

Original Paper

Research on Issues and Countermeasures of Innovation Education among College Students

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Abstracts

In today's world, innovation is increasingly becoming a key factor in national economic and scientific and technological competition, and plays an important role in measuring a country's comprehensive national power. Youth is the future of the country and the hope of the nation, and college students are one of the most energetic and creative groups of youth. With the continuous development and change of the society, it is more and more important to cultivate the innovative thinking and practical ability of college students for the development of the country and the progress of the society. Universities are the cradle for young people to grow up and become successful, and they are committed to cultivating innovative talents, shaping the innovative spirit of college students and improving their entrepreneurial ability. College students are the backbone of the future development of the country by cultivating students' creativity, critical thinking and problem-solving ability, they can become the innovative leaders of the future society. However, in reality, there are still some problems that need to be solved in college students' innovation spirit, such as the interaction of multiple factors such as the education system, neglect of colleges and universities, and the lack of attention of individuals, etc. We can improve the cultivation mode, establish a long-term mechanism, create an innovative atmosphere, and pay attention to self-cultivation in order to cultivate modernized talents with the spirit of innovation and entrepreneurial ability for the construction of an innovative country.

Keywords

College students, Innovation education, Countermeasures

1. Introduction

In this rapidly changing era, innovation has become a key factor driving social progress and personal development. In order to cultivate capable graduates who can adapt to future challenges, college innovation education has emerged. In the past, college education mainly focused on knowledge

impartation and disciplinary specialization. However, in today's world, there is an increasing demand for individuals who possess creativity, problem-solving abilities, and interdisciplinary thinking. As a result, the teaching methods and goals of college innovation education have undergone revolutionary changes. College innovation education encourages students to think, collaborate, practice, and create. It provides an open learning environment that stimulates students' curiosity and spirit of exploration. Through engaging in projects, teamwork, and practical experiences, students acquire innovative skills and ways of thinking. This educational approach encourages active student participation and cultivates their creativity, leadership, and problem-solving abilities. College innovation education also emphasizes interdisciplinary learning and thinking. In modern society, problems often involve multiple disciplinary fields, requiring specialized knowledge and integrated capabilities from different areas to solve them. Therefore, college innovation education fosters students' comprehensive qualities through interdisciplinary courses and projects, enabling them to communicate and collaborate across various domains. In this article, we will explore the importance and value of college innovation education. We will analyze its influence on students' personal development and its positive impact on social innovation and advancement. We will also share some successful cases and best practices of innovation education. By understanding the cutting-edge development and practical application of college innovation education, we hope to inspire readers to contemplate the significance of innovation education and provide helpful insights for the future of college education. Let's delve into the realm of college innovation education, explore the power of innovation, and together pave the way to the future.

2. Overview Of innovation Education for University Students

2.1 Relevant Overview of the Concept of Innovation

2.1.1 Innovation and the Connotation of Innovation Education Traceability

In the West, innovation is called "innovation", which first originated in Latin and has three meanings, first, renewal; second, creation, i.e., creating something new; and third, change. Chinese Confucianism, Taoism and Buddhism also have some influence on innovation. Confucianism emphasizes moral cultivation and social order, Taoism focuses on an individual's inner balance and natural followership, and Buddhism emphasizes meditation and the cultivation of enlightenment; some elements of these ideas provide thoughts and approaches to innovation. For the exploration of innovation, scholars at home and abroad have conducted in-depth research, which has led to greater development of innovation in both connotation and extension. The current more recognized concept of innovation is, innovation refers to the activities of human beings in order to meet their own needs, and constantly expand the process and results of their cognition and behavior towards the objective world and themselves. When talking about the interpretation of the word meaning of innovation, it can also be specifically developed from the following aspects. Scholars' explanations of innovative education, "In this era of information explosion, creativity and entrepreneurial spirit are essential skills to cultivate in students. Innovative education aims to teach students how to tackle complex problems, unleash their

creativity and entrepreneurial capabilities, and find solutions in unknown contexts. Innovative education encourages interdisciplinary learning, fosters interests in different subject areas, and applies acquired knowledge and skills in practical situations” (Zhao, 2012).

