
Construction of Local Undergraduate Entrepreneurship Education System Based on Collaborative Innovation

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Abstract:

Based on demand and local economic development personnel training target, to analyze the characteristics of the local undergraduate colleges and universities entrepreneurship education and development of restriction factors, put forward the optimization countermeasures and Suggestions of local university entrepreneurship education system, in government management, the colleges and universities play a good execution, family support, business practices, social evaluation, on the basis of multiple cooperative To explore the way to transform the system into application practice, in order to improve the effectiveness of entrepreneurship education in local universities, and provide reference for the in-depth development of entrepreneurship education.

Keywords: Local universities, Collaborative innovation, Entrepreneurship education, system.

In today's world, innovation and entrepreneurship education has become an important part of talent training. According to the outline of China's 14th Five-Year Plan, China will adhere to innovation-driven development, optimize the ecosystem for innovation, entrepreneurship and creation, stimulate the creativity of talents, and improve the national innovation system. In recent years, The Chinese government has issued a series of supporting policies to promote the development of entrepreneurship education. It has become an important research topic for local undergraduate universities to improve the entrepreneurship education system based on their own characteristics and closely combine it with the collaborative innovation environment.

I. THE CHARACTERISTICS, EXISTING PROBLEMS AND CONSTRAINTS OF ENTREPRENEURSHIP EDUCATION IN LOCAL UNIVERSITIES

China's innovation and entrepreneurship education started late at the beginning of this century, especially for local undergraduate universities, which are limited by school philosophy and school conditions. The theory, education and support system of entrepreneurship education is not perfect, and the system needs to be further improved to promote the innovative development of entrepreneurship education.

First, local universities lack innovation and entrepreneurship. Entrepreneurship education in Colleges and universities in China is an isolated individual in the whole curriculum system of colleges and

universities, lacking the support, communication and integration of other courses. The curriculum setting is still based on elective courses, with less investment than professional courses and insufficient teaching atmosphere. There is no characteristic teaching material compiled by colleges and universities according to their own characteristics, and the content of entrepreneurship education for students becomes a mere formality. Entrepreneurship education courses fail to play the role of popularizing entrepreneurship theory and practice, and practical activities are in vain. Due to the lack of innovation vitality, students' entrepreneurial vitality and learning enthusiasm cannot be stimulated, which is not conducive to the improvement of students' entrepreneurial practice skills.

Second, the entrepreneurship education system needs to be further optimized. The operation mechanism of entrepreneurship involves many aspects, and there is insufficient coordination among various subjects. Rights and responsibilities, functional categories and operation mechanism need to be further clarified. Although some local colleges and universities have established entrepreneurship centers, they lack a perfect entrepreneurship guidance system and fail to give full play to the function of serving college students' entrepreneurship. Many places do not have specific policies and measures for their own urban development, and the operation mechanism and guarantee system of the system are not sound. There is a lack of necessary policy guarantee, incentive measures and wide recognition for participating in entrepreneurship education activities. Moreover, due to different urban development, it is difficult to popularize entrepreneurship education. In addition, the lack of communication and cooperation between the government, universities, market and society, failed to form a coordinated operation mechanism; the system of encouraging and encouraging students to start their own businesses has not been established and perfected in colleges and universities. The lack of support from local governments and enterprises for venture capital and practice sites restricts the effectiveness of entrepreneurship education in colleges and universities to a certain extent, resulting in unsatisfactory results of entrepreneurship education.

Third, students' entrepreneurial practice is not strong in subjective initiative. Although various colleges and universities have carried out entrepreneurship education activities according to national policies, college students who have grown up from exam-oriented education are not strong in innovation and entrepreneurship ability and consciousness, and lack future planning ability. In addition, due to the lack of integration and mastery of entrepreneurship education and professional education in colleges and universities, students just passively accept knowledge and cannot effectively connect and comprehensively apply the two. According to the survey, it is found that the education objects in local universities are vague, the levels are not clear, and the pertinence is not strong. Some students do not have a deep understanding of the significance of entrepreneurship education for their future development. Some students think that entrepreneurship education courses are useful for students who want to start a business after graduation, and even affect or even give up the further study of professional knowledge in order to start a business, but it is not important for students who do not want to start a business. In addition, students' interaction with teachers is not strong in the process of entrepreneurship education, and their enthusiasm to participate in entrepreneurship associations is not high, which leads to the poor effect of entrepreneurship education.

