

Cultivation of Innovative Talents in Environmental Design Specialty under the Background of New Era

Jordi-Roger Riba Ruiz

University of Michigan, USA

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Abstract: With the continuous improvement of China's economic development level, all social construction undertakings have continued to develop. In particular, the introduction of innovation and entrepreneurship education requires education to keep pace with the times and continuously reform. In this context, the environmental design profession has received more and more attention from people. It is a profession that has a close relationship with society, the environment, and people's lives. Therefore, in the teaching of environmental design, teachers should constantly stimulate students' innovative ability and design ability to improve students' environmental design level. This paper analyzes the fundamentals of the cultivation of innovative talents in environmental design. It is to combine the needs of today's market, aim at cultivating innovative and applied talents, combine their own advantages and characteristics, and explore the talent training model that suits them. Strengthen practical teaching and training, improve students' ability of independent innovation, respond to market opportunities and challenges, and then improve the school-running level and social benefits of independent colleges.

1. Introduction

With the rapid development of today's social economy and the significant improvement of people's living standards, the rapidly developing real estate industry provides an unprecedented opportunity for the environmental art design profession. Numerous employment opportunities provide a good development platform for environmental art design practitioners. This rapid growth, as well as the more detailed social division of labor and occupational classification, also puts higher demands on the cultivation of environmental art design professionals. In the face of the rapid development of social and economic construction, the art design education concept is relatively lagging behind. The environmental art design profession also needs to be continuously improved in the development, gradually enriched in the communication, and gradually establish a complete theoretical system and education system to adapt to the historical development trend. In this regard, the article reviews the development of innovation and entrepreneurship education in China, deeply

analyzes the content of innovation and entrepreneurship and its integration with environmental design professional education, and further proposes the path of planning for innovative design of environmental design professionals under the guidance of innovation and entrepreneurship education. It provides new ideas for the reform of education and teaching of environmental design in China.

2. Thoughts on Integrating Environmental Design Innovation Education into Innovation and Entrepreneurship Education

2.1. The Foundation of the Integration of Environmental Design Profession and Innovation and Entrepreneurship Education

Design is the third kind of thinking of human beings. Engaging in design activities itself involves innovative thinking and potential entrepreneurial behavior. Environmental design involves many fields such as natural sciences, humanities and social sciences, art studies, design studies, architecture, landscape architecture, etc. It is a comprehensive interdisciplinary subject. Environmental design professional education not only emphasizes the cultivation of students' aesthetic ability, abstract thinking ability, imagination, space sense, etc., but also focuses on inspiring students to explore new ideas, explore new methods, and apply knowledge in interdisciplinary fields to discover problems, analyze problems, and solve problems. The cultivation of design innovation thinking and innovative skills is usually completed through classroom discussion, concept enlightenment and design practice, and more emphasis on the creative extension of the thinking level. The goal of innovation and entrepreneurship education is based on the acquisition of new thinking and new methods. It emphasizes the courage, ability, and skill to transform the knowledge learned into entrepreneurial ability, and has a lifelong entrepreneurial awareness and entrepreneurial spirit. The basic knowledge, basic principles and experience of professional education are the deep foundations for the realization of innovation and entrepreneurship education. Innovation and entrepreneurship education will bring the ideal into reality. Although they have different focuses, they are highly compatible with the fundamental tasks and objectives of cultivating talents with innovative spirit and practical ability.

2.2. The Necessity of Integrating Environmental Design Major with Innovation and Entrepreneurship Education

In recent years, the reform of environmental design education and teaching has made great progress in all aspects, but it is still limited by the constraints of the traditional art education concept system, and some long-standing problems have become increasingly apparent. First of all, the environmental design professional education research mostly focuses on the internal micro level and the two concepts of innovation and entrepreneurship, but lacks the overall attention to the development of innovation and entrepreneurship education and the in-depth study of the professional training system and mechanism. Secondly, the concept of innovation thinking of environmental design students is mixed with the concept of innovation and entrepreneurship education. Innovative entrepreneurship education not only focuses on the cultivation of innovative spirit, but also the shaping of entrepreneurial awareness and entrepreneurial ability. It should be avoided to simply incorporate it into the practice link and the “second classroom”, which leads to the flattening and dissociation of innovation and entrepreneurship education. In addition, from the perspective of professional education itself, the lack of innovation ability and entrepreneurial awareness is still a prominent problem in the current undergraduate education of environmental design in China. Therefore, how to integrate the environmental design professional education with

the innovation and entrepreneurship needs to be solved urgently.