2.1.2 Innovation Education is a Behavior

Innovative education is a behavior aimed at developing students’ innovative thinking, problem-solving abilities and practical skills through the use of creative teaching methods and strategies. This type of education focuses more on students’ active participation and practical experience than traditional classroom teaching, encouraging students to come up with their own ideas, explore new areas and try different solutions. Innovative education encourages students’ curiosity and desire to explore by providing an open learning environment. It emphasizes student autonomy and self-direction in the learning process, encouraging students to ask questions, conduct research and experiments, and continuously improve and learn through failure and reflection

2.1.3 Innovation Education is a Capability

Innovation education is a competency that refers to the ability of an individual or an institution to develop students with innovative thinking, creativity and entrepreneurship in the educational process. It emphasizes the development of students’ capacity for independent thinking, problem solving and innovation and creativity to cope with an increasingly complex and uncertain real world. At the core of the innovation education competencies is the development of innovative thinking among students, i.e. encouraging them to think outside the box and to look at problems and challenges in new and unique ways. This includes developing students’ critical thinking skills, enabling them to question and evaluate existing ideas and assumptions, and to come up with new and creative solutions. Innovative education also focuses on developing students’ creativity. It stimulates students’ imagination and creative potential by providing learning opportunities in creative subjects such as art and design. It encourages students to try out new ideas and methods by developing their artistic expression, problem-solving and creative abilities. In addition, innovation education is concerned with fostering students’ entrepreneurial spirit, i.e. developing students’ ability and awareness of innovation and entrepreneurship. Innovative education emphasizes students’ entrepreneurial spirit, leadership and teamwork skills so that they can realize business value from innovative ideas and succeed in a competitive market environment.

2.1.4 Innovation Education is a Value

Innovation is also recognized as a value .It involves breaking out of inherent patterns of thinking and conventional ways of thinking and stimulating students to think about different perspectives of problems and diversity of solutions. Encouraging innovative thinking means encouraging students to challenge existing ideas, to ask different questions and think differently, and to try out new and creative solutions. Creative thinking develops students’ critical thinking skills, problem solving skills and adaptability to learning, enabling them to be more resilient in the face of unknown challenges. Creativity is another key aspect of innovative education. It refers to the ability of an individual to

independently generate novel and valuable ideas, concepts or products. Innovation education emphasizes the development of creativity by providing a diverse and open learning environment that stimulates students' imagination and creative potential.

3. The Practical Value of Innovation Education for College Students

3.1 Important Initiatives to Improve the Level of National Innovation and Development

3.1.1 Driving Economic Development

The innovative spirit of university students is one of the key factors driving economic development. Innovation can bring about new business models, technologies and products, and promote the competitiveness and market position of enterprises. Through scientific and technological innovation, entrepreneurship and innovation, college students inject new impetus into the country's economic growth. They establish new enterprises, provide employment opportunities, promote industrial restructuring and upgrading, and increase the country's economic output and competitiveness.

3.1.2 Contributing to Scientific and Technological Progress

The competition among countries in the world today is, in the final analysis, a competition in economy and science and technology, and the role of innovation in the enhancement of scientific and technological strength is self-evident. Only by mastering advanced science and technology can a country have the right to speak in the world and not be restricted in all aspects of development. University is an important place for scientific research, cultivating and stimulating the innovation spirit of college students is crucial to scientific and technological innovation. University students are given opportunities in scientific research practice and can actively explore problems, explore solutions and achieve breakthrough results. Their innovative research promotes scientific and technological progress and the transformation of innovative achievements, making important contributions to the improvement of the national scientific and technological level. In addition, innovation promotes cross-fertilization among different disciplines, cultivating more talents with innovative thinking and interdisciplinary capabilities.

