



“ Collaboration and Integration”: Under the Background of the New Era, the Exploration and Practice of Entrepreneurship Education System in Colleges and Universities

ZhiYuan Chen^{1*}, Jinyu Yang²

¹ College of Entrepreneurship, Jiaying University.

² Jiaying Vocational and Technical College.

* **Corresponding Author:** chenzhiyuan@zjxu.edu.cn

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ABSTRACT

Under the background of advocating "mass entrepreneurship and innovation," the breakthrough to promote the comprehensive reform of higher education is to strengthen the work of innovation and entrepreneurship education, which is also a primary strategic task of building an innovative country. With the continuous expansion of the functions of modern universities, universities should set up advanced entrepreneurship education concepts, define the objectives of entrepreneurship education suitable for the actual development of schools, and build a sustainable entrepreneurship education system. Besides, colleges and universities need to strengthen cooperation with the government and society, provide support from policy guidance, public opinion atmosphere, teachers and other aspects, so as to create a good entrepreneurial education ecology.

Keywords: Undergraduate student; Entrepreneurship education system

Entrepreneurship and innovation should exist in a harmonious way, and they are closely linked. If we ignore the relationship between them, there will be obvious limitations in the vision and level of entrepreneurship. Li Keqiang stressed that to effectively integrate science and technology with the creativity of the people in a wider range, in a deeper level and at a higher level, we should not only strive to break through the core key technologies, challenge the world's scientific and technological problems, but also transform scientific and technological achievements into real productivity through mass entrepreneurship and innovation. University students are a group with the most vitality and innovation potential. They are the new force for implementing innovation-driven development strategy and promoting mass entrepreneurship and innovation.

As an important place to train university students, colleges and universities have an inseparable responsibility to carry out entrepreneurship education. At present, from the practice of entrepreneurship education, there are some conditions to promote innovation and entrepreneurship in the two aspects of management and teaching in colleges and universities, but the community of entrepreneurship education has not been established, and the concept of open, diversified and inclusive entrepreneurship culture has not been formed. Therefore, this will lead to the alienation of entrepreneurship education resources, and the situation that entrepreneurship education and professional education "do it by yourself" has not fundamentally changed.

In view of the above problems, colleges and universities urgently need to build a sustainable entrepreneurship education system, which can resolve the institutional obstacles in entrepreneurship and innovation, and create a good ecological environment for college students.

1.SET UP THE ADVANCED CONCEPT OF ENTREPRENEURSHIP EDUCATION AND CLEAR EDUCATIONAL OBJECTIVES

The three functions of talent training, scientific research, and social service have become the main functions of modern universities. With the progress of society, the connotation and extension of these three functions have been continuously expanded. In western countries, some universities even creatively put forward the concept of entrepreneurial universities with Entrepreneurship and practical ability as the core, encourage and support college students to start their own businesses and forge

ahead, cultivate talents needed by the society or cultivate entrepreneurs who can make outstanding contributions, and realize the function of serving the society through cutting-edge scientific research and entrepreneurial talent training. There is no doubt that under the background of "mass entrepreneurship and innovation", colleges and universities in China should also make positive changes to "innovative" and "entrepreneurial" universities, so as to establish advanced entrepreneurial education concepts, run entrepreneurial education throughout the whole process of talent training, and train innovative and entrepreneurial talents with high quality for the society, so as to meet the needs of social progress and development.

At this stage, entrepreneurship education has not been placed at the core of the development of colleges and universities in most of them. They do not attach importance to entrepreneurship education as the basic engineering of building an innovative country, training innovative and entrepreneurial talents, and implementing comprehensive supporting reform of higher education. ^[1] These schools do not understand the importance of integrating entrepreneurship education into professional education and the implementation of four-year consistent entrepreneurship education for students. At the same time, they did not realize the importance of entrepreneurship education in the quality of personnel training and social serviceability. Therefore, it is necessary for colleges and universities to reverse this concept, establish the concept of entrepreneurship education based on professional education, improve the construction of entrepreneurship education curriculum system for college students, innovate teaching methods, and try to promote the integration and interaction of professional education and entrepreneurship education. At the same time, promote the collaborative innovation and entrepreneurship mechanism of government, school, and enterprise, and better guide college students to accelerate scientific research results in the way of entrepreneurship transformation, with scientific and technological innovation to promote high-quality and rapid economic and social development. In addition, colleges and universities can also combine national and regional economic development needs, targeted training of professional entrepreneurial talents.