3. Problems in Current Environmental Art Design Education

3.1.Lack of Practice in the Cultivation of Environmental Design Talents

Lack of practice is the biggest flaw in the teaching of environmental design in many universities. In order to meet the actual needs of the society and adapt to the needs of future jobs, environmental design professionals need to have certain design capabilities and be able to complete the design work independently. This requires students to continuously participate in design practice during their studies. However, some colleges and universities tend to pay more attention to the teaching of theoretical knowledge in practical teaching. There are few design practices, and it is difficult for students to get full exercise. It is difficult to fully exert their subjective initiative to fully display their design inspiration.

3.2.Inaccurate Positioning of Environmental Design Talents

Although some colleges recognize the importance of environmental design, they lack scientific positioning in talent cultivation. They are eager to enroll students, but they are not prepared for school preparation. They lack a clear understanding of professional development. They have not comprehensively analyzed the trends and characteristics of professional development. As a result, the training objectives are not clear enough. It is difficult to arrange the teaching courses and teaching contents reasonably, which ultimately leads to the lack of talent training. Features, the actual effect is not good.

3.3.Lack of Teaching Methods

In the teaching requirements, only the role of teachers' "teaching" is emphasized, and the enthusiasm guidance and training of students' "learning" is neglected. Teachers' meticulous teaching and students' acceptance without thinking are actually no more than passive indoctrination of knowledge. In the long run, instead of achieving practical results, it has fostered the inertia of students and inhibited the formation of students' innovative consciousness and creative ability. The students who are trained lack the ability to innovate independently and lack entrepreneurial spirit.

4. Planning of Environmental Design Innovative Talents Training Mode under the Background of New Era

4.1.Innovative Entrepreneurship Education Model Talent Training Goal

Talent cultivation is the cornerstone of college teaching, and the talent training model directly affects the quality of students. At present, most colleges and universities take the innovation and entrepreneurship curriculum as a public compulsory course to join the talent training program. In the design of talent training objectives, students should be more prominent in the differences, innovation and innovation ability; in the design of the curriculum system, we must pay attention to In practice, increase the comprehensive practice and training courses to stimulate students' enthusiasm for learning and enthusiasm for innovation; in teaching content and teaching methods, we should pay attention to cultivating students' critical spirit and team spirit, and encourage teachers to guide students to take the initiative to acquire knowledge and lead students to conduct collaborative research; to face the future and lay a solid foundation for future employment and

entrepreneurship.

4.2. Innovation and Entrepreneurship Education Mechanism of School-Enterprise Cooperation

Teachers should rely on the existing resources of the school, make full use of the advantages of environmental design profession, create an innovation and entrepreneurship practice base suitable for environmental design profession; strengthen school-enterprise cooperation, open the door to run schools, and carry out the practice of college students' innovation and entrepreneurship. Schools should make full use of the practice base and practical resources, strengthen contact with enterprises, let students go to enterprises, let enterprises enter the school, strengthen the practice and innovation teaching system, and realize the integration of production, learning and research; Cooperate with teachers and business representatives from both inside and outside the school to carry out networking activities between entrepreneurs and university students, and enhance the confidence of students in starting a business from the perspective of theory and experience. Actively creating a scientific, rigorous and lively talent growth atmosphere on the university campus is conducive to building an effective operational mechanism that actively exerts people's creative potential, and promotes the rapid development of innovative and entrepreneurial talent training. The school also needs to create an environment of innovative research and academic atmosphere, regularly hold various interdisciplinary and interdisciplinary academic forums and academic activities, actively organize various scientific and technological competitions and entrepreneurial activities, and improve the innovation and entrepreneurship education mechanism through various means.

