

# Research and Implementation of Teaching Reform in Entrepreneurship

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## Abstract

The course "Entrepreneurship" is an important component of double innovation education in colleges and universities, and it has been paid more and more attention by universities. In the course of course teaching, this article will adopt the online teaching mode of "MOOC + Asynchronous SPOC", focusing on student-centered and guiding students to learn actively Starting from the students' learning goals and learning gains, the BOPPPS teaching concept is applied to online teaching, and participatory teaching activities are added, so that the teaching method centered on students' active participation can be achieved through the innovation of online platforms and teaching models. accomplish.

## Keywords

Entrepreneurship, BOPPPS, Asynchronous SPOC.

## 1. "BOPPPS+Asynchronous SPOC" Mode

### 1.1. BOPPPS

The BOPPPS teaching mode is a complete and effective teaching mode focusing on students' participation in teaching feedback. It includes six parts: Bridge-in, Objective, pre-assessment, Participation Learning, post-assessment and Summary.

### 1.2. Asynchronous SPOC

Asynchronous SPOC (Small Private Online Course), based on MOOC, presents online teaching methods in the form of flipped classrooms. Teachers transform from instructors of traditional teaching models to guides and supervisors of students' autonomous learning process. A new model of online teaching.

## 2. Objectives and Tasks of Teaching Reform in "Entrepreneurship"

### 2.1. To Achieve Differentiated Teaching and Improve Classroom Utilization Rate

The course is based on laboratory server software for offline teaching, involving many links. Because each student has a different acceptance level, the learning progress is differentiated and cannot be synchronized. If the teacher publishes the necessary professional theoretical knowledge in the form of micro-video on the learning communication platform, students can implement mobile course previews before class, and use the business warfare electronic sand table online platform for independent exercises after class, which can fully improve the learning efficiency of the classroom and reduce the dependence on the laboratory.

## **2.2. Improve the Assessment Mechanism, Improve Students' Learning Initiative**

Through the use of online scene simulation, website platform to assist the simulation of teaching process, to create a virtual simulation environment, the course assessment of students pay more attention to the students in the simulation of business process of various decisions and the analysis of business success and failure assessment.

## **2.3. Conducive to the Combination of Students' Theory and Practice**

This course simulates the real enterprise operation environment, so that students can not only learn theoretical knowledge, but also apply theoretical knowledge to practice, improve students' theoretical level and practical ability, and cultivate students into advanced technical applied specialized talents facing the first line needs of enterprises.

## **2.4. Improve Students' Employability and Serve the Needs of Society**

At present, the society is in urgent need of professional application-oriented talents with strong communication ability, innovation ability, hands-on ability and comprehensive ability. Through the curriculum reform, the course to a certain extent to cultivate and improve the basic professional skills required by students to work in the future, more suitable for the needs of vocational posts, improve the employment rate.

## **3. "Entrepreneurship" to Carry Out the Implementation of Teaching Reform**

### **3.1. Construction of the Asynchronous SPOC System before Class**

According to the teaching syllabus and teaching objectives, the asynchronous SPOC teaching mode is adopted to create course micro-videos, training and tests, automatic scoring, in-site forums and other resources, release announcements, formulate appropriate scoring methods, adjust teaching units and release time, and improve the structure of discussion area.

### **3.2. Implementation of the Teaching Process in Class**

In the process of classroom teaching, BOPPPS teaching mode is mainly adopted, and intelligent functions such as random roll call, classroom red envelope, bullet screen, classroom quiz, in-class exercises and so on are embedded, which reduces the teaching auxiliary workload, innovates the way of interaction between teachers and students, and realizes the hybrid classroom with multiple links crossing and merging.

#### **3.2.1. Bridge-in**

Push preview courseware, arrange online SPOC resources for students to learn independently, and implement case teaching method. Phase of ascension in the knowledge teaching, due to some theoretical knowledge is too abstract, in view of the students are difficult to understand and grasp the problem, combined with classic case for analysis, respectively to compare the different case companies method of strategy formulation and implementation effect, causes the student through the specific case analysis and comparison, to speak have a deeper understanding of knowledge content, In their own simulation management, it can be better used.

