

Reflections on the Teaching Reform of College Students' Career Planning Courses from the Perspective of Entrepreneurship Education

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ABSTRACT. This paper, through integrating entrepreneurship education into the teaching reform of college students' career planning courses, puts forward the concept of building a four-dimensional curriculum of "discipline-professional-industry interest" and adopt specific teaching reform methods, including building a diversified career course system, cultivating a modern career view that matches people with positions, constructing an employment experience platform, using entrepreneurial teaching methods to design classroom teaching, exploring shared and integrated career course experimental training, establishing online and offline comprehensive assessments way etc., so as to create a "golden course" for college students' career planning.

KEYWORDS: Entrepreneurship education, College students, Career planning courses, Teaching reform

1. Introduction

The current higher education has opened the curtain of in-depth reform of education and teaching concepts and methods covering the whole system. As a compulsory career planning course for college students, the teaching concept of using management thinking to plan the career of college students can no longer meet the needs of current development. Therefore, we must design career from the perspective of development and change as well as open and innovative thinking. Only in this way can we find a breakthrough in the curriculum reform of college students' career development.

The team of Professor SaaS from Darden School of business, University of Virginia, USA, deeply studied various thinking modes and behavior modes of entrepreneurs in uncertain environment. They have proposed five principles of entrepreneurial thinking, changing the traditional management thinking mode and opening a road to innovation in entrepreneurship education. [1] On this basis, constructing a new teaching concept, teaching goals and curriculum design is a new idea for creating a "golden course" in higher education teaching under the new situation.

2. Problems in the Teaching of College Students' Career Planning Courses

At present, major universities and colleges across the country have begun to set up career planning courses for college students. Due to the differences in teaching systems, teacher qualifications and assessment standards, and students' comprehensive qualities of major universities, this course has practical experience in the course design, content development, teaching system construction, practical level, etc. And the teaching and research results are different. There are mainly the following problems:

2.1 Partial theory rather than practice, the choice of teaching content focuses on employment policies, occupation classification, interview skills, etc. It lacks self-cognitive practice, career exploration experience, and innovation and entrepreneurship thinking training in career.

2.2 Emphasizing employment rather than career is only confined to the teaching model based on employment guidance. It no longer meets the needs of the rapidly changing era. Cultivating career planning with an entrepreneurial perspective can adapt to the practical needs of the borderless career era.

2.3 Emphasis on general knowledge rather than major, the existing career guidance teaching pays more attention to general skills, the theoretical support of the human resources management discipline is insufficient, and the combination of career choice, career decision-making, career development and other theories is still lacking. It is not enough to integrate with the development prospect of the related specialties in the current background of disciplines, industries

and specialties, and the introduction of specialties.

3. Establish the Four-Dimensional Curriculum Construction Concept of “ Discipline-Professional-Industry-

-Interest “

The reconstruction of career metacognition is the foundation of the teaching content of college students' career courses, which requires in-depth development of classroom teaching. The factors that affect the macro level of college students' occupations are mainly the globalized economic market, organizational culture, working methods, and the relationship between men and women in work and family. [2] With the transformation of the current world economic situation, college students' career planning courses must rely on the discipline background, combine the characteristics of various professions, find out the development needs of the industry and tap students' personal professional interests to make the course teaching vitality.

The four-dimensional curriculum construction of “discipline-specialty-industry-interest” integrates entrepreneurship education into the whole process of College Students' career education, and fully integrates the basic knowledge system of disciplines. On the basis of mastering the modules of career planning and basic knowledge of the discipline, the entrepreneurial thinking and methodology are applied. In the face of a highly “uncertain, unpredictable and unknown” environment, we should scientifically understand our own professional interests, professional values, professional personality and professional ability, carry out innovative design of career planning, and provide students with career experience closely around the needs of the industry, and strive to consciously improve workplace adaptability and career planning creativity in the learning process.

From the attitude level, let students establish a career development awareness, a positive and correct outlook on life, values and employment concepts, establish career concepts and awareness, and actively build a career development and social development awareness. From the knowledge level, let students understand the characteristics of career development in the new economic era, clearly understand their professional interests and professional personality characteristics, understand the industry background, professional development prospects, employment situation and policies and regulations, master the basic labor market information, related Occupation classification knowledge and basic knowledge of entrepreneurship. From the skill level, let students master general skills such as self-exploration skills, information search and management skills, career decision-making skills and job search skills.

4. The Focus of Curriculum Teaching Reform in the Perspective of Entrepreneurship Education

4.1 Construct a Diversified Career Course System

The career course system of college students has the characteristics of diversified course modules. In the process of promoting course teaching reform, a multi-career module course system of “basic + discipline + industry + major” is constructed. “Basic module” includes career theory and self-recognition Knowledge courses.”Disciplinary modules” mainly include the development of disciplinary connotations, such as disciplinary development achievements, disciplinary branches, and current status of disciplinary construction. “Industry module” mainly refers to industry prospect analysis, industry dynamic report, industry development status, etc. “Professional module” mainly refers to professional scope, service object, professional function, etc. Through the “textbook + reader” approach, construct the basic logic and knowledge system of career metacognition, deeply dig out the localized readers of career guidance that matches the industry and profession, and realize the “one industry, one textbook, one major, one reader” Career textbook system.