Fourth, the lack of teachers and training for entrepreneurship education. First, there is a lack of full-time teachers from entrepreneurship education courses. Now, most of them are teachers who are responsible for

student work or related professional courses. Besides, there are only a few lectures invited from outside the school, which cannot systematically explain the knowledge and skills of entrepreneurship, thus affecting the promotion and popularization of entrepreneurship education. Secondly, it is not enough practical experience. Teachers of entrepreneurship education in universities focus on teaching from the theoretical level and lack practical experience in entrepreneurship, which makes it difficult to inspire or guide students to start their own businesses. Third, the shortage of academic leaders and backbone teachers in the field of entrepreneurship education makes it difficult to provide sustained intellectual support for the construction of disciplines and personnel training. Therefore, the professional and professional level of entrepreneurship education teachers in local universities needs to be improved.

Fifth, information overload has an impact on the entrepreneurial education environment. Due to the rapid development of information technology and the Internet, information acquisition is more convenient, shared and fast, which to some extent replaces people's thinking and brings influence and challenge to values and ideologies. Information overload leads to the ideological dilemma of entrepreneurship education and entrepreneurship training in colleges and universities. The erosion and penetration of some bad information affects the outlook on the world of college students to a certain extent, which makes them question the values advocated by entrepreneurship education and entrepreneurship training in colleges and universities, and leads to the identity dilemma of entrepreneurship education to a certain extent.

II. THE CONSTRUCTION OF LOCAL UNDERGRADUATE ENTREPRENEURSHIP EDUCATION SYSTEM BASED ON COLLABORATIVE INNOVATION

The theory of "collaborative innovation" fundamentally reflects the interaction principle of various factors in the development process of new things, emphasizes the convergence of resources and cooperation of various elements, and keeps all dimensions in the same direction with the development requirements of entrepreneurship education. Collaborative innovation in local colleges and universities entrepreneurship education, to realize the coordinated linkage of government, society, school, family, in cultivating college students' entrepreneurial spirit, entrepreneurial quality, entrepreneurship, etc to form resultant force, formed a multi-level and complex, independent system of multidisciplinary integration, build a new local undergraduate colleges and universities entrepreneurship education system.^[1]

2.1 Optimize organization management and operation system

In order to better plan and implement entrepreneurship education courses, it is necessary to establish an organizational structure and a standardized management system for entrepreneurship education for college students. The departments of science and engineering, educational affairs, employment and human resources should work together to ensure the effective implementation of entrepreneurship education by clarifying rights and responsibilities. Explore the management system suitable for the development of entrepreneurship education, carry out overall planning, planning and implementation of entrepreneurship education in the whole school, integrate entrepreneurship education into students' professional education, and guide secondary colleges to hold entrepreneurship education teaching based on professional characteristics and faculty advantages. For example, the establishment of entrepreneurship education and

teaching staff training and assessment system, through research and training, enterprises temporary training and other ways to guide teachers to participate in the social industry entrepreneurship practice; for those students who are willing to start their own businesses, flexible management of school roll is adopted, personalized course credits are set up, learning progress is allowed to be adjusted independently, files and transcripts are set up separately for students who are willing to start their own businesses, and their entrepreneurial activities are recorded and quantified. Reasonable allocation of school funds, the establishment of college students entrepreneurship education special fund, strive for the financial support of relevant enterprises, to promote the sustainable development of entrepreneurship education^[2].