3.1.3 Leading Social Progress

Innovation is not limited to the scientific and technological fields, but also encompasses social, cultural and educational aspects. Innovation can bring new ideas, methods and technologies to effectively address the real challenges faced by society. Through innovation, people can find more efficient and sustainable solutions to improve various areas of society, such as health, education and the environment. For example, the application of innovation in the medical field promotes the development of new drugs and the advancement of medical technology, which improves the quality of medical care and people's quality of life. The innovative spirit of college students is also an important force in promoting social progress and solving social problems, the innovative spirit of college students prompts them to discover and try to solve various problems faced by society. Through interdisciplinary thinking and innovative methods, they come up with innovative solutions, which are verified and implemented in practice. For

example, in the field of environmental protection, university students contribute to the improvement of the social environment by promoting environmental protection practices such as pollution reduction and resource recycling through innovative technologies and the concept of sustainable development. The innovative spirit of university students encourages them to actively participate in social affairs and public welfare activities and provide innovative solutions to social problems and social welfare. The participation of university students can contribute to the fair, just and sustainable development of society, as well as to the transformation and advancement of social values.

3.2 Promote Student Growth and Success

3.2.1 Equipping Students with Forward-Looking Subject Knowledge

Colleges and universities have an open academic environment and resources, and through interaction and collaboration with professors, researchers and students, students are exposed to a wide range of cutting-edge academic perspectives and research findings. This open academic environment and resources place students in an atmosphere of innovation, stimulate them to think about problems and pursue innovation, and make it possible to provide students with a wide range of disciplinary knowledge and professional skills training. The accumulation of interdisciplinary knowledge provides students with the foundation and material for innovative thinking, enabling them to have more thinking perspectives and innovative ideas.

3.2.2 Enhancement of College Students' Innovation Ability

Innovation often occurs in the cross-fertilization of different disciplines. Cross-disciplinary education breaks down the boundaries of traditional disciplines and allows students to be exposed to and learn from multiple disciplines. Through disciplinary crossover, students can look at issues from different disciplinary perspectives and have a broader view of thinking. For example, an engineering student taking a sociology course can better understand how human behavior and social systems relate to engineering design. A broadened mindset enables students to combine concepts, theories, and methods from different disciplines to generate innovative thinking and insights. Cross-disciplinary education emphasizes the integration and crossover between disciplines, prompting students to develop the ability to think comprehensively and integrate across boundaries. By learning the knowledge and methods of different disciplines, students understand the connections and interactions between different disciplines and integrate them to form a new integrated way of thinking. Such integrated thinking enables students to analyze from multiple disciplinary perspectives when solving problems and to find comprehensive and innovative solutions.

3.2.3 Fostering Innovative Thinking in Students

Traditional mindsets can be limited by established ideas, constraints and routines, and innovation means breaking down these limitations. Individuals need to think deeply about problems and challenge traditional practices and perceptions to find new solutions. Innovation requires individuals to have the ability to question, analyze and evaluate problems. Instead of blindly accepting the status quo, individuals think critically to understand the nature of a problem. They ask questions such as why, how,

and what are the implications to better understand the cause and effect of the problem and what influences it. Through critical thinking, individuals can identify weaknesses and shortcomings in a problem. They learn to challenge traditional solutions and look for more effective and innovative approaches. Try to explore different possibilities and solve problems with different perspectives and ways of thinking.

4. Analysis of the Causes of Problems in Innovation Education of College Students

4.1 Impact of the Education System

4.1.1 Highly Influenced by Test-Based Education

The teaching style of emphasizing knowledge over ability makes schools, parents, and even individual students score-oriented, resulting in a serious mismatch between students' knowledge and ability, with most students following the rules, not daring to break out of the framework, not daring to make new innovations, encountering a lack of reflection on the problem, having a low capacity for independent exploration, and a serious lack of innovative consciousness. Traditional test-based education has had an impact on innovation education. Emphasis on rote memorization rather than creativity, traditional test-oriented education focuses on the transmission of educational content and students' memorization of knowledge, emphasizing rote memorization and standard answers. This inhibits the development of students' creativity and innovative thinking ability to a certain extent. Students tend to focus on standardized answers in their pursuit of high scores and are afraid to risk trying new ideas or solutions. Reducing students' ability to think independently, traditional exam-oriented education focuses on test scores and rankings, and tends to treat students as passive recipients of knowledge rather than active thinkers and problem-solving participants. Students are expected to provide the "right" answer according to the textbook, rather than developing their ability to think independently, question and find diverse solutions. This limits the development of students' creativity. Insufficient attention is paid to individual differences and interest development. Traditional exam-oriented education often adopts a collective and uniform teaching method and evaluation standard, neglecting the development of students' individual differences and interests. This limits the opportunities for students to develop their own creative potential and individualized creative abilities. Innovative education pays more attention to providing personalized learning support and cultivation opportunities based on students' interests and abilities.

