Innovative Paths for Social Entrepreneurship Education in Colleges and Universities in the New Era: Based on the Analysis of the Winning Works of the Red Journey of China's "Internet+" College Student Innovation and Entrepreneurship Competition from 2017 to 2022

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Abstract: China's "Internet+" College Students Innovation and Entrepreneurship Competition has become one of the highest-level, most widely covered, most influential and most participated college students innovation and entrepreneurship competitions in China. This article sorts out and analyzes the basic information and award-winning information of the Red Journey of the China "Internet+" College Students Innovation and Entrepreneurship Competition from the third (2017) to the eighth (2022) China "Internet+" College Students Innovation and Entrepreneurship Competition, and summarizes the relevant experience.

Keywords: "Internet+"; Innovation and entrepreneurship; Analysis; Innovation path

1. Introduction

The term social entrepreneurship was first coined by American Bill Drayton and is an entrepreneurial concept that has emerged worldwide in recent years. Social Entrepreneurship refers to social behavior in which individuals, social organizations, or networks, inspired by social missions, pursue innovation, efficiency, and social effects, establish new organizations in response to social needs, and provide products or services to the public [1]. Social entrepreneurship has both market profit and public welfare services. Social entrepreneurship education is an important way to cultivate college students' innovative consciousness, innovative spirit, and innovative ability, and to enhance college students' sense of social responsibility [2]. As a new ideological and political education model for college students, social entrepreneurship education requires the joint support of

the government, universities, and the general public [3]. As the main incubation place for talents, universities have become an important mission of cultivating innovative talents [4]. To implement the reform of innovation and entrepreneurship education in colleges and universities, stimulate the enthusiasm of college students for innovation and entrepreneurship, cultivate a new force of "mass entrepreneurship and innovation," and promote the formation of "Internet+" new business formats, the Ministry of Education organized and launched China's "Internet+" college students Innovation and Entrepreneurship Competition [5]. The "Youth Red Dream-Building Journey" activity is an important activity of the China International "Internet+" College Student Innovation and Entrepreneurship Competition (hereinafter referred to as the "Red Journey"). It aims to encourage young students to take root in China, understand the national and people's conditions, and firmly hold Ideals and beliefs, tempering will and quality, and assisting targeted poverty alleviation and rural revitalization [6]. The deep integration of social entrepreneurship education and professional education gives ideological and political content and value to entrepreneurship education [7]. Red Journey deeply integrates ideological and political education, professional education, and innovation and entrepreneurship education, integrating college students' innovation and entrepreneurship practice with targeted poverty alleviation. Poverty alleviation and rural revitalization are closely integrated, integrating party history education courses, national conditions and ideological and political courses, innovation and entrepreneurship courses, rural revitalization courses, and red dream-building courses, which is an important path to effectively implement social entrepreneurship education.

2. Research objects and methods

2.1. Research objects

The research focused on sorting out and analyzing the basic information, award-winning status, and other information of the winning works on the red journey of the China "Internet +" College Student Innovation and Entrepreneurship Competition from the third (2017) to the eighth (2022), and summarizing relevant experience.

2.2. Research methods

The research mainly uses text analysis and statistical analysis methods. The award-winning data is quoted from the list of winners of the Red Journey in the third to eighth China "Internet+" College Students Innovation and Entrepreneurship Competition announced by the Ministry of Education. The data of the award-winning projects are organized and summarized. Tools such as Excel and Python are used to analyze these data for the development trends and related laws, to provide direction and reference for future topic selection of the Red Journey, thereby drawing conclusions and making suggestions.

3. Research results

3.1. Analysis of the number of awards won by the Red Journey over the years

There were 18 gold medals, 42 silver medals, and 143 bronze medals in the fourth Red Journey Competition, for a total of 203 awards. There were 18 gold awards, 51 silver awards, and 134 bronze awards in the fifth Red Journey Competition, for a total of 203 awards. There were 23 gold medals, 59 silver medals, and 127 bronze medals in the 6th Red Journey Competition, for a total of 209 awards. There were 54 gold medals, 103 silver medals, and 342 bronze medals in the 7th Red Journey Competition, for a total of 499 awards. There were 55 gold medals, 105 silver medals, and 349 bronze medals in the 8th Red Journey Competition, for a total of 509. Judging from the trend, the total number of award-winning projects and the number of awards at different levels in the Red Journey Competition have been increasing over the years. The number of awards has increased

significantly since the seventh session as shown in Figure 1.
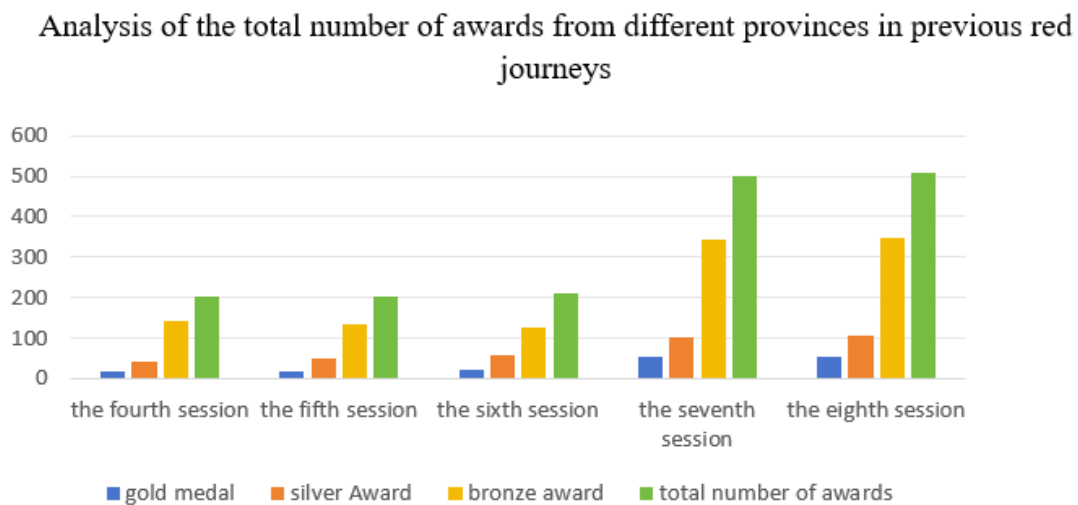
Figure 1. The awards received from the 4th to the 8th Red Journey.

