Feasibility and Path Analysis of Integrating Innovation and Entrepreneurship Education into "One-Stop" Student Communities

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Abstract: The "one-stop" student community provides new support for innovation and entrepreneurship education in universities. Integrating innovation and entrepreneurship education into the "one-stop" student community work enriches course materials, integrates teacher resources, improves students' participation in innovation and entrepreneurship, and solves problems such as low student participation, lack of course resources, insufficient teacher resources, and single evaluation methods in traditional classrooms. Through various means such as exploring course resources, innovating management models, and strengthening team construction, the role of "one-stop" student communities in innovation and entrepreneurship education has been fully utilized, promoting the development of innovation and entrepreneurship education.

Keywords: Innovation and entrepreneurship; "One-stop" student community; Feasibility; Path analysis

1. Introduction

Innovation and entrepreneurship education is an important means for application-oriented undergraduate universities to establish students' innovative awareness, improve their innovative abilities, and cultivate application-oriented innovative talents, which is also a significant component of the non-technical abilities of college students. The improvement of innovation ability and innovation literacy among college students plays a sustained role in individual growth, which is a crucial part of cultivating applied innovative talents in the new situation. In recent years, with the continuous efforts of major universities in the field of innovative education, their educational functions of innovative education have also been further highlighted. In 2020, the Ministry of Education, together with eight other departments, issued the "Opinions on Accelerating the Construction of the Ideological and Political Work System in Universities," further exploring the construction of "one-stop" student communities and providing new carrier support for innovation and entrepreneurship work in universities.

At present, there are still problems in innovation and entrepreneurship education in universities, such as

inadequate carriers, low rate of platform utilization, and insufficient teachers' participation [1]. There is also a lack of corresponding support and guarantee for students' participation in innovation and entrepreneurship work. In this context, fully leveraging the collaborative educational function of the "one-stop" student community provides systematic guarantee and support for the development of innovation and entrepreneurship education, including physical carriers, management models, and teaching staff, and to a certain extent promotes the development of innovation and entrepreneurship education in universities.

2. The importance of integrating innovation and entrepreneurship education into the construction of "one-stop" student communities

2.1. Enriching curriculum resources, making innovation and entrepreneurship education more dynamic

The present curriculum in universities usually focuses on classroom teaching, and a comprehensive education approach makes it difficult to stimulate students' interest in learning. Innovation and entrepreneurship education, however, focuses more on teaching concepts and qualities, equally requiring both theory and practice. Therefore, some universities are actively carrying out curriculum and teaching reformations, exploring new models of innovation and entrepreneurship education. In recent years, the competition system based on the "Challenge Cup," "Internet+ Undergraduate Innovation and Entrepreneurship Competition," and "Undergraduate Innovation and Entrepreneurship Training Plan" platforms has provided new ideas for the development of innovation and entrepreneurship. Many colleges and universities carry out project-based teaching methods on the basis of subject competitions, which can not only continuously improve the comprehensive quality of students in the process of project research, but also obtain certain honors and rewards, displaying a positive effect of motivation on students. However, the competition-oriented innovation and entrepreneurship education system ignores the needs of most students for innovation and entrepreneurship. Many projects have formed fixed clubs and teams to ensure the output of honor and scientific research, which not only hinders the development of innovation and entrepreneurship education but also to some extent triggers competition and contradictions among student groups. Ultimately, it is due to the lack of competition-oriented entrepreneurship education resources, which cannot stimulate the initiative of students as the main body. Students often tend to passively participate in teachers' horizontal projects and use the entrepreneurship resources provided by teachers, making it difficult to reflect their subjectivity.

Relying on a "one-stop" student community, students can have easy and quick access to entrepreneurial education resources, no longer limited to traditional classroom teaching models. One of the advantages is the ensured diversity of course resources. The student community has integrated party building, ideological and political education, and other related content, helping students cultivate innovative spirit and develop innovative literacy, and at the same time improving their professional abilities to conduct in-depth research at the grassroots areas, mine red materials, and extract fresh cases, helping students accumulate materials for competitions. The second advantage is covering the fragmented time of students. It is difficult to reflect the connotation and spirit of innovation and entrepreneurship through a single course or practice, and more importantly, they are nurtured over a long period of time through the subtle and silent nourishment of education. The "one-stop" student community has lowered course resources to the front line of students, combined with various forms of entrepreneurship-themed educational activities, providing comprehensive coverage to the students, guiding students to engage in entrepreneurship and innovation work in a strong atmosphere of innovation and entrepreneurship, and ensuring that innovation and entrepreneurship education is "dynamic."

2.2. Integrating teaching staff and ensuring full coverage of teacher guidance

At present, innovative and entrepreneurship education is mainly carried out by specialized course teachers and counselors, including some teachers from the "Innovation Practice" center, and most of them are part-time. On the one hand, some teachers themselves lack practical experience in innovation and entrepreneurship, mainly focusing on theoretical teaching during the teaching process, lacking "practical" and "realistic simulation" teaching. Moreover, they also undertake a series of major course teaching and social services, making it difficult for them to devote to the subsequent management of innovation and entrepreneurship education; on the other hand, some counselors involved in innovation and entrepreneurship work have only received systematic theoretical training on innovation and entrepreneurship, and have little knowledge of the development of the industry, who can only engage in the management of innovation and entrepreneurship competitions and courses. Some college student entrepreneurship teams have only received financial support from the beginning of the project.