2.2 Set up a scientific and reasonable curriculum system

First, make entrepreneurship education courses more professional and systematic. To explore entrepreneurship education with local characteristics in connection with local economic situation and students' characteristics. Through the course system construction, teaching material selection, arrangement of teaching content, evaluation method and evaluation module innovation, joint area and characteristics of development of school-based curriculum, physical education and practice and combined closely with the regional economy of entrepreneurship education courses, the entrepreneurship education, professional education both fusion penetration, realize resources integration, improve university student's consciousness of entrepreneurship and entrepreneurial spirit. Different courses should be set up in different grades to carry out entrepreneurship education step by step. For example, the basic knowledge of entrepreneurial skills in the lower grades of universal education; in high grades, entrepreneurship education is integrated with the major, and entrepreneurship education courses with professional characteristics are set up to ensure the learning effect of students' theoretical knowledge.^[3]

Second, from entrepreneurship course learning to innovative thinking training. From the perspective of teaching, classroom teaching should be transformed from traditional teaching mode to diversified teaching mode. For example, colleges and universities can compile courses that are deeply integrated with entrepreneurship in some majors (such as Marine science and environmental science) to inspire and cultivate students' innovative thinking. With the help of "risk canvas" as the auxiliary means, students can learn and understand entrepreneurship more intuitively. From the perspective of entrepreneurship, through the change of theoretical knowledge, in and out of school practice activities and other forms, students can unconsciously change their understanding, exercise their practical skills, logical thinking ability, management ability, and cultivate entrepreneurial consciousness and ability.

2.3 Build a comprehensive practical teaching system

Practice is an indispensable part of entrepreneurship education in colleges and universities, which helps students deepen their understanding of entrepreneurship education and make their goals clearer. First, set up entrepreneurial practice courses in combination with the major. For example, to carry out collaborative education with enterprises, enterprises are the best place for practice, so that students can go out of campus and enter the society, arrange internships and internships for students, and pay them corresponding salaries. Through participating in practice, students can combine theoretical knowledge with professional knowledge,

and feel the entrepreneurial atmosphere in the real entrepreneurial environment. To cultivate students' comprehensive qualities such as guarding against entrepreneurial risks, integrating entrepreneurial resources and designing entrepreneurial plans.^[4]Second, cultivate students' entrepreneurial practice skills in various ways. Undertake to the student entrepreneurship education classroom education is not enough, the business plan competition has become an important practice platform for the implementation of entrepreneurship education in colleges and universities, practice content of the project shall follow the time request, and cover the multi-discipline, radiating surface broad, let students can generally involved in the project, through the project application, design, road shows, such as the specific link, Analyze and understand the market-oriented orientation of scientific research activities, accumulate entrepreneurial experience and ideas, and form a correct entrepreneurial outlook. In addition, entrepreneurship training bases and scientific and technological innovation places such as laboratories will be established on campus to allow students to experience entrepreneurship practice activities.

2.4 Build a multi-dimensional teacher education system

The quantity and quality of teachers are directly related to the effectiveness of entrepreneurship education, and the quality of teacher training can be constantly improved by strengthening the links between schools, disciplines and schools and enterprises.

First, build a team of "double-qualified" entrepreneurial teachers. The composition of teachers mainly includes professional teachers in schools and entrepreneurs or entrepreneurs outside the school. Professional teachers are mainly responsible for teaching students the theoretical knowledge of entrepreneurship education and introducing the development trend into classroom teaching. Entrepreneurship practice course is to invite entrepreneurs or entrepreneurs from outside the school to bring the latest research, practical experience and international advanced academic in the form of lectures or reports, so as to bring students a more intuitive entrepreneurial education experience.

Second, strengthen the teaching ability training of teachers. Different from traditional curriculum teaching, entrepreneurship education teachers should explore a wider range of teaching forms in classroom teaching, focusing on cultivating students' critical and creative thinking, such as discussion teaching and participatory teaching, and enhancing students' awareness of participation. Teachers should also actively participate in academic exchange activities and have certain entrepreneurial experience. Schools should actively provide platforms and space for the professional development of entrepreneurship education teachers. At the same time, colleges and universities should strictly supervise the teaching quality of entrepreneurship courses, establish a scientific and systematic teaching quality evaluation system for entrepreneurship courses, conduct a comprehensive evaluation of teachers' teaching level, methods and effects, and constantly improve the actual effects of entrepreneurship education courses.