4.3. Innovative Entrepreneurship Teaching Evaluation Method and Evaluation System

Full implementation of the elective system and the complete credit system, encourage students to use science and technology innovation activities to offset credits, encourage students to start business in the middle, and provide enough choices for students' free development. The new teaching ideology, educational goals, teaching structure and teaching methods will inevitably lead to the reform of the evaluation methods of past teaching effects, from the summative evaluation of the past emphasis on learning results to the formation evaluation and final evaluation of the learning process. Weaken the selection and screening function of evaluation and reduce the pressure of evaluation on students. It emphasizes the diagnostic and analytical function of students' learning methods, and emphasizes the motivation and motivation of students. Change the past with the concept of unified knowledge evaluation standard to measure students, setting up talent evaluation mechanism to promote the development of students' innovative ability and fully reflects the quality and ability of the students' innovative evaluation standard, indicator system, promote the development of students of different levels of ability continuously.

4.4. Questionnaire Design

In order to understand the current situation of innovative talents training of environmental design major in Colleges and universities, this paper adopts in-depth interviews, questionnaires and other forms of research. In order to fully understand the situation of College Students' innovation and entrepreneurship education, this paper investigates the specific strategies of cultivating innovative talents of environmental design specialty under the background of innovation and entrepreneurship education. In this paper, the field and online and other channels for the distribution and recovery of the questionnaire. On the basis of the effective data, the statistical software SPSS. 19.0 and the questionnaire star platform are used for data statistics, processing and analysis. The statistical

methods used in this paper are mainly descriptive statistics and cross analysis.

4.5. Reliability Test of Survey

The so-called half-reliability is to divide the questionnaire into two halves, and then calculate their reliability coefficients separately. When the reliability coefficients of the two halves are the same, the Spearman-Brown formula is often used to obtain the reliability coefficient of the entire questionnaire.

$$r_{SB} = 2r_{SH} / (1 + r_{SH}) \tag{1}$$

When the coefficients of the two halves are not the same, the Lulun formula should be used for calculation.

$$r_{Rulon} = 1 - \frac{S_{a-b}^2}{S_t^2} \tag{2}$$

5. Specific Strategies for the Cultivation of Innovative Talents in Environmental Design Specialty under the Background of Innovation and Entrepreneurship Education

5.1. Survey Results

Table 1. Students' understanding of innovative talents training strategy of environmental design major in two universities

	College A	College B
Strengthening General Knowledge Education	42.1%	35.3%
Prominent Professional Education	28.4%	29.7%
Strengthen Practical Education	29.5%	35%

