textbook**

For a long time, the types of exam questions in colleges and universities have been limited to filling in the blanks, choices, and questions and answers to examine the learning effect of students, and to issue questions based on students' mastery of knowledge, which results in more objective questions than subjective ones. In order to make the exam easier for students and pass the exam smoothly, some teachers usually divide the exam scope for the students, or the so-called key points in the exam. This kind of teaching and exam form basically examines the students' Memory ability does not test students' mastery of knowledge and their application ability, which is very unfavorable to the formation of students' innovative thinking and the improvement of their innovative ability.

## **3. Principles of college curriculum examination reform under the background of “mass entrepreneurship and innovation”**

### **3.1 The principle of purpose**

Course teaching mainly uses teaching to help students improve their knowledge and skills. Therefore, teachers should select appropriate examination methods in combination with the goals set by course teaching, so that students can realize their own development through learning, and take this as the goal. Complete to change the original exam plan. Under the impetus of the goal, the upstream and downstream linkages between teaching and examination can be realized, thereby improving the final efficiency.

### **3.2 Scientific principles**

The principle of scientificity means that the formulation of the test form and its content needs to meet the educational requirements, and the test evaluation must also be scientific and sound. With the continuous advancement of my country's quality education and the concept of “mass entrepreneurship and innovation” education, evaluation by means of examinations needs to start from two aspects of development and synthesis, and add advanced examination evaluation concepts as one of the basis for the adjustment of examination forms.

### **3.3 The principle of flexibility**

The principle of flexibility is actually to change the previous closed-book written test in the examination process. The examination should be arranged according to the corresponding teaching objectives and subject characteristics. If the examination method is relatively new, it can achieve the background of “mass entrepreneurship and innovation”. The requirements of the development of the times can also make students more interested in learning, and thus make the evaluation more accurate.

## **4. Effective measures for the reform of college curriculum examinations under the background of “double innovation” education**

### **4.1 Change the concept of examination**

University management practitioners should understand the importance of curriculum examination reform, and at the same time regard examination reform as the starting point for changing management concepts and improving the current teaching quality. One of the testing methods for talent cultivation and selection is not the ultimate goal of talent cultivation. University management practitioners should keep up with the national education trends, pass on the country's requirements for talent training to teachers, implement the curriculum and examination reforms, and prepare the way for the curriculum reforms in advance, and at the same time allow teachers to participate in changing the concept of examinations. in the queue. The teacher's original view of examination also determines whether the examination reform can be successful. When educating teachers and infiltrating their ideas, college management practitioners should understand that most teachers are also from the previous examination model, so they may be used by the past. Therefore, it is necessary to actively change the teacher's examination concept, so that students can adapt to the current environment of “mass entrepreneurship and innovation” education, and gradually change and update the existing teaching concept. Teachers should determine the object of their teaching and the learning status of the object, understand the goal of talent training, try to find the direction of teaching according to the new requirements, and break through the predicament brought by previous teaching. The examination needs to take subject knowledge and ability education as a starting point, strive to improve students' application of knowledge and innovation ability, and create linkages between teachers, students and management practitioners, which is one of the prerequisites for colleges to reform curriculum examinations.

### **4.2 Reform examination content**

At present, the content of many college course examinations is usually relatively basic, ignoring the need for examinations to combine students' abilities and innovative literacy, and focusing too much on norms and standards in the scoring method, failing

to effectively introduce innovation consciousness into it. Such examination modes and evaluation methods are very unfavorable to students' innovative consciousness and innovative thinking, and students will basically respond to the examination by reciting before the examination. Therefore, when carrying out the curriculum examination reform, teachers should strive to combine the cultivation of innovation and entrepreneurship with the examination content, fully understand the students' current learning requirements and their foundations, and be able to evaluate the divergence and The innovative angle begins to cut in, so that students can play freely, not just by memorizing to complete the mastery of knowledge. For the more critical parts of the test, teachers can use non-standardized test methods to create a lot of space for students to express their innovative consciousness. Such propositions and their scoring methods can avoid cheating to a certain extent. On top of the grading standard, teachers can use innovative elements as one of the evaluation criteria. In addition to examining students' specific application abilities, they also need to create an evaluation system that is more suitable for their majors and specific situations.

## **Conclusion**

All in all, the reform of college curriculum examinations under the background of "mass entrepreneurship and innovation" has become a development trend. With the help of examination reform, the optimization of each link of teaching can be promoted, and the overall evaluation of students can be completed by using the method of overall evaluation. As far as the purpose of the examination reform is concerned, the score obtained in the examination is not the most critical. How to use an effective evaluation system to improve the students' own innovative ability and stimulate their potential is what colleges and universities need to think about in the course examination reform. The problem. In practice, education practitioners in colleges and universities should not pay too much attention to the form used in the examination reform, but need to make continuous adjustments based on the current specific situation of the school, so that the examination reform can promote the improvement of teaching quality and enhance the cultivation of "double innovation" talents Efficiency reflects the role of the examination.

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