2.5 Establish a systematic and complete guarantee system

First, use network resources to provide guidance services for students to start their own businesses. With the development of the information society, the Internet has become an important channel for people to

obtain all kinds of information. It is necessary for relevant government departments to constantly improve the continuous information service system of college students' entrepreneurship and employment, so that students can obtain entrepreneurship information both at school and after graduation. For example, on the basis of the national college students' entrepreneurship service network, local governments should establish college entrepreneurship service platforms, strengthen cooperation with schools and relevant industry associations, and timely release the needs of local enterprises.

Second, provide students with the space and financial support they need to start their own businesses. At present, most colleges and universities have set up special employment guidance centers to provide services and support to college students in employment and entrepreneurship. For example, the establishment of venture capital funds for college students, strict selection of venture projects, real-time monitoring and analysis of students' entrepreneurial situation, do guidance to ensure the smooth recovery of venture capital funds. Local governments should also establish corresponding institutions to provide continuous help for students who choose to start businesses and provide platforms for entrepreneurship education in universities.

Third, we need to improve the system for ensuring financial support and policies for innovation and entrepreneurship. On the basis of the national support policies such as college students' risk guaranteed loans, preferential tax policies and discount interest policies, local governments should formulate appropriate tax policies and preferential measures according to the local economic development level and the actual situation of college students' entrepreneurship. In addition, the local government should strengthen financial support for college student entrepreneurs, such as setting up investment funds and other ways, so that students' entrepreneurial activities can be really implemented.

Fourthly, promote the development of entrepreneurship science and technology park based on universities. With the support of the government and society, colleges and universities should establish entrepreneurship science and technology parks, and do a good job in consulting, evaluating and cultivating entrepreneurship projects of college students. At the same time, we should strengthen the transformation of scientific and technological achievements and improve the ability of technological transformation by combining with the superior discipline resources of colleges and universities.

2.6 Implement a diversified evaluation system

The most important part of entrepreneurship education management is the quality evaluation of entrepreneurship education, finding and improving the deficiencies in entrepreneurship education, standardizing teachers' teaching behavior and students' learning behavior, and guiding the better implementation of entrepreneurship education, which is the basis for guaranteeing the quality of entrepreneurship education. Establishing and perfecting the quality evaluation mechanism of entrepreneurship education should start from internal evaluation and external evaluation.

First, internal evaluation. Colleges and universities carry out self-evaluation of entrepreneurship education, and the assessment of teachers and students of entrepreneurship education runs through the whole process. A special evaluation committee composed of school leaders, responsible persons of relevant

functional departments, experts, teachers and student representatives of entrepreneurship education has been established to formulate evaluation indicators and standards of entrepreneurship education and evaluate the overall planning, training objectives and characteristics of entrepreneurship education. Comprehensive evaluation of students, including entrepreneurship theory course scores, practice and entrepreneurship mentor evaluation, and tracking the status of entrepreneurship students after graduation; the differentiated evaluation scheme should be formulated for teachers from the aspects of theoretical courses and practical guidance.

Second, external evaluation. The third party, independent of the government and universities, evaluates the observation indicators of entrepreneurship education in colleges and universities according to the talent cultivation goals and school-running characteristics of colleges and universities in the region. It has the advantages of independence and professionalism, and objectively examines the implementation of entrepreneurship education in colleges and universities from the perspective of "bystanders". It investigates students' views on entrepreneurship and entrepreneurship rate in this area, and provides effective evaluation reports for reference of colleges and universities. At the same time, the evaluation system of college students' entrepreneurship education is introduced into the evaluation of employers, and employers give feedback to students' entrepreneurial performance.

III. APPLICATION OF LOCAL UNDERGRADUATE ENTREPRENEURSHIP EDUCATION SYSTEM BASED ON COLLABORATIVE INNOVATION

The development of entrepreneurship education in colleges and universities needs the joint efforts of the society, the government, schools, teachers, families and students. Entrepreneurship education in local colleges and universities should be composed of government management, leading by colleges and universities, market regulation and social intervention, and form a joint force.

