

Exploration and Practice of Digital Media Technology in Innovation and Entrepreneurship Training Program

Yufei Wang

School of Foreign languages, Xidian University, Xi'an, China

Wxpyf930@163.com

Keywords: Digital; Media; Technology; Innovation and entrepreneurship; Training; Program

Abstract. With the continuous deepening of mass innovation, innovation and entrepreneurship penetrate into every industry. Digital media technology is the integration of science and art. It mainly cultivates innovative talents with good artistic accomplishment and strong scientific and technological capabilities. Therefore, the focus of digital media technology higher education talent training is to have both the idea of digital media technology and the ability to practice. As a new international education trend, innovation and entrepreneurship education has become an important part of digital media technology education, and has a profound impact on the development of digital media technology creative industry. Through the theoretical analysis and practical research on digital media technology innovation and entrepreneurship education in colleges and universities, this paper analyzes the development status and existing problems of digital media technology innovation and entrepreneurship education in colleges and universities, and puts forward some new educational concepts for college digital media technology innovation and entrepreneurship education.

Introduction

Digital media technology is an art major, supplemented by technology, combining art and technology. The program aims to develop design and application talents with good design and aesthetic capabilities, and the ability to design and create artwork using new media design tools such as computers. Under the background of "mass entrepreneurship and innovation", the cultivation of innovation and entrepreneurship of digital media technology students has become a new hot spot in the study of art education in colleges and universities. In recent years, with the wide application of digital media technology in the field of mobile Internet, colleges and universities have successively opened digital media technology and related majors. The innovation and entrepreneurship education of digital media technology has also developed rapidly, but at the same time, however, development has also brought about problems such as insufficient supporting teachers, weak platform construction, and imperfect teaching system. This paper studies the problems arising from the innovation and entrepreneurship education of digital media technology in colleges and universities, and puts forward corresponding countermeasures to explore the systemization of innovation of innovative talents in digital media technology.

College Digital Media Technology Innovation and Entrepreneurship Education

Knowledge-based. In the era of knowledge economy, knowledge changes the form of labor and produces a knowledge-based approach to labor. In view of this, the knowledge-based concept means that knowledge is the intangible asset of students and the core part of their long-term competitiveness. Educators should clearly understand the gap between the knowledge that is at the core of digital media technology and the knowledge needed to achieve the goal of innovation and entrepreneurship, and thus consciously enhance the management and use of digital media knowledge. Digital media technology has multi-disciplinary and integrated professional characteristics. Students should adopt cross-disciplinary research methods both on the basis of theory and in practice. The construction of digital media technology disciplines should be combined with arts and sciences to encourage students to interact and communicate across disciplines, and to

enhance students' ability to innovate and innovate through the use of collective intelligence. Compared with science and engineering colleges and comprehensive colleges, art colleges have relatively simple educational resources, which is not conducive to interdisciplinary research. It is imperative to make good use of their original resources and actively contact the colleges and universities that are interested in digital media technology. Students should also choose courses across colleges and universities to learn from different disciplines. At the same time, it is necessary to achieve an elastic training model in teacher deployment, curriculum setting and subject research.

System Optimization. The system optimization concept refers to the strategy and action process of teaching to achieve the goal of innovation and entrepreneurship education, that is, according to certain methods, procedures and principles, optimize the combination of innovation and entrepreneurship education related courses, so as to better achieve the goal of innovation and entrepreneurship education. The system optimization concept advocates a complete and systematic teaching plan and education system. Compared with other traditional disciplines, digital media technology is an emerging discipline. It has a complex process of cultivating both artistic quality and technical ability. It is still in the exploration stage in terms of curriculum and teaching methods. Therefore, continuously optimizing its teaching system is the basic premise for the smooth implementation of innovation and entrepreneurship education activities. Under the guidance of the combination of theoretical teaching and practical training, the digital media technology teaching system should focus on the integration power between courses and form a synergy of curriculum construction. In the establishment of a hierarchical and sub-category curriculum system, the systemic and continuity of the curriculum should be guaranteed, and each level and each category should complement each other and be connected with each other. Teachers should optimize the curriculum and use targeted teaching methods to gradually develop students' ability and quality of innovation and entrepreneurship.

The Status Quo of Innovation and Entrepreneurship Education at Domestic and Abroad

The Status Quo of Foreign Innovation and Entrepreneurship Education. The cultivation of innovative and entrepreneurial talents has received much attention in recent years. Judging from the current situation of innovation and entrepreneurship training in the world, the innovation and entrepreneurship education in American universities is market-oriented, guiding students to transform “passive adaptation to society” into “active adaptation and even challenge society”, based on solid academic research. Continuously enhance the supporting role of innovation and entrepreneurship education in the industry for industrial development, such as the great role played by Stanford Science Park in the formation of emerging industries in Silicon Valley, and provide a reference template for market-oriented colleges and universities to innovate and start education. In comparison, European universities' innovation and entrepreneurship education is guided by government behavior. At present, nine countries in the EU have issued innovation and entrepreneurship-related development strategies, and they are guiding and supporting the innovation and entrepreneurship education of colleges and universities from the institutional level.

