

Establishing Innovative Entrepreneurial Platform for Agricultural University Students

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Abstract: Based on the characteristics and advantages of running schools in agricultural colleges and universities, focusing on the goal of training talents with “a solid foundation, a fine specialty, a high-quality, a strong ability, and an innovative type”, we must adhere to the principles of liking people and educating people in the whole process and carry out innovation and entrepreneurship education. Research and Practice on the Construction of Demonstration System of Evaluation of Teaching Construction in Agricultural Colleges and Universities. Agricultural colleges pay special attention to the cultivation of students' innovative spirit and entrepreneurial ability. This paper starts from various aspects of agricultural colleges and universities and systematically introduces the connotation, significance, existing problems, and principles that should be followed in agricultural colleges and universities to focus on cultivating innovative and entrepreneurial talents. By summarizing the status quo of innovation and entrepreneurship platform construction for domestic agricultural colleges and universities, and drawing on effective experience and achievements, this paper explores effective carriers and methods for constructing innovation and entrepreneurship platform for agricultural college students in the new era.

1. Introduction

As an emerging education model, entrepreneurship education is proposed to promote social economic development and adapt to the strategic adjustment of higher education. UNESCO's "International Symposium on Education for the 21st Century" pointed out that entrepreneurship education is the "third passport for education" for modern people in the 21st century. At present, China also has a certain degree of emphasis on entrepreneurship education. The Minister of Education pointed out: “Institutions for higher education should strengthen innovation and entrepreneurship education, actively explore the integration of innovation and entrepreneurship education in the teaching of specialized courses, and regard innovation and entrepreneurship education as an important part of the career guidance curriculum.” The integration of teaching and research is to cultivate innovative entrepreneurial talents. The key link. In the current situation of

severe graduate employment situation, shrinking employment market, weak employment ability of graduates, and higher employment expectation of graduates of agricultural colleges and universities, an open practice platform based on independent student practice is established. While students are learning scientific and cultural knowledge during the university, cultivating professional goodwill, accumulating work experience, improving the quality of innovation and entrepreneurship, and practical ability have important practical significance for improving the employment competitiveness of agriculture-related graduates. Therefore, this paper mainly researches and explores the significance and practice of the innovation and entrepreneurship platform for college students of agricultural colleges and universities in China.

Students' innovation and entrepreneurship platform construction can provide reference.

2. The Connotation and Significance of Constructing Innovation and Entrepreneurship Platform for College Students in Agricultural Colleges and Universities

Technology is the primary productive force, and innovation ability is the source of competitive advantage. The so-called “innovation and entrepreneurship platform” is a government or an organization that supports various policies and inputs, and brings together a variety of relevant and innovative factors, so as to form a certain scale of investment quotas and conditional facilities, facilitating the development of major breakthroughs in science and technology. The innovation activities needed for economic stability and long-term development support the collective system of independent innovation and technological advancement. The construction of innovation and entrepreneurship platform for college students, especially in agricultural colleges, is more coordinated by schools. Through the construction of infrastructure, investment of funds, and integration of faculty resources, effective integration of institutional management, infrastructure, and innovative atmosphere is formed. The mechanism allows students to extensively carry out scientific research and technological innovation activities in the direction of agriculture, and further develop students' integrated systems of innovation and entrepreneurship. This is an important supporting force for cultivating students' innovative ability. It is also the carrier and platform for the development of students' academic originality. It is also an indispensable and important link in the innovative talents training system of universities.

Innovation is an inexhaustible motive force for social and economic development. The country's ability to innovate plays a key role in achieving the goals of social and economic development. In the national innovation system, colleges and universities are at the high end of the innovation chain. The main task is to constantly adjust the talent training model and technology innovation model according to the changes in the structure of innovative resources, and to promote students through the cultivation of senior talents with scientific and technological innovation consciousness and ability.

