Reform and Exploration of Teaching Mode of Management Information System under the Background of Innovation and Entrepreneurship

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Abstract: Under the background that the Ministry of Education proposes to deepen the education of innovation and entrepreneurship in an all-round way, this paper discusses the shortcomings of the traditional teaching mode according to the characteristics of the management information system curriculum, including the single teaching means, the relatively backward practical teaching and the weak teachers. At the end of the paper, the optimization strategy is proposed to provide a reference for the reform of other universities' curriculum teaching mode, and also provide a train of thought for cultivating interdisciplinary talents with innovative consciousness, innovative ability and professional skills. Taking the course of Management Information System for undergraduates of Economics and Management as an example, this paper discusses the necessity of integrating the new concept of innovation and entrepreneurship into the teaching of professional courses, and designs a whole process teaching mode and specific implementation methods suitable for this course, including the formulation of teaching objectives, the development of teaching programs, the implementation of teaching process, teaching evaluation and feedback. The teaching design idea of this course is systematic and operable, in order to provide reference and reference for colleges and universities to cultivate innovative talents with innovation consciousness, creativity and entrepreneurial ability.

1. Introduction

Since 2012, the Ministry of Education proposed to formally incorporate the basic course of entrepreneurship into the compulsory course of colleges and universities, innovation and entrepreneurship education in colleges and universities has been continuously strengthened. After years of development, it has also made phased achievements. At the same time, it has also promoted the improvement of the quality of higher education and the comprehensive development of students' ability, which is mainly reflected in the improvement of graduates' competitiveness in employment and entrepreneurship. It has contributed to the further promotion of national modernization. However, while the innovation and entrepreneurship education in Chinese colleges and universities

has made a lot of progress, some problems that cannot be ignored have also been exposed. Specifically, the local and colleges lack of understanding of the importance of innovation and entrepreneurship education, the education concept lags behind, the integration with professional education is not close enough, and the lack of practical connection [1]. At the same time, teachers lack sufficient awareness and ability in the field of innovation and entrepreneurship education, which leads to the single teaching means and weak effectiveness. In addition, the number of innovation practice platforms is limited, and the guidance and support students receive in the process is not sufficient. These factors together point to an innovation and entrepreneurship education system that needs to be improved and strengthened.

In response to the above challenges, The General Office of the State Council issued the Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Institutions of Higher Learning (State Affairs and Development Bureau (2015) No. 36) on May 4, 2015 [2]. The document puts forward a series of main tasks and implementation measures in detail, aiming at comprehensively improving and deepening innovation and entrepreneurship education in colleges and universities. The strategies included in the document include establishing a sound curriculum system for innovation and entrepreneurship, reforming teaching methods and evaluation mechanisms, strengthening innovation practice activities, improving teachers' education and teaching level in the field of innovation and entrepreneurship, and optimizing students' entrepreneurship guidance services. Through this series of comprehensive measures, it is expected to further stimulate the potential of innovation and entrepreneurship education in colleges and universities, cultivate more high-quality talents with innovative spirit and entrepreneurial ability, so as to better meet the needs of social and economic development.

2. Current Situation of Traditional Teaching Mode of Management Information System Course

In 1998, the Ministry of Education made an important adjustment to the curriculum in the field of business administration, and the management information system was included in the basic curriculum. As an interdisciplinary field, this course integrates information technology, management science and systems science. Its core goal is to cultivate students' information awareness and enhance their professional ability to manage and use information systems. The establishment of management information system course aims to promote students to be able to effectively combine information technology with management activities, so as to optimize the practical application of information technology in management activities [3]. However, the current theoretical teaching method commonly used in this course has become insufficient to meet the challenge of cultivating students with innovative and entrepreneurial spirit.

It is a problem that colleges and universities do not pay enough attention to the teaching reform of management information system. Under the background of innovation and entrepreneurship, it is very important to cultivate students' innovative thinking and entrepreneurial ability. However, because the course content is not updated in time, there is a certain time lag with the social development process, which may limit students' vision and ability development. In addition, the traditional teaching mode, which mainly focuses on theory teaching, is also facing challenges. With the rapid development of modern social networks and the comprehensive advent of the information age, the forms of multimedia and digital platforms are increasingly diversified. If we still adhere to the traditional teaching mode, it may be difficult to attract students' attention and stimulate their enthusiasm for learning. Therefore, the teaching effect may not be able to meet the expectations, which will also affect the realization of teaching objectives.

3. Under the Background of Innovation and Entrepreneurship, the Course Content of Management Information System Needs to be Reformed Urgently

In the context of innovation and entrepreneurship, it is particularly important to update the course of management information system (MIS). With the rapid development of information technology and the changing market demand, the traditional teaching content has been difficult to meet the needs of current students. For example, the case study of Walmart, although classic, can no longer meet the real-time and innovative requirements of modern education [4]. Therefore, we must keep pace with The Times and introduce more enterprise cases closely linked to the development of modern society, so as to promote the cultivation of students' practical ability and innovative thinking.