Marxism holds that the free development of human personality is an important form of expression of human's all-round development and its highest goal. ^[2] We should respect and embody the full development of college students' personality in setting the goal of entrepreneurship education. Specifically, the goal of entrepreneurship education should include two levels: first, the utilitarian tendency, that is, based on the personality of college students, to cultivate outstanding people with outstanding talents or in the form of entrepreneurship to change the human lifestyle and quality. Obviously, the enterprises founded by entrepreneurial talents can promote the expansion of employment scope and fields. Meanwhile, continuous innovation and entrepreneurship can further improve the efficiency of resource allocation and bring a "subversive" transformation to traditional industries. Second, the tendency of popularization, i.e., high-level and high-quality quality education ^[3]. Cultivate the entrepreneurial spirit of college students to be enterprising, innovative, responsible and improve their innovative thinking ability, professional ability, and practical ability. These are not only the key factors for the success of entrepreneurship but also the needs of college students' self-survival and development. In addition, entrepreneurship education also has an impact on the future development of college students, guiding college students to take entrepreneurship as a new attitude and way of life.

According to Peter Drucker, the master of management, "change" constitutes the essence of entrepreneurship, which plays a lever role in social progress, and defines entrepreneurship as the spirit of social innovation. " ^[4] It is undeniable that any innovation and entrepreneurship is a kind of exploration and change of self-spirit, which is the specific manifestation of entrepreneurship. Therefore, the process of cultivating entrepreneurship is also the process of self-cognition and self-realization of college students. From the perspective of cultivating entrepreneurial ability, it is a kind of creativity with strong sociality, practicality, and comprehensiveness, which requires not only core professional ability but also certain enterprise management ability, psychological adjustment ability, and entrepreneurial execution ability. It can be seen that the effective way for people to achieve all-round development can choose to start a business, which is conducive to the realization of individual value and individual freedom. In a word, in the construction of entrepreneurship education system, colleges and universities need to fully consider the development of College Students' personality and combine with the requirements of the times, to achieve the overall development of college students as its fundamental purpose, to establish and clear the advanced entrepreneurship education concept and goal.

2.IMPROVE THE RESOURCE INVESTMENT AND CREATE A GOOD ENVIRONMENT FOR ENTREPRENEURSHIP EDUCATION

In order to promote entrepreneurship education to the level of its school running concept, colleges and universities should infiltrate it into all aspects of the school construction, teaching, management, and quality evaluation system, and increase the input of resources and standardize management. In the school, it is necessary to establish a multi-department cooperative entrepreneurship education management organization, which will be responsible for the joint planning, deployment, and implementation of entrepreneurship education and the development of the school's connotation. In China, some universities have set up university students' innovation and entrepreneurship centers or innovation and entrepreneurship colleges. These organizations are responsible for the overall planning of entrepreneurship resources, entrepreneurship education and other work in the school, and with other relevant departments in personnel training, organizational management, supply and demand, and other aspects of a sound working mechanism.

One of the decisive factors for the quality of entrepreneurship education is the quality of teachers, which is also the key factor for the development of entrepreneurship education in China. From the current situation of college teachers' reserve, most of the teachers belong to "not professional origin," they lack practical experience and do not form a professional team, so they can not provide professional guidance for entrepreneurial practice college students, especially those who start enterprises. Based on the

above situation, colleges and universities should first recruit and cultivate a team of teachers with strong professional quality. On the basis of introducing a number of business application-oriented talents teachers, we should increase the support for science and engineering teachers, regularly organize teachers to participate in innovation and entrepreneurship academic activities such as entrepreneurship training, entrepreneur forum, domestic and foreign entrepreneurship exchanges, improve teachers' theoretical literacy, guide teachers to participate in activities such as "teachers to enterprises," "innovation teams to industries," and improve teachers' practical experience. Secondly, colleges and universities can also rely on China Youth Entrepreneur Association, College Students' Innovation and Entrepreneurship Alliance, Alumni Association and other institutions, and introduce experts, well-known entrepreneurs, venture investors, and people with rich entrepreneurial experience in various industries as part-time business mentors. The matching mode of full-time and part-time entrepreneurial tutors can effectively make up for the shortage of practical teaching.