4.1.2 Harmonized Institutionalization of Higher Education

Standardized teaching content and assessment methods. Uniform and institutionalized higher education often leads to standardization of teaching content, with an emphasis on the acquisition of specific knowledge and skills by students. This can lead to rigidity in university curricula and a lack of innovation and flexibility. Evaluation methods also tend to favor traditional exams and essay writing, while ignoring students' innovative abilities and creative expression. Curricular restrictions and lack of innovative programs. Uniform institutionalization of higher education may lead to restricted curriculum

setting. The lack of student entitlement to choose innovative programs and practice opportunities may limit opportunities for students to engage in innovative practices, hands-on skills, and creative thinking. Emphasis on traditional teaching methods. Uniformly institutionalized higher education often emphasizes traditional teaching methods, such as instructor-delivered and student-received. Such teaching methods are sometimes difficult to stimulate innovative thinking and creativity among students. Innovative education requires creative teaching methods, such as project learning, group work and hands-on training, which may be limited in traditional teaching systems. Pressure and competitive orientation. Uniform institutionalization may trigger students to focus excessively on grades in the pursuit of high scores and competition to the neglect of the cultivation of individual creativity. Due to the pressure of examination results, students may be more inclined to pursue standardized answers and follow traditional patterns than to take risks in trying out new ideas or solutions.

4.1.3 Research-Oriented Professors and Unequal Distribution of Resources

In many higher education systems, faculty research activities are seen as an important indicator for evaluation and promotion. This may lead to teachers devoting more time and energy to research projects and less to teaching activities and innovative education. Teachers are required to apply for research grants, publish high-level academic papers, and participate in academic conferences and professional organization activities. This poses challenges in the allocation of teachers' resources and time, making the advancement of innovative education limited. In contrast, research-oriented teaching methods, in some higher education systems, faculty may tend to apply research methods to their teaching, emphasizing the importance of theory and research. This may result in traditional teaching methods, such as direct lectures and classroom discussions, dominating teaching and learning, while hands-on and project-based learning, which is required for innovation education, receives less attention. Teachers need to adopt more diverse teaching methods in their teaching in order to stimulate students' creativity and practical skills. The biased skew in resource allocation is also an important factor. In the higher education system, schools tend to invest most of their resources in research, such as laboratory equipment, library resources and research funding. This may lead to the neglect of resources needed for teaching and innovation education, limiting the opportunities for students to engage in innovative practices and projects. Schools need to balance the allocation of resources to ensure that teaching and innovation education are equally supported and invested in adequately.

4.2 *Neglect of Innovation Education for College Students in Colleges and Universities*

4.2.1 Funding Shortfalls for Innovation and Entrepreneurship Programs to be Addressed

Innovative projects of college students usually require some financial support for the purchase of experimental materials, tools and other necessary support. However, many schools have limitations in allocating funds for innovative projects. Some schools may provide only limited program funding, which is insufficient to support a large number of students to participate in and implement innovative projects. In addition, applying for project funding may also be competitive, resulting in some promising projects not receiving sufficient financial support.

4.2.2 Insufficient Incentives for Students to Engage in Innovation and Entrepreneurship

Traditional material rewards prevent students from being spiritually satisfied and can also bias the motivation to innovate towards utilitarianism. Moreover, it may lead to unfair phenomenon, which greatly weakens the incentive effect. The effective principle of fairness can motivate students to actively participate in innovation, however, nowadays there is a lack of supervision mechanism and favoritism in the evaluation of rewards in colleges and universities, which inhibits the motivation of students to innovate, and is not conducive to the formation of the innovative spirit of students. Certain universities may lack mechanisms to provide students with funds for innovation and entrepreneurship. These funds may provide the start-up capital needed by students at an early stage. The lack of such financial support may make it difficult for students to engage in actual innovative practices, cutting down their motivation to engage in entrepreneurial activities. In addition, there may be a lack of resources around the university in terms of investors and related investment opportunities. The absence of external investors willing to provide financial support for students' innovative projects may make students feel confused and overwhelmed in the process of innovation and entrepreneurship.