We should realize that management information system is not only a technical system, but also a complex system integrating people, technology and organization. In this system, information technology is the foundation, while management and business processes are the key. Therefore, the course content should be updated around how to make better use of information technology to optimize management and business processes. This includes a variety of modern management tools including the latest enterprise resource planning (ERP) systems, customer relationship management (CRM) systems, supply chain management (SCM) systems, etc.

In the context of innovation and entrepreneurship, in the course of management information system teaching, we need to pay attention to those successful enterprise cases in the digital transformation. For example, how Amazon uses cloud computing technology to support its huge e-commerce platform, and how Tesla optimizes its production process and product design through big data and artificial intelligence technology. How ByteDance has grown from a small startup to a leading global Internet company, and how Xiaohongbook has grown from a community e-commerce platform to a lifestyle sharing platform for young people. These cases not only show the application of technology, but more importantly show how these enterprises can achieve business model innovation through technological innovation, and how these enterprises can achieve rapid development through innovative business models and technologies.

The content update of management information system courses should keep pace with The Times and pay attention to those enterprise cases that have achieved success in the process of technological innovation, business model innovation, solving social problems and entrepreneurship. In this way, we can better cultivate students' practical ability and innovative thinking, so that they can achieve success in future innovation and entrepreneurship [5].

The deficiency of traditional teaching mode of management information system course under the background of innovation and entrepreneurship

Under the contemporary background of innovation and entrepreneurship, the traditional teaching mode of management information system course shows up

There are some shortcomings, and we need to deeply reflect on the management information system course.

3.1 Single Teaching Means

The traditional teaching model relies too much on the one-way teaching of teachers, which leads to low participation of students.

The learning effect is not as expected. The method of case study and project practice, which closely combines theoretical knowledge with practical experience, can not only deepen students' understanding and memory, but also improve their ability to solve practical problems. Through this practical learning, students can apply the knowledge they have mastered in real or simulated working situations, so as to better cultivate their innovative consciousness and entrepreneurial

ability. However, the reality is that most of the teaching of management information system courses is mainly taught by the teacher in class and practiced by the students after class. The appropriate way to assist the case explanation is also mostly in the way of text or video sharing. Students are invited to read or watch first, and then the students are discussed in groups, and finally the teacher makes comments. In this way, students' enthusiasm for participation is not high, and the efficiency is greatly reduced. More importantly, simple text and video sharing, intuitiveness and sense of participation are poor, so it is difficult to effectively mobilize students' enthusiasm in a short time, and classroom interaction is difficult to achieve the expected effect. Taking the content teaching of processing logic description in the course of management information system as an example, the cultivation of students' practical ability at the present stage mostly stops at the drawing of logic charts. As for how to achieve it in practice, students cannot practice. As for the students' learning of the organizational structure, operation mode and operation process of the enterprise only stays in the books, and many principles and strategies of the management information system are relatively abstract, so it is difficult for students to understand, which also brings certain obstacles for students to master professional knowledge and cultivate students' innovative thinking.

3.2 The utilization of digital teaching platform is not high

Limited by hardware conditions, the utilization of digital teaching platform is not high. Because the network speed of the teaching building is not enough, it cannot accommodate a large number of teachers and students to start the program at the same time. This also leads to the use of digital teaching platform to complete real-time positioning registration becomes difficult, sometimes can sign sometimes cannot sign, individual students can sign individual students cannot sign is a very common phenomenon. This also greatly reduces the willingness of teachers and students to apply for digital teaching platforms [6]. In addition, the function of rushing for answers and group discussion in class is not often used in the online class. Finally, students' enthusiasm to participate in online discussion by browsing cases after class is generally not high, and the functions of digital teaching platform are not fully utilized.

3.3 Backward Laboratory Construction

Management information system course, as a highly integrated information, data, network interdisciplinary

For the course, there is a high demand for experimental software with high timeliness and practice sites in different scenarios. However, the reality is that for a long time, economics and management majors in colleges and universities have focused on theory teaching and neglected practice. Most of them believe that economic management majors belong to the category of liberal arts and do not need laboratories like science, so they have not given due attention to experimental teaching. As a result, the investment in economic and management laboratories is relatively small. Many laboratory courses cannot be carried out effectively [7]. In addition, many of the experimental software has been out of date, or the laboratory equipment is seriously aging, which is difficult to meet the teaching needs of the management information system course, contrary to the original intention of cultivating innovative talents with professional skills.

3.4 The Innovation Consciousness and Ability of the Teachers' Team Need to Be Improved

Most of the teachers of management information system courses are from management or computer science background

Innovative consciousness and entrepreneurial ability are relatively lacking compared with

professional business ability [8]. It is difficult for teachers to independently carry out innovative course design and classroom interaction with professional knowledge of management information system. In addition, whether teachers have rich practical experience directly determines whether the content of enhancing innovation awareness can be embedded into the daily teaching of management information system courses.