The practice platform of entrepreneurship education is the key link to entrepreneurship education. Colleges and universities should speed up the construction of the entrepreneurial practice platform. 1. We will build characteristic colleges, enterprise colleges, and industry colleges together with government departments, industries, and enterprises, and take the technology chain, production chain and product chain of industries and enterprises as the practical teaching content, so as to promote a number of innovation and entrepreneurship carriers. 2. Build a four-level Incubation Platform of "College Students' Innovation Laboratory - College (Major) Makerspace - School Entrepreneurship Practice Park - Social Incubator," integrate entrepreneurship practice into the teaching, experiment, curriculum design and social practice of professional theory, so as to form an entrepreneurship education incubation system that connects the inside and outside of professional courses, entrepreneurship park and school. 3. Build a cooperation platform supported by venture capital companies and alumni. On the one hand, this platform can provide one-stop business incubation services such as business guidance, legal consultation, project application, etc. On the other hand, the platform can provide practical opportunities to support entrepreneurial projects with potential development in the form of cooperative transformation, pricing, and equity, so as to improve the success rate of entrepreneurial enterprises of college students.

In addition to the establishment of entrepreneurship education management institutions, the construction of entrepreneurship education teachers, and the construction of entrepreneurship education practice platform are the resources investment of entrepreneurship education in colleges and universities, of course, colleges and universities should strive to create a good ecological environment for entrepreneurship education.

On the one hand, we should strengthen policy guidance. First of all, the government and universities need to work together to provide funds, environment, policies, and other conditions to carry out entrepreneurship practice and create conditions in the aspects of business suspension and off-duty entrepreneurship. Secondly, through the method of setting up the college students' entrepreneurship fund, we can provide some financial support to the entrepreneurship projects with high technology content and good market prospect, give corresponding subsidies in credit, tax and other aspects, and provide necessary income subsidies in the failure stage of entrepreneurship, so as to reduce the worries of college students' entrepreneurship. Thirdly, the docking mechanism of college students' entrepreneurship and teachers' innovation achievement transformation also needs to be established, which will be used to encourage teachers to lead students as assistants and jointly develop various topics. Support teachers to start businesses with students in various forms, such as technology, project, capital, experience and resources.

On the other hand, enhance synergy. Attract the attention of key enterprises, industry associations, and industrial parks in the industry, build and share innovation laboratories, practice bases, and other social entrepreneurship practice platforms integrating education, training, and innovation and entrepreneurship. At the same time, we need to increase the integration of entrepreneurship resources, accelerate the effective connection of key links such as entrepreneurship education, entrepreneurship training, entrepreneurship incubation, and entrepreneurship services, so as to improve the achievement conversion rate of college students, and finally create a good innovation and entrepreneurship ecology. At the same time, through the publicity of positive entrepreneurs or examples, guide the public to form a correct understanding and view of college students' entrepreneurship, in this way to reduce the pressure of public opinion on college students' entrepreneurs.

3. ESTABLISHING SUSTAINABLE ENTREPRENEURSHIP EDUCATION SYSTEM AND IMPROVING EVALUATION MECHANISM

For the teaching activities of entrepreneurship education, it should not be isolated and scattered. Colleges and universities should start from the perspective of complementary integration, grasp the internal relationship between entrepreneurship education and professional education, so as to carry out a more systematic design. At the same time, according to the characteristics and entrepreneurial needs of different groups of college students, we need to provide targeted and personalized entrepreneurial education curriculum content. In this regard, we can start from the following two aspects:

First, build a comprehensive curriculum system. On the one hand, for college students, it is necessary to set up "innovative thinking", "entrepreneurial foundation" and other relevant universal general courses, with the help of these courses to cultivate the entrepreneurial spirit, innovative thinking and entrepreneurial skills of college students, and penetrate professional courses through entrepreneurial basic knowledge and methods, so as to consolidate and improve the learning quality of professional courses. On the other hand, entrepreneurship is a relatively complex process, which involves management, economics, psychology and other professional fields. Therefore, colleges and universities can introduce network and digital learning resources such as MOOC and microlecture, so as to build an integrated independent learning platform inside and outside the major and constantly enrich students' independent learning resources. For the arrangement of curriculum sequence, it is necessary to make a clear distinction between different levels and follow the principle of gradual progression from simple to

in-depth, that is, from basic knowledge to operation professional curriculum to research-based curriculum. At the same time, colleges and universities can also set up some special training courses for students who are interested in entrepreneurship by combining their own characteristics and advantageous industries in the region, so as to help form a multi-dimensional entrepreneurship education curriculum system.