In 2019, the Department of Ideological and Political Work of the Ministry of Education issued a notice on piloting the construction of a "one-stop" comprehensive management model for student communities, stating that it is necessary to promote teams such as counselors, head teachers, academic mentors, and school party and government officials to settle in student communities, bringing the leadership, management, ideological and political forces, and service forces of the school to students, providing strong support for their comprehensive development. In terms of management strength, it is crucial to further promote curriculum research, continuously develop new courses on the basis of meeting the innovation and entrepreneurship needs of students, establish evaluation mechanisms that are suitable for educational purposes and processes, and further stimulate teachers' motivation. In terms of ideological and political power, a joint force of professional education and ideological and political power can be formed. Through activities like social practice, red resources can be integrated into innovation and entrepreneurship education, and in the process of practice, students can be trained in their perseverance and willpower for innovation; in terms of service strength, we can strive for the cooperation of multiple departments within the school to form a joint force in education.

2.3. Enhancing entrepreneurial skills and ensuring high-quality employment for students

In 2021, the State Council's "14th Five Year Plan for Employment Promotion" pointed out that employment is the greatest livelihood and the most basic support for economic development. During the 14th Five Year Plan period, achieving more comprehensive and high-quality employment is an inherent requirement for promoting high-quality development and comprehensively building a socialist modernized country. It is an important foundation for launching the people-centered development concept and solidly promoting common prosperity. In recent years, the number of college graduates has shown a rapid upward trend. In 2023, the number of graduates has exceeded 11 million [2]. Although universities have gathered various forces to participate in students' employment work, such as providing employment guidance courses and career planning education, organizing employment recommendation meetings and job fairs of enterprises, etc., which can only solve the common problems of students' employment, the personalized needs of students for development are often overlooked.

Integrating innovation and entrepreneurship education into student community construction can further expand the coverage of innovation and entrepreneurship education and enhance the promoting effect on students' employment situation [3]. Innovation and entrepreneurship are important means to solve the employment problems of college students [4], and the cultivation of innovative practical skills can also greatly enhance students' hands-on practical skills and awareness of innovation, helping to strengthen their

competitiveness in the employment process. On the one hand, students can interact more frequently with teachers through the "one-stop" student community, understand the latest development status and requirements of the industry, strengthen their weak links in the entrepreneurial process, and improve the success rate of entrepreneurship; on the other hand, teachers can better guide student entrepreneurship teams and projects through a "one-stop" student community, and understand the difficulties and latest market trends of students at any time in the entrepreneurial process, upgrade the rate of students' successful entrepreneurship, and alleviate the employment difficulties of college students.

2.4. Increasing the number of carriers and ensuring platform construction is "guaranteed"

The Notice of the Department of Ideological and Political Work of the Ministry of Education on Carrying Out the Pilot Work of "One-Stop" Student Community Comprehensive Management Model Construction points out that personalized development centers such as innovation and entrepreneurship bases should be established to meet the diverse and personalized ideological learning and living needs of community students. In recent years, universities and enterprises have been attaching increasing importance to innovation and entrepreneurship education. In order to integrate internal and external resources, universities have explored and established platforms such as innovation practice laboratories and college student entrepreneurship parks to further deepen innovation and entrepreneurship education and broaden channels for cultivating innovative talents. However, the utilization rate of innovation and entrepreneurship bases in universities is low, mainly due to the lack of rationality in curriculum design and low student participation. Secondly, there is a lack of coordination among departments of the university, and the innovation and entrepreneurship base lacks certain management and services. Problems including inadequate equipment maintenance, irregular opening hours, cumbersome application processes, and frequent occupation of venues still exist [5].

The construction of a "one-stop" student community provides a new carrier for innovation and entrepreneurship education, providing students with full-time and wide-ranging support. Students can independently allocate time to participating in innovation and entrepreneurship education activities in the community. Student communities can help integrate educational resources and advantages of education and teaching in various fields, as well as in various aspects of talent cultivation and innovation and entrepreneurship activities, promote the normalized development of linkage and braking among various functional departments of schools, and stimulate the cultivation vitality and internal vitality of student community education. Students can receive comprehensive services and support in the process of innovation and entrepreneurship, avoiding energy consumption and waste. For example, during the process of participating in innovation and entrepreneurship competitions, when students need support from roadshow venues, the "one-stop" student community can negotiate with logistics and other departments to quickly establish roadshow venues, provide equipment support, and effectively ensure the advancement of students' innovation and entrepreneurship activities.