#### **3.2.2. Objective**

The experimental simulation using enterprise oriented, participatory learning teaching mode, in the teaching process, students and company operation, through the team cooperation, the enterprise strategic planning, budget, cognitive process management and a series of activities, truly combined theory with practice, cultivate students' strategic thinking ability and the ability to analyze problems, solve the problem, In the whole process of enterprise simulation

operation, the awareness of innovation and entrepreneurship is stimulated, the ability of innovation and entrepreneurship is improved, and the effective collaboration and communication of the team is learned, so as to achieve the teaching objectives.

### **3.2.3. Pre-Assessment**

Using the learning platform, dominated by students, advance payment instruction, learning through the online teaching video data, to set up the QQ online discussion groups, so that the students in the class before the contents of this course, grasp and understanding of teaching form, examination way, students can combine business electronic sand table page version online autonomous practice, publish 1-2 topic choice before a test, Check the students' grasp of the preview.

### **3.2.4. Participation Learning**

Conduct business warfare electronic sand table team simulation confrontation in the laboratory to strengthen the effect of independent learning. Teachers guide students offline. Students are divided into several groups. According to the set scenes, they independently run a company. Through role-playing, case analysis and expert diagnosis One unit, allowing students to "learn by participating" and integrate the theoretical knowledge of online self-learning.

### **3.2.5. Post-Assessment**

Establish a diversified evaluation system. On the one hand, in the evaluation of the subject of multiple participation. The traditional evaluation of scores by one teacher has been changed to a combination of teacher evaluation, student self-evaluation and student mutual evaluation. On the other hand, the content of evaluation is diversified. Student performance evaluation is not only based on the usual attendance, experimental results, writing quality of experimental report, but also based on the participation in the experimental process and the reflection and summary of the course learning.

### **3.2.6. Summary**

In the experimental teaching of Entrepreneurship, there are two key strategies: one focuses on teachers' teaching, that is, commenting on incentive strategies; The other focuses on students' learning, which is called summarization, discussion and reflection strategies. The interaction of these two strategies constitutes the key teaching chain of effective practical training teaching. Through the joint construction of comment and summary chain, the students can have a deep understanding of the theoretical knowledge, reflect on and summarize the effect of enterprise operation practice, help students understand and grasp various practical problems in the application of theory to practice, and deepen their understanding of the insufficiency of management practice.

## **3.3. Feedback on after-School Learning**

Using the personalized learning service and learning big data, the whole process of learning tracking and management is realized. SPOC platform can provide students' video learning, active discussion forums and unit tests, feedback on the relative status of different students' individual learning behaviors in the learning group. After the end of the class, the platform will give feedback on students' learning status and issue a score warning. According to the analysis and diagnosis of students' classroom data, teachers make quantitative analysis of students' knowledge mastery and form a personalized and intelligent teaching evaluation system. Students can know their learning progress and improve their independent learning ability through learning status feedback and grade warning.

#### 4. The Effectiveness and Characteristic Innovation of Teaching Reform in Entrepreneurship

Different from the traditional teaching methods, the "Asynchronous SPOC+BOPPPS + learning through" hybrid teaching is integrated into the course, and participatory feedback teaching is implemented before, during and after class to realize the teaching mode of online independent practice and offline simulation confrontation, so as to avoid learning differentiation. At the end of the course, students can strengthen their learning through the online platform of commercial War electronic sand table, give full play to their learning efficiency, participate in course-related competitions, establish a course lasting mechanism, and realize the learning effect of "learning, thinking, practice and understanding".

#### 5. Conclusion

The "Asynchronous SPOC+BOPPPS+ Learning through" hybrid teaching mode is applied to experimental teaching, enabling students to "learn" by "doing", touching the way of business operation, applying experiential learning to practice, realizing the role transformation between teachers and students, guiding students to learn independently, and establishing multi-specialty sharing online course resources. Through the experimental teaching reform, the teaching effect of "learning-think-practice-comprehension" is achieved, and the ability of students to use the theories and methods they have learned to solve practical problems of enterprise management is exercised, so that students can apply what they have learned to discipline competitions and work practices.

#### References

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