Second, build a comprehensive practice system. First of all, we need to gradually build a practical teaching system integrating the three links of experiment, practice and training, as well as the three stages of creativity, innovation and entrepreneurship, which is "Sanshi Sanchuang", and build a practical teaching overpass of "entrepreneurial consciousness - professional innovation - entrepreneurial practice". Secondly, we should make full use of the advantages of College Students' entrepreneurship park and university science park to provide college students with research projects based on the actual needs of enterprises, and intersperse various skills testing, technology development, testing, market research and other related contents in their theoretical courses, so as to provide a real production and operation scenario, raw materials, products and market feedback information, and enhance students practical ability of entrepreneurship based on innovation. Moreover, we can also introduce the entrepreneurial simulation training platform. Through online simulation to complete the evaluation of the project, guide students to transform training projects into innovative entrepreneurial projects. Finally, universities can focus on entrepreneurship competitions, including the creation of creative projects, design, Internet plus, public interest and comprehensive business.

In addition, we should also promote the construction of entrepreneurial culture on campus. Only when entrepreneurship education forms the premise of cultural identity, can we further activate the potential and demand for innovation and creation of college students.^[5] At the same time, in colleges and universities, we can combine the regional cultural characteristics, highlight the identity of creative characteristics, and build a brand of entrepreneurial culture. At the same time, it is necessary to form a cross college, cross disciplinary, cross professional atmosphere of innovation and entrepreneurship between students and teachers and students.

Compared with the well-known foreign universities, there are still many deficiencies in entrepreneurship education in China. In order to further promote the development of entrepreneurship education in China and ensure that entrepreneurship education meets the needs of economic and social development, colleges and universities must also establish a scientific and reasonable evaluation mechanism of entrepreneurship education. On the one hand, through multi angle feedback and evaluation, we can find out the deficiencies in the work of entrepreneurship education, and then formulate practical improvement measures, so as to continuously improve the level of entrepreneurship education. On the other hand, according to the evaluation results, it can also provide the basis for the corresponding policies formulated by the relevant departments. It is worth emphasizing that the following principles should be paid attention to when establishing the evaluation model of entrepreneurship education:

First, the principle of multi angle and comprehensiveness. First of all, the content to be evaluated needs to cover all aspects of entrepreneurship education, including not only targeted curriculum, practical training, teaching management, but also service aspects such as base construction, as well as evaluation of education effect, education quality and other results. Secondly, it should be evaluated from multiple perspectives. Introduce government, enterprises, scientific research institutions, students and other evaluation subjects, according to the different needs of different subjects, design the related evaluation indexes, so as to ensure the objectivity of the evaluation results. For example, for students, they are concerned about whether entrepreneurship education can meet the needs of their personal development. For the government, what they pay attention to is the contribution of entrepreneurship education to the society. For enterprises, they pay more attention to the benefits that entrepreneurship education can bring to themselves and the extent to which it can improve the ability of college students.

Second, the principles of science and diversity. In the evaluation of entrepreneurship education, we should not only attach importance to the result evaluation of entrepreneurship education, but also ignore the process evaluation of entrepreneurship education. We need to follow the objective law. In the process of evaluation, we should not only pay attention to the factors such as entrepreneurship rate and satisfaction, but also pay attention to the process state, so as to ensure that both process and effect can be considered. At the same time, in the process of evaluation, because the actual situation of each university is different, such as the investment in entrepreneurship education, the source of students in school, the economic indicators of the region, etc., therefore, it is necessary to objectively formulate the evaluation level step by step, and constantly optimize and improve it. In the process of operation, it is necessary to select different methods for cross validation according to the different subject and content of the evaluation, in order to ensure the scientificity and reliability of the evaluation content.

Third, dynamic and sustainable principles. When making the evaluation system, colleges and universities should consider the dynamic process of personnel training according to the trend of social development. When different subjects are included in the evaluation process, there should be a dynamic and open operation network.^[6] At the same time, for the evaluation method itself, it will be adjusted and improved with the change of external factors. Colleges and universities can also introduce advanced evaluation methods, so as to improve the accuracy of the evaluation results. At the same time, we should attach importance to the integration with the entrepreneurial talents that the society really needs, only in this way can we truly promote the sustainable development of entrepreneurial education.

4. cONCLUSION

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