3. The path of integrating innovation and entrepreneurship education into the construction of "one-stop" student communities

3.1. Developing software and hardware resources to ensure a complete platform construction

The construction of innovation and entrepreneurship carriers includes two aspects: hardware and software. Firstly, a dedicated physical space should be established within the student community to provide students with comprehensive services for innovation and entrepreneurship. The current "one-stop" student communities in universities are usually settled in dormitory areas where students are more crowdedly gathered, and students often live in the same area for similar majors. On the one hand, innovation and entrepreneurship activity

rooms with corresponding themes can be set up according to the different characteristics of students' majors, highlighting the different characteristics of majors and making it more convenient for students from the same major to communicate after class, truly reflecting the "immediacy" of innovation and entrepreneurship education; on the other hand, it can facilitate specialized course-teachers to go deep into student groups and carry out innovation and entrepreneurship courses of professional characteristics. Activities such as innovation and entrepreneurship guidance, project roadshows, and course topic defense can be sent to students, forming an effect of demonstration and achieving the "popularization" of innovation and entrepreneurship education.

In addition, attention should also be paid to the construction of "software." Firstly, it is necessary to optimize the teaching staff, cultivate student mentors with high political standing and strong entrepreneurial abilities, regularly carry out innovation activities and entrepreneurial practices, and promote the normalization of innovation and entrepreneurship education. The second is to expand course resources, allowing more and more corporate forces to enter student communities, providing students with market-oriented and commercialized practical exercises, and improving the practicality of innovation and entrepreneurship education. Thirdly, we will introduce high-quality activities, establish student innovation and entrepreneurship clubs, and incorporate high-quality activities such as social practice, subject competitions, and innovation and entrepreneurship competitions into the community. Meanwhile, we will carefully arrange brand activities such as innovation and entrepreneurship cultural festivals to increase students' participation.

3.2. Innovating management models and strengthening practical process assessment

Traditional innovation and entrepreneurship courses usually adopt classroom or experimental teaching methods, the content of which is often boring and difficult to arouse students' interest. Innovation and entrepreneurship education does not only rely on one or two courses but should have a series of designed courses according to the concept of innovation and entrepreneurship to form a complete education system. A "one-stop" student community can solve the problem of emphasizing theory over practice in classroom teaching and instead focus on carrying out practical exercises mainly through project-based teaching.

On the one hand, project-based teaching can allow more students to participate in the operation process of the project [6]. When encountering difficulties or problems that cannot be solved independently, they can seek help from their classmates in a timely manner. While strengthening their hands-on ability, it can also improve their comprehensive skills in interpersonal communication and mutual assistance; on the other hand, teachers can enter the community in time to teach and guide students, timely grasp the process of the project, and promote communication between both parties. In addition, the "one-stop" student community is closely connected to students, and the guiding teachers can regularly visit the community to acknowledge project progress and strengthen process evaluation. In this way, it can firstly ensure the overall participation rate of students, ensure the quality of participation of each student, and leverage the practical effectiveness of innovation and entrepreneurship education. Secondly, it is possible to transform the original assessment format and reduce conflicts and competition among students by means of not using a single achievement as an evaluation indicator.

3.3. Promoting the sinking of service forces and ensuring the stability of team construction

The integration of innovation and entrepreneurship education into the "one-stop" student community not only requires corresponding software and hardware resources but also requires the educational strength of the whole school to be gathered to further form a joint force of innovation and entrepreneurship education. To achieve this, we need to promote teachers specialized in entrepreneurship education to enter the community,

introduce extracurricular entrepreneurial resources, regularly offer open courses and lectures on innovation and entrepreneurship in the community, and combine with the current market background to teach methods of entrepreneurship. We also need to promote full-time teachers to enter the community, who often have a more comprehensive grasp of technology and better competence for guiding students' innovation and entrepreneurship work. They not only need to serve as guiding teachers in competitions but also need to integrate into students' regular entrepreneurial activities. The third method is to promote the integration of ideological and political forces into the community, ensuring the stable development of different community work. Party and government leaders and counselors should regularly enter the community to carry out ideological and political education, create a positive atmosphere for innovation and entrepreneurship, and promote the steady advancement of community innovation and entrepreneurship education. The fourth method is to promote the integration of administrative forces into communities, provide high-quality guarantees for innovation and entrepreneurship education, establish innovation and entrepreneurship colleges and student entrepreneurship park service centers, integrate campus innovation and entrepreneurship affairs, carry out entrepreneurship guidance, project approval, fund application, and other businesses, improve service efficiency, and comprehensively guarantee the work of innovation and entrepreneurship education for college students.

4. Conclusion

Innovation and entrepreneurship education have always been an important component of higher education, and improving the timeliness and effectiveness of innovation and entrepreneurship education in universities is a key direction in research. Faced with the problems of course resources, platform resources, and teaching staff in current innovation and entrepreneurship education in universities, the construction of a "one-stop" student community provides new ideas for the development of innovation and entrepreneurship education. Through constructing software and hardware platforms, promoting the gathering of educational resources, and strengthening process assessments, student participation is increased and the effectiveness of innovation and entrepreneurship education is ensured, laying a solid foundation for student growth and development.

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