4. The Optimization Strategy of Innovative Teaching Mode of Management Information System

In order to solve these problems, colleges and universities should strengthen the teaching of management information system

The reform should be paid more attention to, and the course content should be constantly updated to meet the needs of social development. At the same time, diversified teaching methods and means are adopted, such as the use of multimedia and data platform for teaching, to improve students' interest in learning and enthusiasm. This can not only improve the teaching effect, but also help to achieve the teaching objectives and cultivate students with innovative thinking and entrepreneurial ability [9]. The optimization of management information system course under the background of innovation and entrepreneurship requires us to carry out comprehensive reform and innovation from teaching methods, practice links to the construction of teachers. Through these measures, we can cultivate management information system professionals who not only have a solid theoretical foundation, but also have rich practical experience, and can show innovative thinking and entrepreneurial spirit.

4.1 Enrich Teaching Means

Integrate the advanced achievements of modern information technology. With the integration of big data, artificial intelligence and other technologies, we have the opportunity to transform the traditional teaching method into a modern and information-based system, so as to optimize the teaching process and enhance its interactivity and efficiency. For example, teaching cases can be shared with students in the learning Pass in advance, so that students can preview them in advance, which effectively improves the efficiency of students' classroom discussions. In addition, in order to improve students' interest and enthusiasm in learning, diversified assessment methods can also be introduced, such as the time spent browsing learning materials and the number of times to participate in topic discussion in learning Pass, which can be incorporated into the course assessment system to promote students' initiative in learning.

4.2 Strengthen the Learning and Application of Digital Teaching Platform

In order to realize the convenient application of digital teaching platform in class, the school should strengthen the network construction, improve the quality of the network, realize the comprehensive coverage of the teaching building, and truly achieve the timeliness and efficiency of the application of digital teaching platform. Teachers can update the course content of management information system to the digital teaching platform in real time, combine the background of innovation and entrepreneurship, set up rich teaching case discussion topics for students to browse, think and discuss after class. In order to encourage students to use the digital teaching platform to complete pre-class preview, interaction in class, homework after class, and maximize the functions of modern digital teaching platform, teachers can include the time of students logging on the digital teaching platform after class, the number of times they participate in discussions, and the situation of completing online homework into the assessment of management information system course.

Truly realize the mutual assistance and promotion of online and offline teaching.

4.3 Strengthen the Construction of Laboratories and Practice Bases

The core of innovation and entrepreneurship education is to translate theoretical knowledge into practical actions. Therefore, under the background of entrepreneurship and entrepreneurship, the optimization of the teaching mode of management information system course should set up more experiments and practice links in the course, so that students can personally experience and practice the application of management information system, so that students can personally experience and actually operate the management information system, so as to obtain valuable practical experience and deepen the combination of theoretical knowledge and practical skills. This is of great importance to cultivate interdisciplinary talents with innovative consciousness. The specific measures are to improve the school's emphasis on laboratory construction and economic investment, solve the problem of laboratory construction in the school and the update of experimental equipment. At the same time, it can also integrate resources, share resources and complement each other's advantages through school-enterprise cooperation, provide teachers and students with more opportunities for off-campus practice and training, help students more deeply understand the operation process and operation rules of enterprises, accumulate rich professional knowledge of management information system, enhance innovation awareness, and cultivate the ability to solve problems.

4.4 Cultivate a Double-Qualified Teacher Team

The promotion of innovative and entrepreneurial teacher team is a systematic project, which requires teachers to constantly update themselves.

Strengthen the professional training of teachers, so that they can master the concept and method of innovation and entrepreneurship education, so as to better guide students. First, teachers can be encouraged to participate in various seminars and public lectures related to innovation and entrepreneurship, so as to fully understand the trend of the frontier market, the current situation of industry competition, new teaching models, good teaching platforms, etc., which can help teachers expand their horizons and deepen the content of course practice. Second, we can invite successful entrepreneurs to share their experiences with teachers and fully communicate with them. We can stimulate teachers' innovative thinking and provide students with intuitive learning samples.

5. Concluding Remarks

Under the background of the current innovation and entrepreneurship environment, a new strategy to break through the limitations of the existing teaching model is urgently needed to meet the needs of deepening the innovation and entrepreneurship reform in higher education. This transformation not only involves the improvement of teaching strategy, but also reflects the renewal of college education concept. Therefore, constructing a curriculum framework of management information system that meets the requirements of contemporary education is an important topic to promote education reform and cultivate future interdisciplinary talents.

In general, in order to meet the background of innovation and entrepreneurship, the optimization of the teaching mode of management information system is a comprehensive reform process, covering teaching methods, practical operation and the construction of teachers. Through this comprehensive reform, we can cultivate management information system professionals who not only master solid theory, have rich practice, but also have innovative thinking and entrepreneurial spirit. Cultivate students' innovative thinking and entrepreneurial spirit. This is not only a key

ability to cope with future job challenges, but also fundamental to ensuring that they can apply the knowledge and skills they have learned to solve practical problems and create new value.

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