Colleges and universities, especially agricultural colleges, should focus on cultivating students' innovative spirit and entrepreneurial ability in the innovation and entrepreneurship training of students. They should take the innovation and entrepreneurship theory knowledge training as the guide, and the agricultural and agricultural colleges and universities' unique innovation and entrepreneurship platform as the frontline. We will create more opportunities for entrepreneurship in rural farms, integrate the resources of universities and societies, create a suitable environment for innovation and entrepreneurship among undergraduates, and promote the growth of college students in the process of national agricultural construction. At the same time, actively building innovative and entrepreneurial platforms to promote the full employment of college graduates is of great significance in promoting the scientific development of higher education, deepening education and teaching reform, and improving the quality of personnel training.

3. The Problems Existing in the Innovation and Entrepreneurship Platform for College Students in Agricultural Colleges and Universities in China

As an important part of higher vocational education in China, the entrepreneurship education of college students in agricultural colleges and universities is an important support force for agricultural education. Agricultural colleges and universities are also important bases for high-level agricultural personnel training, scientific research, technology promotion, industrial development, and technological innovation. In recent years, with the research and practice of agricultural entrepreneurship education, China's higher agricultural education has achieved the leap of reform and development. While seeing the glory, we should also see the problems in the agricultural entrepreneurship education. Especially with the continuous improvement of the market economy and the continuous improvement of the requirements of agricultural modernization, the entrepreneurship education of college students of agricultural colleges and universities in our country is facing unprecedented challenges. Among them, there are common problems in entrepreneurship education and defects in agricultural entrepreneurship education itself.

3.1. The Orientation of Talent Training in Agricultural Entrepreneurship Education is Blurred

Due to the one-sided concept of entrepreneurial education, the entrepreneurship education of college students in agricultural colleges and universities has the problem of ambiguous positioning of personnel training. The concept of entrepreneurship education is the theoretical basis for entrepreneurship education. At present, there are two concepts about entrepreneurship education: one is skill entrepreneurship education; the other is quality entrepreneurship education. At present, the concept of entrepreneurship education in China is based on skills entrepreneurship education as a whole. This guiding philosophy itself has a certain degree of blindness and utilitarianism, which is not conducive to the healthy development of entrepreneurship education in China. Nowadays, skill-based entrepreneurship education is still detached from the main channel of teaching. It is often the school's academic department that promotes entrepreneurship education. It does not include it in the orthodox talent training program and system. It is also this reason. It has led to the fuzzy orientation of talent training in agricultural entrepreneurship education.

The entrepreneurship education of college students in agricultural colleges and universities should cultivate entrepreneurial talents who understand technology, manage, and manage well. However, there are some one-sided understandings that agricultural entrepreneurship education is the cultivation of scientific and technological agricultural talents, confusing agricultural technical skills with science and technology, while ignoring the integration of skills and qualities. In addition, at present, under the premise of the concept of skill-based entrepreneurship education, the understanding of various universities in the cultivation of agricultural entrepreneurial talents is not comprehensive. Only the emphasis on the transfer of skills while neglecting the improvement of the overall quality makes it difficult to formulate more reasonable personnel training plan. The vague orientation of personnel training makes it difficult for agricultural entrepreneurial talents to achieve comprehensive development and hinders the implementation of agricultural entrepreneurship education.

3.2. Agricultural Entrepreneurship Education is Not Targeted and Systematic

Affected by the limitations of entrepreneurship education and spontaneous student entrepreneurial practice activities, agricultural entrepreneurship education is not targeted and systematic, mainly in the following aspects:

First, entrepreneurship education is separated from agricultural education. In the past few years of the development of entrepreneurship education in China, the study found that entrepreneurship education was forced to separate from professional education, and that schools were independent in carrying out entrepreneurship education, ignoring the importance of combining with professionalism. This was in agriculture. Especially in entrepreneurship education, there is a lack of exploration of the theories and practices that specifically target entrepreneurship education for agricultural students. However, entrepreneurship education can only be combined with the agricultural profession to apply its knowledge and play its greatest value.