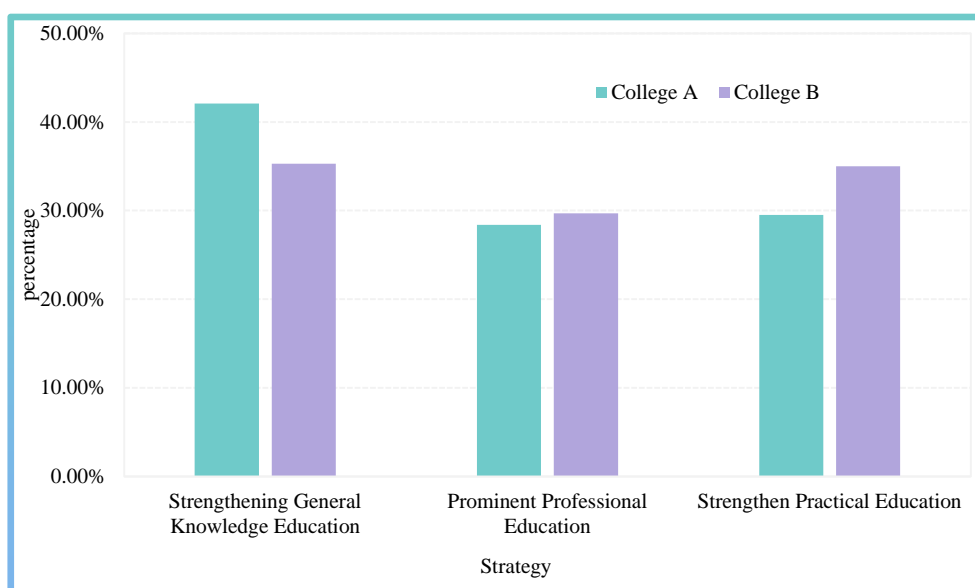


Figure 1. Specific strategies for cultivating innovative and entrepreneurial talents

According to the data in Table 1 and Figure 2, the specific strategies of innovation and Entrepreneurship Talent training can be summarized as follows.

5.2.Strategy

5.2.1. Strengthening General Knowledge Education

In view of the society's demand for talents, professional education, especially the education of new majors in environmental design, must follow the rules of higher education teaching and the law of talent training, and cultivate students' sense of social responsibility, innovation and practice as the core, and adhere to knowledge and ability and the quality of coordinated development. Take advantage of the multidisciplinary and multidisciplinary advantages of colleges and universities, strengthen professional integration and general education, and add courses related to environmental design majors, such as economics, management, law, civil engineering, architecture, etc. Focus on combination of general education and professional education, to explore in environment design professional characteristics of teaching mode, curriculum education management idea innovation, breaking the traditional teaching way, seeking to conform to the environmental design professional general education mechanism, causes the student to fully grasp professional knowledge structure, both have good science and the humanities, and possess solid professional foundation and strong ability of innovation and practice, developing services for innovative composite talents.

5.2.2. Prominent Professional Education

The purpose of professional adjustment is to make the professional features more obvious. The professional characteristics are obviously reflected in the professional education, and we should pay attention to highlighting the setting of the professional core curriculum. The course of environmental design should carry out all-round integration of course content, highlight professional core courses, reduce cross-repetition between courses, and implement a large-scale course of professional core courses. The large-course teaching refers to the integration of professional core courses, arranged in a specific semester, and the increase of class hours. In the course of the core curriculum, the special design related to the course is set up in stages to seek knowledge points. Organized and step-by-step, combing and teaching, so that students can integrate the course content in the learning process. For example, the interior design of the environmental design profession is set as the core curriculum. After completing the necessary theoretical knowledge, the topical teaching of space design, furniture design, color design, lighting design, etc. can be carried out in stages, so that students can be associated the integration of knowledge is conducive to the development of independent learning.

5.2.3. Strengthen Practical Education

In accordance with the professional characteristics of environmental design, integrate and standardize the professional teaching system and curriculum, take the road of "production, study and research" cooperation, and strengthen the practical education of environmental design. Further establish a high-quality practice base, enrich the form of practical teaching, increase the practice of teaching links, create conditions for students to participate in relevant practical activities, and cultivate students' sense of innovation. The premise of innovation is the individualized development of students. It is necessary to cultivate students' critical thinking and encourage students to use "known" to explore the spirit of "unknown". In the practice teaching, teachers only play the role of inspiration and guidance. They must grasp the students' thinking and behaviors, fully respect the

students' main status, encourage students to learn independently, manage themselves, dare to explore and dare to innovate.

6. Summary

With the continuous optimization of innovation and entrepreneurship, the rapid development of the social market economy, the development of environmental art design related industries, and the higher requirements for environmental art design education and talent training, it can be said that opportunities and challenges coexist. We should combine our own Advantages and characteristics continue to adopt new methods and methods in teaching to strengthen practical teaching and training to improve students' ability of independent innovation, actively respond to market opportunities and challenges, strive to improve the level of teaching and scientific research, and finally we will cultivate a group of competitive, creative and applied high-quality innovative talents for the society.

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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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