4.2.3 Gaps in Innovation Safeguards

Teachers' strength and financial support are the important guarantee for universities to carry out innovation education. Part of the school lacks teachers with rich innovation spirit and innovation experience, most of the school innovation theory course teachers are not highly specialized, the education of innovation theory for college students is just reading from the book, staying in the book, in the practical activities will lack of professional scientific knowledge to guide and help. Funding support is also lacking, students in the innovation program to get material support is small, cumbersome and difficult to apply for funding, so that the innovation of college students can not continue to carry out, which kills the enthusiasm of college students innovation. Therefore the lack of corresponding guarantee mechanism will inhibit students' thinking about innovation and reduce their trust in innovation programs.

4.3 Individual College Students' Inattention

4.3.1 Insufficient Awareness of Innovation among University Students

The over-emphasis on high scores by some college students often makes them pay more attention to test-taking skills and knowledge acquisition, while neglecting the importance of cultivating innovative thinking and practical abilities. For college students, test scores often become the only criterion for evaluating their academic performance rather than their innovative ability and potential. In addition, college students believe that the difficulty of innovation is too high, is the business of some senior researchers, has nothing to do with their own, the role played by personal innovation spirit is dispensable. They are unable to consider the importance of innovation in the long run, and only take into account its utilitarian nature, believing that it can increase credits and enrich their resumes, without noticing the importance of innovation to their personal growth.

4.3.2 Lack of Innovative Way of Thinking among University Students

In a competitive job market, many students are more concerned with acquiring the skills and knowledge for traditional employment and neglect the importance of developing an innovative mindset. Because innovation often involves risk and uncertainty, some students fear that it will be more difficult to find a job in an innovative field and therefore prefer to pursue traditional and stable career paths. In addition, social risk aversion influences overlap. Innovation is often accompanied by risk and the possibility of failure, which makes some students fear that failure will bring them negative social evaluations and put them under pressure. This social risk aversion makes them reluctant to risk trying new innovative ways of thinking. They have a sense of innovation, but their knowledge structure is not perfect and they lack the ability to integrate and transfer knowledge, which makes their way of thinking about problems tend to be monolithic and linear and lack flexibility.

4.3.3 Lack of Enthusiasm for Innovation and Opportunities for Practical Exercise

“Navigating the transition from college to the workforce can be challenging, but there is life and opportunity after college” (Selingo, 2018). College students have a poor understanding of the role of innovation, or lack of understanding of the current state of society, and innovative ideas are fleeting without being able to connect with reality. Students may lack the opportunity to engage with the real social environment. Their learning in the university is mainly limited to classroom and book knowledge, and they lack interaction and collaboration with industry professionals and business practitioners. This makes it difficult for them to understand actual societal needs and issues, thus limiting their ability to develop innovations.

5. Cultivation of Innovative Spirit of College Students Countermeasures

5.1 Multi-channel and Integrated Promotion of University Student Training Mode

5.1.1 Establishing a Scientific Concept of Innovative Education

Establishing the concept of student-oriented education. One of the important contemporary educational concepts is to play the role of the student as the main body and the teacher as the leading role. The implementation of innovation and entrepreneurship work should also be student-oriented, give full play to the main role of students, take students as the center of teaching and learning work, and follow the law of talent training. Colleges and universities should set up an assessment mechanism for innovation education to ensure its effectiveness and improve its quality. The assessment can be carried out in terms of students' participation in innovation programs and competitions, innovation achievements and social impact, etc., to provide a basis for the improvement of innovation education for college students.