Second, the agricultural entrepreneurship education curriculum system is irrational: one focuses on professional courses and ignores basic courses. The courses of entrepreneurship education in colleges and universities of agricultural colleges have more professional courses and fewer basic courses, which results in the narrower knowledge of university students and a single talented person, which is not conducive to the cultivation of the humanistic quality of college students and hinders the entrepreneurial innovation to adapt to the needs of agricultural modernization. Consciousness and a variety of knowledge and skills are the output of comprehensive agricultural talents; Second, they focus on practical lessons and ignore theoretical lessons. When the schools are engaged in agricultural entrepreneurship education-related courses, most of them focus on the strength of practice, and they pay less attention to theoretical courses. Generally speaking, entrepreneurship and professional knowledge will be taught in practice, or students will be encouraged to participate in entrepreneurial competitions. Thirdly, less entrepreneurial courses will be offered. In terms of the overall situation of China's incomplete entrepreneurship education curriculum, the courses on entrepreneurship education generally include the KAB curriculum model, the intensive class model, and the public elective course model. The overall entrepreneurship education curriculum is not systematically established.

The lack of pertinence and systematicness of agricultural entrepreneurship and entrepreneurship education has caused a lot of waste of resources. This kind of blind, low-level agricultural entrepreneurship education is not far away, and it is also not conducive to the study of students' professional knowledge and the training objectives of entrepreneurship education. There is still a certain gap.

3.3. Negative Correlation Algorithm

A is the overall objective function. The weight value W_i is initialized according to the vague direction of agricultural entrepreneurship education talent training and the lack of pertinence and systematicness of agricultural entrepreneurship education. A is used to measure the advantages and disadvantages of college students' innovation and entrepreneurship platforms. The basic idea is to find the resource combination with the smallest difference from the objective function. The resource combination obtained in this way is a problem that the innovation and entrepreneurship platform urgently needs to solve.

$$A = \text{Minimize}(\sum_{i=1}^6 (Q_i * W_i)) \quad (1)$$

Q_1 is a function reflecting the degree of matching between the difficulty of the learning object and the attitude of the learner. Domain S1 defines the mapping relationship:

$$Q_1 = \sum_{i=1}^N \left(\frac{M1_{y_i}}{M} \right) \quad (2)$$

4. Principles for Establishing Innovation and Business Start-up Platform for Agricultural University Students

Based on the construction of a platform for innovation and entrepreneurship of agricultural college students, this article conducted an on-site investigation. Conducted personal interviews with some students, sorted out and analyzed and got the following results:

Nearly 30% of people believe that the cultivation of innovative ability must first follow their own hearts and preferences, and interest is the greatest teacher. Of course, 26% of students believe that practice is one of the important principles of training. Teamwork is an important principle indispensable for innovation and entrepreneurship. As shown in table 1:

Table 1. Several principles of cultivating students' innovative ability

	Female	Male
Personal Preferences	32%	29%
Practice	18%	35%
Teamwork	20%	24%
Scientific Guidance	30%	12%

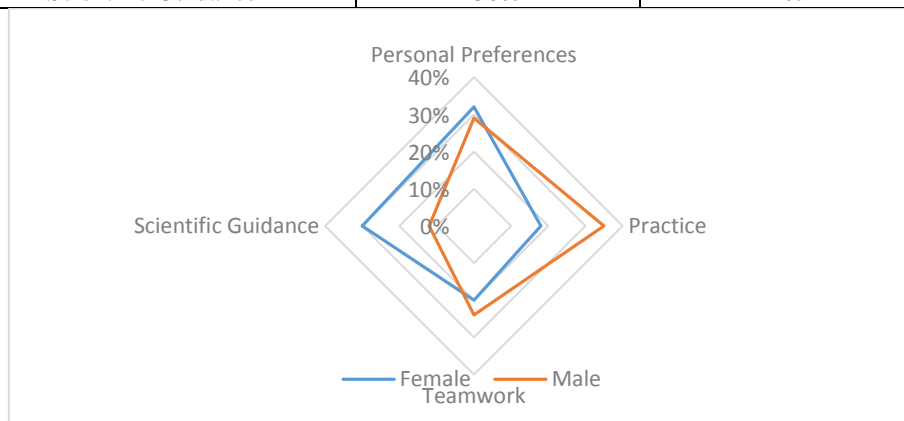


Figure 1. Comparison of importance of several principles for cultivating students' innovative ability