The Status Quo of Domestic Innovation and Entrepreneurship Education. The innovation and entrepreneurship education in Chinese universities has developed rapidly. The trend of innovation and entrepreneurship education in colleges and universities in China has developed from the early development of entrepreneurial projects by college students to the direction of guiding, incubating and producing innovative entrepreneurial projects. The macro-development strategy of “implementing innovation-driven development strategy” proposed by the Party's 18th National Congress and the “mass entrepreneurship and innovation” proposed by Premier Li Keqiang reflect the country's concern and attention to innovation and entrepreneurship. Innovation and entrepreneurship education have become an important driving force for the next stage to promote social and economic transformation and steady development.

The emphasis on innovation and entrepreneurship education in the country has been mentioned at an unprecedented height. However, due to the short development time, the innovation and entrepreneurship training system established by undergraduates of digital media technology is still

not mature, which has led to the lack of maturity of the innovation and entrepreneurship projects of the professional college students, and the project can't be extended at the time of graduation. This is an urgent need for an innovative and entrepreneurial talent training system built around art design majors such as digital media technology, which fosters a sample of innovative and entrepreneurial projects with stable earnings and sustainable development.

Problems in Digital Media Technology Innovation and Entrepreneurship Education

Lack of Professional Innovation and Entrepreneurship Education Teachers. The level of the teaching staff is the decisive factor in the quality of higher education. Strengthening the construction of the teaching staff is the fundamental guarantee for improving the quality of higher education. At present, there is a lack of a large number of professional innovation and entrepreneurship education instructors. Under normal circumstances, the innovation and entrepreneurship education of digital media technology is dominated by professional teachers. Most of the digital media technology teachers in colleges and universities take teaching and research as the main task, lacking the necessary Social practice experience and innovation and entrepreneurship experiment. In undertaking innovation and entrepreneurship courses, teachers often take innovative and entrepreneurial related textbooks as research objects, and more mechanically explain the theory of innovation and entrepreneurship. When students ask various entrepreneurial problems, teachers often do nothing. In the context of slowing economic growth, once students walk out of the campus to participate in the highly competitive business competition, with the current level of innovation and entrepreneurship education, it is difficult for students to survive from the brutal cultural and creative market competition.

Professional Innovation and Entrepreneurship Education Practice Platform is Weak. At present, most college digital media technology professionals have established corresponding enterprise training or practice bases in cooperation with enterprises, but the quality of cooperative enterprises is uneven. Some cooperative enterprises regard students as cheap labor productivity, attach importance to mechanized design technology education, and neglect the cultivation of students' innovative ability, which leads to the unsatisfactory final practice. Students only master part of the design technology of the enterprise, but do not understand the innovative design method, daily operation and design process. In terms of student entrepreneurship incubation, many colleges and universities have established student innovation and entrepreneurship incubators, among which digital media technology students are mostly low-tech, low-tech design management service industries for students, such as digital photography for schools, graphic design, audio and video services, etc., such incubating enterprises rely on campus resources, it is difficult to have core competitiveness, when enterprises go out of school, they face difficulties in survival. Advertising companies and film and television companies that need to face the competition in the industry are relatively few in the incubator centers of colleges and universities, and cannot form a large-scale advantage of the cultural and creative industries.

Innovative Entrepreneurship Education System is Imperfect. The innovation and entrepreneurship education of digital media technology in colleges and universities has not yet formed a template system with promotion significance. Some universities only offer innovative and entrepreneurial courses for all majors, and there is no scientific innovation and entrepreneurship education system for digital media technology, which makes the professional innovation and entrepreneurship education imparted to students in a scattered curriculum. The teaching effect is general. When students have problems in the process of innovation and entrepreneurship, there is no corresponding scientific solution. It is difficult for students to obtain systematic and scientific innovation and entrepreneurship education.

Construction of Digital Media Technology College Students' Innovation and Entrepreneurship Training Plan Platform

The digital media technology training program platform should be established with the principle of

“one body and two wings”: taking the experimental teaching center as the body, and the curriculum system reform and scientific research direction guiding as two wings. The project team members use the experimental teaching center as a training base, and complete the training plan project in combination with the content of the classroom and the research direction of the instructor.

Based on Curriculum Reform. The reform of the curriculum system is an important task for comprehensively deepening the reform of innovation and entrepreneurship education in colleges and universities. Among them, the curriculum system is the basis for the development of the training program, and the correct and appropriate course content is to inspire and guide the project team members to complete the project. Digital media technology training program projects should rely on courses and extend and integrate courses. The digital media technology curriculum system generally includes a theoretical curriculum system and a technical curriculum system. The theoretical curriculum system should reflect practicality as much as possible, and the technical curriculum system should reflect the applicability. At the same time, the project team members are encouraged to use the knowledge they have learned to study the unlearned but useful knowledge.