5.1.2 Sound Curriculum System for Innovation and Entrepreneurship

Most colleges and universities now have specialized innovation and entrepreneurship classes to integrate entrepreneurship education into talent training programs. “Understanding the signature pedagogies in different professions facilitates the effective design and implementation of education programs within those fields” (Shulman, 2005). puts the design of a multi-level and multi-disciplinary

curriculum in the first place, and establishes a multi-level and multi-disciplinary innovation and entrepreneurship curriculum system covering different levels and professional orientations, including innovative thinking development, innovative project management, entrepreneurial market analysis and other courses. and professional direction courses. In addition, practical education in colleges and universities has a valuable leading role in innovation and entrepreneurship, and practical courses should increase the content of innovation and entrepreneurship, so as to integrate innovation and practice. It should also be emphasized that mentoring is a key link. Arrange mentors or teachers to provide personalized guidance and support for students to help them discover their own innovation potential and entrepreneurial direction. Mentors can provide professional advice and monitor the progress of projects, as well as serve as role models and inspirations to stimulate the students' sense of innovation.

5.1.3 Optimizing Talent Development Methods

Traditional methods of indoctrination theory education are less effective, students are less motivated and learning is less effective. "To achieve high impact learning in higher education, it is crucial to employ strategies that leverage excellence and maximize student engagement and outcomes" (Clark & Hollingsworth, 2002). Colleges and universities should emphasize interdisciplinary collaboration and industry partnerships. Through cooperation with different disciplines and industries, students can be exposed to diversified knowledge and practice areas, and develop comprehensive abilities and practical application skills. Colleges and universities can establish cooperative programs, internships and innovation competitions to encourage students to participate in them. In addition, practical teaching should be intensified to enhance students' practical skills.

5.2 Establishment of a Long-term Mechanism

5.2.1 Sound Safeguard Mechanisms

The development of innovative education in colleges and universities needs institutional guarantee, teacher guarantee and financial guarantee. Institutional guarantee is the foundation of innovation education in colleges and universities. Colleges and universities can formulate relevant policies and regulations to clarify the goals and values of innovation education and standardize the implementation of innovation education. The kernel of institutional guarantee is the curriculum, which should cover the teaching of theoretical knowledge, the cultivation of practical skills, and case analysis to cultivate students' innovative thinking and entrepreneurial ability. The main body of the teacher guarantee is the teachers, who have innovative thinking and practical background, can effectively motivate students to think and explore, and provide guidance and feedback. Nowadays, many colleges and universities have set up special counseling departments to provide services for students. In the construction of faculty, it is important to build a team of high-quality teachers, "The investigation into what the best college teachers do reveals key principles and strategies for successful teaching" (Bain, 2004). Enhanced training for teachers to promote innovative teaching methods, organization and guidance of innovative activities and so on. Colleges and universities can also bring in professionals with experience in innovation and entrepreneurship as part-time teachers or special professors to provide practical

guidance and programs for students.

5.2.2 Strengthening Cooperation between Universities and Enterprises

Firstly, schools can collaborate with businesses to gain industry support and insights. By engaging in project-based learning, internships, and graduation projects with companies, students are exposed to real-world work scenarios and challenges, cultivating their problem-solving abilities. Additionally, industry collaborations provide opportunities for practical innovation projects and sponsorship, enabling students to pursue research and innovative practices. Such industry partnerships allow schools to incorporate industry needs and trends into their curriculum, enhancing students' employability. Secondly, partnerships with research organizations can promote research activities and academic exchanges in innovation education. Collaborating with research institutions allows schools to offer students opportunities for meaningful research work and collaborations with professional researchers. Research organizations can provide research equipment, resources, and expert guidance, enhancing students' research capabilities and scientific thinking. This collaboration enables students to actively contribute to valuable scientific research, broadening their academic perspectives and nurturing innovative thinking and problem-solving abilities. Furthermore, schools can establish partnerships with relevant communities to provide diverse practical and innovation opportunities for students. Communities can include local communities, industry associations, and non-profit organizations. Collaborating with communities through social practices, community service, and innovation projects empowers students to address societal issues and community needs, fostering their sense of social responsibility and innovative spirit. Community collaborations also provide external resources and support to establish a network for innovation education, expanding students' innovative capabilities and practical experiences.

5.2.3 The Evaluation System should be Pluralistic, Scientific and Reasonable.

The assessment and evaluation criteria are not only the final examination results, but also include classroom performance and emphasize the evaluation of students' abilities. Evaluation criteria is also not only the students' intellectual achievement, but comprehensive evaluation, adhere to deepen the reform of student evaluation, revise the evaluation program, promote the overall development of college students' ideological and political literacy, sense of social responsibility, innovative spirit, practical ability and so on. Again, the incentive mechanism should also be sound, not only for college students, but also for teachers to have corresponding incentive policies. Give students special bonuses, honorary titles at the same time, the teacher's title, salary, etc. should also be improved, so as to better cultivate students' innovative consciousness.