4.2 Cultivate a Modern Career Outlook That Matches People with Positions

The first task of the career planning course is to break the traditional thinking, guide students to establish a scientific “person-post matching” career concept, correctly understand their career interests and career values, and find positions that match their own characteristics, so that they can make the best use of their talents and inspire Career interest and greater professional success. Therefore, the school should stratify, classify and construct a method that combines the evaluation of all talents and individual career consultation to guide students to establish a correct career outlook. Facing all students, through tools such as talent assessment software, professional interest testing, and professional personality testing, we can help students understand themselves correctly, and use classroom teaching to guide students to correctly understand modern career concepts. In the face of individual career confused students, we can guide them to solve the current career cognitive confusion, career decision-making confusion, and gradually form their own career planning through the development of career consulting services.

4.3 Build an Employment Sports Experience Platform

Teachers of career guidance courses serve as coaches for college students to participate in employment sports. They help athletes study the rules of competition, guide warm-ups, analyze competitors, etc., and strive to build a platform for students to experience employment sports.

The experience platform can be designed from two categories: reality and virtual. The reality platform focuses on student clubs and regular classes. Relying on classroom teaching to carry out activities such as flow chart display of job search methods, interview skill training, simulation agreement signing conference, simulation recruitment fair, etc. Let students experience the whole process of job search. On the other hand, by strengthening the use of virtual platforms, teachers can make full use of various open cloud platforms. From the perspective of cognitive information processing, constantly carry out the knowledge learning experience of employment choice, carry out the experience activities of employment movement from the perspective of employers, and summarize the feedback experience of employment movement guided by the actual action experience of students.

4.4 Design Classroom Teaching with Entrepreneurial Teaching Methods

Introduce the entrepreneurial teaching method. The “five-star teaching model” proposed by the contemporary international famous educational technology theorist and educational psychologist Professor Merrill. The core claim is that under the teaching purpose of “gathering to solve problems”, activate the original knowledge, display new knowledge of argumentation, try to apply connections, integrate and master “, etc.. [3] This teaching model is applied to college students’ career classroom teaching, focusing on teaching objectives, streamline teaching content and laying stress on student experience. Based on the five-star teaching mode, the five-step teaching method of “connection, presentation, experience, reflection and application” is explored. That is to say, “connection” adopts structured teaching design such as quick questions, metaphors and experience activities. “Presentation” adopts teaching design such as image metaphor, canvas presentation, mind map and model construction. “Experience” adopts teaching design such as play method, challenge method, debate method, role play method, career Fantasy travel method and interview method. “Reflection” adopts brainstorming, structural introspection, pairing and mutual questioning, 5WHY and other methods of teaching design. “Application” adopts the teaching design of canvas method, form method, prototype production method and docking with the second classroom. [4] A complete set of teaching materials including teaching design sheet, teaching activity concept map, teaching reference document package, teaching video library, etc. is formed.

4.5 Explore the Practical Training of Shared and Integrated Career Courses

The career course for college students is an application-oriented course that combines education, psychology, and management. It needs to fully rely on relevant professional laboratories. Fully relying on human resource management training room and VR simulation laboratory, it can provide students with tests of professional interest, professional personality, professional ability, professional ethics and so on. Rely on the school psychological counseling room, peer group counselors, career development planning consulting, etc. to provide conditions for case consulting and build a layered teaching practice platform for students. Rely on college students' innovation and entrepreneurship incubation park for students to carry out entrepreneurship thinking training, career design planning training and integrate entrepreneurial design thinking into career planning. Students design their own career according to their own professional cognition, and simulate their career development.

4.6 Establish Online and Offline Comprehensive Assessment Methods.

Assessment is the baton of teaching. The assessment of college students’ career planning courses cannot use written assessments to test the school’s effectiveness. Instead, the results of career choices and the improvement of career management capabilities should be used as assessment indicators. In terms of basic knowledge, the construction of students' entrepreneurial thinking, career theory and career outlook is the core. In terms of skills, the focus is on the effect of employment movement, and the ability of students' resume writing, interview effect, workplace communication, etc. The assessment method adopts online and offline comprehensive assessment, and is based on the process of “oriented entrepreneurial thinking and career planning ability”. Use the blue ink cloud class online teaching software to conduct pre-class evaluation, mid-class assessment, and post-class work to confirm the results. Emphasis is placed on students' participation in the employment movement and feedback of activity experience feedback.

College students' career planning and management course is a compulsory course for every college student. It is a course that not only emphasizes the status of career in life development, but also focuses on the comprehensive development and lifelong development of students. I believe that through continuous innovation and reform, college

students will be better motivated to develop their own sense of career development, establish a correct concept of employment, and promote college students to plan their own future development rationally, and strive to consciously improve their employability and career management ability in the learning process.

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