Guided by Scientific Research. For ordinary undergraduate colleges, college students' participation in teacher research activities plays an important role in cultivating college students' scientific spirit and scientific research consciousness, and developing college students' innovative thinking and innovative ability. Therefore, the proper use of the guidance of teachers' scientific research results in the development of training program projects can greatly enhance the innovative thinking and innovation ability of project team members. Scientific research guidance includes two forms: teacher guidance and academic guidance. Teachers' research is often highly academic and innovative, so the combination of training program projects will enhance their own innovation value. However, the factual experience shows that teachers should not give their research projects to the project team. Instead, they should separate the existing research projects and assign the appropriate parts for undergraduates to the project team. At the same time, in the process of guidance, graduate students or senior students should be encouraged to guide the students in the lower grades, and the teacher-bearing effect and symbiosis effect in the personnel training should be properly utilized, which can have a multiplier effect on improving the team's ability to innovate.

Supported by the Experimental Teaching Demonstration Center. In order to ensure the normal development of the training program, it is necessary to provide a strong and unified practice teaching center as a platform environment, which is the support for the normal development of the training program. The experimental teaching center also needs to provide software resources and hardware resources. Software resources are experimental instructors, so the training of instructors should not be neglected, and experimental instructors should have a common academic and practical context. Hardware resources refer to the sites, equipment and facilities required for the implementation of the training program. Generally speaking, the training program of a specific professional can be managed by the professional experimental teaching center of the professional, and the advantages can be integrated to maximize the environment and resource efficiency.

Summary

The digital media major college students' innovation and entrepreneurship training program has strong professional characteristics. In the process of project platform construction, it is necessary to highlight the basic role of the curriculum system, improve the innovation of the project by introducing the direction of teachers' research, and provide powerful training through the experimental teaching demonstration center. Resource conditions are guaranteed. At the same time, we must pay attention to the project evaluation system, use the level-based life cycle management strategy and the implementation of high-quality project extension management strategies to effectively manage the training program projects, thus effectively improving students' innovative ability.

References

- [1] Y. C. Chang and Y. S. Gao. Measuring Regional Innovation and Entrepreneurship Capabilities[J]. *Journal of the Knowledge Economy*, 2012, 3(2):90-108.
- [2] Yadav V, Goyal P. User innovation and entrepreneurship: case studies from rural India[J]. *Journal of Innovation & Entrepreneurship*, 2015, 4(1):5.
- [3] Y. W. Liang. Analysis on the Innovative and Entrepreneurial Education Models of Digital Media for Higher Vocational Colleges on Studio[J]. *Journal of Lanzhou Petrochemical College of Vocational Technology*, 2016.
- [4] Will A, Brüntje D, Gossel B. Entrepreneurial Venturing and Media Management[M]// *Managing Media Firms and Industries*. Springer International Publishing, 2016:189-206.
- [5] C. R. Chen. On the Innovation and Entrepreneurship Education System in Universities in the New Media Environment[J]. *Journal of Shaoguan University*, 2017.
- [6] Ballouli K, Grady J, Brown B. Innovation and Entrepreneurial Ventures in Sport: Branding Athletes through use of New Media and Technology[J]. 2013.
- [7] Kemayel L. Success Factors of Lebanese SMEs: an Empirical Study, World Conference on Technology, Innovation and Entrepreneurship, Istanbul 28--30 May 2015[C]// *World Conference on Technology, Innovation and Entrepreneurship, Istanbul 28--30 May. 2015*.
- [8] Tragazikis P 1. Digital games for entrepreneurial learning, innovation and creativity: examples and evaluation criteria[J]. *International Journal of Innovation & Regional Development*, 2012, 4(3/4):314-337.
- [9] Melro A, Oliveira L. Collective learning environments in social innovation and entrepreneurship context[C]// *Information Systems and Technologies. IEEE*, 2017:1-4.
- [10] Vassilakopoulou A M. The contribution of technology in business growth: the case of Greek ladies[J]. *Journal of Innovation & Entrepreneurship*, 2013, 2(1):1-8.
- [11] Daniel N, Marc B, Federico B, et al. 7 ways to boost digital innovation and entrepreneurship in Europe. Key messages from the European innovation policies for the digital shift project[J]. *Jrc Working Papers*, 2017.
- [12] X. Meng , X. U. Chao, Bian F, et al. An Approach for the Internet Plus Innovation and Entrepreneurship Using Geospatial Information and Digital Technology Knowledge[J]. *Bulletin of Surveying & Mapping*, 2017.
- [13] Quinones G, Nicholson B, Heeks R. A Literature Review of E-Entrepreneurship in Emerging Economies: Positioning Research on Latin American Digital Startups[M]// *Entrepreneurship in BRICS*. Springer International Publishing, 2015:179-208.
- [14] Tumbas S, Berente N, Brocke J V. Digital innovation and institutional entrepreneurship: Chief Digital Officer perspectives of their emerging role[J]. *Journal of Information Technology*, 2018(1):1-15.li