5.3 *Creating an Atmosphere of Innovation*

5.3.1 Effective Communication of the Spirit of Innovation

Nowadays, there are a few policies on innovation, and the interpretation and publicity of colleges and universities are indispensable for the implementation of some seemingly lofty policies. Colleges and universities can make full use of the campus radio station, WeChat public number, short video platform,

etc., to deepen college students' understanding of and support for innovation. Utilizing digital platforms, Colleges and universities can leverage digital platforms such as WeChat public accounts and short video platforms to reach a broader audience. By regularly updating these platforms with informative and engaging content about innovation policies, institutions can effectively communicate the significance of innovation to students. This can include sharing success stories of innovative projects, explaining the benefits of innovation for society and the economy, and highlighting the opportunities provided by government policies. Through these digital channels, colleges and universities can create a dynamic and interactive environment to foster students' interest and understanding of innovation. Incorporating policy discussions in classrooms, another effective way to expand the interpretation of innovation policies is through classroom discussions led by teachers. Professors can dedicate part of their curriculum to explaining and analyzing major innovation policies, fostering a deeper understanding of the policies' implications. By facilitating discussions and encouraging student participation, teachers can enhance students' critical thinking skills and expose them to diverse perspectives on innovation. Classroom discussions can also provide an opportunity for students to express their own ideas and share their experiences related to innovation, fostering a collaborative and innovative learning environment. Organizing innovation-themed events, Colleges and universities can organize events and activities centered around innovation to engage students and promote understanding of innovation policies. This can include innovation competitions, workshops, seminars, and guest lectures by industry experts and policymakers. By providing opportunities for students to showcase their innovative projects and ideas, institutions can inspire and encourage a culture of innovation on campus. These events can also serve as platforms for students to learn about the latest innovation policies and interact with professionals in their respective fields.

5.3.2 Create an Innovative Atmosphere in Various Aspects

In the assessment system, the second classroom accounted for a higher proportion of points, credits for college students have a high degree of attraction, students will actively participate in the activities of the second classroom, including some innovation and entrepreneurship competitions, in addition to college clubs is an important student organization, innovation and entrepreneurship associations or other associations can play the organizational strength and influence to form the cultural atmosphere of the university campus. The hardware facilities of the school should also reflect the characteristics of innovation, set up innovation and entrepreneurship training centers or open entrepreneurship exhibition of outstanding works, post banners, etc., so that the breath of innovation permeates every corner of the campus, forming a strong atmosphere of innovation, so that the college students in the day-to-day inculcation, and consciously carry out innovation and entrepreneurship behavior.

5.4 Focus on Self-Cultivation

5.4.1 College Students Consciously Cultivate a Sense of Innovation, Exercise Innovative Thinking and Strengthen Innovative Practice.

College students need to increase their knowledge base, learn more about the influential policies of

contemporary society, fully understand themselves, and establish a correct concept of innovation. They should learn to think on their own, make their own choices, and cultivate good mental qualities to enhance their sense of innovation. In daily life, they should learn to change their thinking mode to think about the problem and change their perspective, look at the problem dialectically, improve their understanding of innovative thinking, consult more information, communicate with classmates and teachers, make progress in the exchange and mutual understanding, and fully exercise their innovative thinking.

5.4.2 Hands-On and Brains-On in Practical Activities to Enhance Innovation Ability

Practice is the only standard to test the truth, and students should actively participate in such practical activities in the process of receiving innovation and entrepreneurship theoretical education to continuously improve their innovation and practice ability. As college students, they have more opportunities to receive innovation and entrepreneurship education, and they should pay more attention to accumulating and learning this kind of knowledge, and participate in various innovation and entrepreneurship practical activities organized by the university, so as to enhance their innovation consciousness in the competition, cooperation and communication with similar groups. In addition, they should also participate in off-campus practical activities to increase the opportunity to understand and adapt to the society, and continuously improve their innovation ability.

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