As shown in Figure 1, we can see that in the eyes of boys, practice is the most important principle of innovation and entrepreneurship. Power comes from the barrel of a gun, so you have to practice it before you can really learn. In addition, the sense of teamwork is also a point that boys attach great importance to. Girls prefer the teacher's scientific guidance and personal preference principles.

At present, the cultivation of students' innovative ability in universities is mostly based on practice. Practice is the most effective way to strengthen the quality of students and cultivate students' practical ability, practical ability and innovation ability. The food specialty belongs to the application-oriented agriculture-related specialty with special emphasis on practicality. Several agricultural colleges and universities have their own discipline advantages in cultivating students' innovative ability. Combining with the characteristics of the food discipline and the actual situation of the specialty, the agricultural colleges and universities in the construction of innovation and entrepreneurship platform for food students. The following principles are better followed:

4.1. Pay Attention to Students' Subjective Action

As a practical application subject, the specialty of food in the cultivation of students' innovation and entrepreneurship must focus on the role of the student's main role, cultivate students' interest in

science and technology and professional goodwill, so that students actively participate in scientific and technological innovation activities. At present, the innovation and entrepreneurial incubation base for college students established in agricultural colleges and universities is mostly an entrepreneurial team organized voluntarily by students. It conducts entrepreneurial practices in a self-operating and self-financing business model. Since the entrepreneurial interest is directly linked with students, this is a great degree. It mobilized students' subjective initiative, made students happy to find problems, and actively solved problems. These are all good examples of innovation and entrepreneurship platform construction. In the process of cultivating students' innovative consciousness, while actively playing a leading and guiding role, teachers should pay more attention to the exertion of students' subjective and dynamic actions, organically combine the two, and enable students to cultivate their innovative capabilities through self- Participate in innovation and entrepreneurship to give full play to individuality.

4.2. Focus on Improving Students' Practical Skills

Practice is the source of innovation, and students' innovative ability is continuously formed and developed in practice. The cultivation of college students' innovative and entrepreneurial abilities is closely linked with practice, no matter whether it is the purpose, approach or training result. At present, entrepreneurship education in most colleges and universities still only stagnates in the form of education in classroom theory. Although many innovation and entrepreneurial forms of competition have increased the enthusiasm of students, the lack of practical experience is still a fatal flaw in entrepreneurship.

4.3. Focus on Cultivating Students' Teamwork Awareness

The sense of teamwork is a sense of overall cooperation. The innovative ability of college students is not only related to intelligence factors. The non-intelligence factors of teamwork characteristics in personality quality also influence the cultivation and exertion of students' innovative potential. The development of student's innovative ability must be based on the establishment of teamwork awareness, which is an important feature of students' innovative ability.

5. Conclusion

The innovation and entrepreneurship practice platform for college students in agricultural colleges and universities is an important exploration and practice in cultivating innovative talent models. It aims at cultivating high-quality and compound-type talents. It focuses on cultivating students' practical ability and innovation ability, and adhering to strengthening the foundation, broadening knowledge and cultivating capabilities. The idea of cultivating talents that encourages individuality and improves quality is bursting with infinite vitality and vitality. It has built innovative ideas and systems to highlight the students' subjective cultivation and individualized cultivation; it has formed an innovative environment and cultural construction with functions of zoning, construction and focus, service initiatives, and safety and security. It provides relevant theoretical and practical experience and case basis for the reform of innovation and entrepreneurial talents training mode in colleges and universities and innovation and entrepreneurship education for undergraduates.

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Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

Conflict of Interest

The author states that this article has no conflict of interest.

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