3.1 Deepen the reform of entrepreneurship education and teaching in a multi-pronged manner

Entrepreneurship education is not only the education of skills and methods, but also the education of ideas and consciousness. First of all, education authorities formulate policy documents on entrepreneurship education, put forward the overall goals of entrepreneurship education, and provide overall planning and guidance for colleges and universities. Local colleges and universities should change their educational concepts, improve the system and mechanism, solve the contradiction between professional learning and entrepreneurship education, and enhance the autonomy of secondary colleges. The relevant functional departments of the university should also clarify the division of labor, promote exchanges and cooperation between departments and majors, create an open, advanced, scientific, relaxed and healthy education and teaching environment, realize the diversity of classroom teaching methods and flexibility of teaching methods, stimulate students' entrepreneurial enthusiasm, eliminate entrepreneurial concerns and inspire innovative thinking. Finally, it is necessary to actively play the role of various social forces to evaluate and feedback the entrepreneurship education in colleges and universities, and jointly improve and promote the entrepreneurship education in colleges and universities.

3.2 Make more efforts to improve the reserve of teachers for entrepreneurship education

Teachers are an important part of entrepreneurship education for college students. Entrepreneurship education teachers should have the unique characteristics of being competent for their positions. Colleges and universities should strengthen the construction of teachers through "bringing in, going out". Teaching management departments should guide teachers to use teaching feedback to improve their own quality and strengthen self-development. Teachers of entrepreneurship education should learn cutting-edge knowledge in the field of entrepreneurship and effectively integrate it with students' major. At the same time, open entrepreneurship education should be formed through school-enterprise cooperation to enhance teachers' actual understanding of the development of the corresponding industry, encourage teachers to apply their experience to teaching through enterprise practice, enrich teaching content, and improve teaching enthusiasm, innovation ability and practical ability.

3.3 Take multiple measures to enhance the effectiveness of entrepreneurship education for students

Only by applying entrepreneurial theoretical knowledge into practice can students master higher entrepreneurial skills. First, relying on the support of the government and social forces, multi-party cooperation, high cooperation with enterprises to sign training agreements, the establishment of college students entrepreneurship practice base, comprehensively enhance the effectiveness of entrepreneurship education; second, integrate the resources of alumni and industry alliance organizations, actively encourage enterprise senior engineers to participate in the course teaching of entrepreneurship education in colleges and universities, provide industry information, project consultation and platform communication based on their own practical experience, and improve the training plan of entrepreneurial talents together with college teachers. Third, by holding entrepreneurship forum, participating in "Challenge Cup" and "Innovation youth" competition and other activities, to promote learning and promote the development of students' entrepreneurial ability; fourth, enterprises can intervene in entrepreneurship education in colleges and universities through various projects, aiming at cultivating students' innovative thinking, providing matching positions for students of different majors, solving difficulties in entrepreneurship process, and providing follow-up assistance.

3.4 Multi-party cooperation to build synergy in innovation and entrepreneurship education

In the operation process of entrepreneurship education in colleges and universities, local government plays an irreplaceable role. It is necessary to establish a scientific entrepreneurship exchange mechanism, and all sectors of society should make extensive contacts and coordinate efforts to form an atmosphere and synergy to guarantee college students' entrepreneurship. In addition to creating and improving the legal guarantee system, the government should also actively provide entrepreneurship knowledge and skills training and policy publicity to smooth the green channel of entrepreneurship services. Provide sufficient funding support for colleges and universities, increase financial allocation, pay close attention to the use and rational allocation of social capital. Colleges and universities should make full use of government and social resources, promote in-depth cooperation between schools and local governments, schools and enterprises,

and help students participate in practical training in enterprises, so as to deeply experience the process of product design, research and development, and marketing planning through experiential learning.

IV. CONCLUSION

College entrepreneurship education is an important measure to cultivate college students' entrepreneurial consciousness, entrepreneurial quality and entrepreneurial ability. This paper analyzes the current situation of entrepreneurship education in local colleges and universities from the following five aspects: organizational structure, faculty, curriculum, teaching approach and evaluation mechanism, and puts forward improvement measures for the existing problems. Of the construction of the university entrepreneurship education system based on collaborative innovation is a lasting, system engineering, in the hope of through follow-up studies further stimulate the entrepreneurial passion, training innovation spirit and competition consciousness, improve career employment ability, so as to encourage more students on a path to entrepreneurship practice, contribute to the construction of an innovative country.

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