According to the number of award-winning projects in different provinces in the Red Journey over the years, the eastern region from Shandong Province to Fujian Province is relatively strong, while the central and western regions are relatively weak. The number of award-winning projects in Jiangxi Province, Sichuan Province, and Shaanxi Province is far ahead of other provinces. From the perspective of regional distribution, the distribution of the number of award-winning projects in the provinces with advantages is related to but not consistent with the distribution of the traditional advantageous regions in the development of higher education in the country. From the perspective of the province, Jiangxi Province (87), Zhejiang Province (80), and Fujian Province (80) have the largest number of award-winning projects. This distribution is not entirely consistent with the traditional advantageous provinces in the development of higher education in the country. From this point of view, the Red Journey Competition can promote coordinated regional development, including higher education. Regional coordinated development is not only an important part of the new development pattern of education but also an intrinsic requirement and an important part of promoting common prosperity.

3.2. Analysis of Red Journey awards ranked by schools

An analysis of the top ten universities with the highest number of award-winning projects over the years found that as of the 8th Red Brigade Competition, Jiangxi Normal University and Xiamen University had the highest number of award-winning projects, followed by Hebei Agricultural University, Nanchang University, and Xinjiang Agricultural Vocational and Technical University (**Figure 2**). Among Xi'an Jiaotong University, Chongqing University, Northeast Agricultural University, Huazhong University of Science and Technology, and Southwest Petroleum University, there are 7 double first-class universities and 3 non-double first-class universities, accounting for 70% of the total. Among them, 4 universities are listed in the 985 Project and 6 are listed in the 211 Project. Overall, double-first-class universities still have extremely high competitiveness in the Red Brigade Competition.
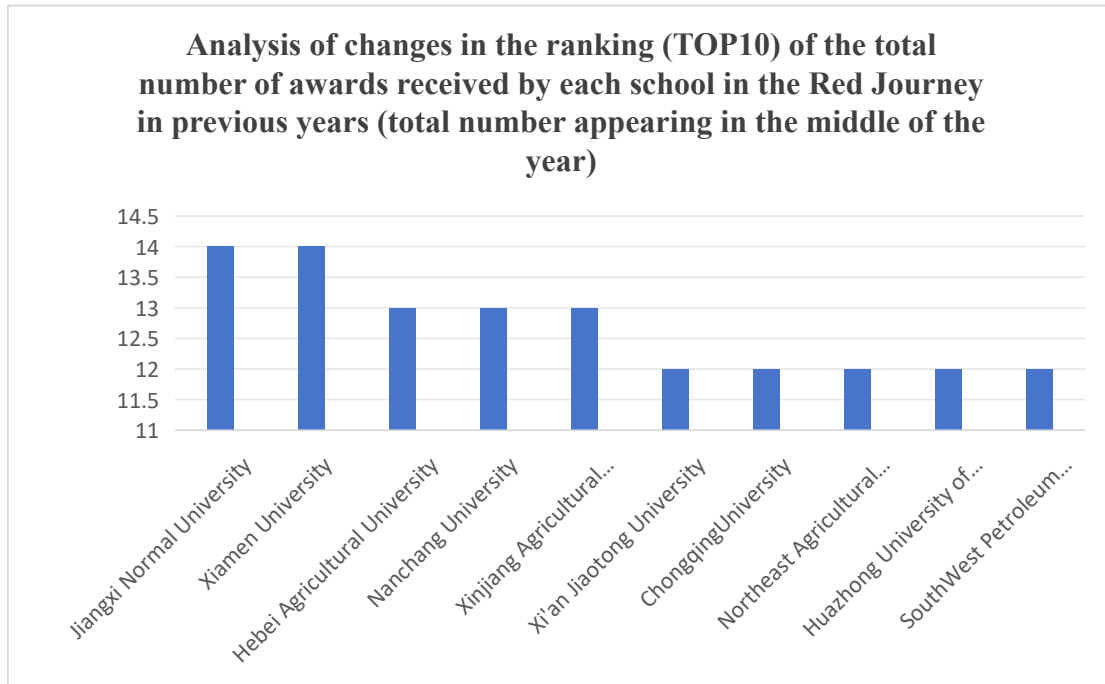
Figure 2. The top ten universities in terms of number of award-winning projects in the 4th to 8th Red Journey competition.

According to the school category, there are 6 comprehensive universities, 3 agricultural and forestry universities, and 1 normal university. The comprehensive university accounts for the highest proportion, accounting for 60%, followed by agriculture and forestry, accounting for 30%, and normal university for 10%. According to the nature of running schools, they are all public schools. Except for Xinjiang Agricultural Vocational and Technical College, all the top ten universities with the highest number of award-winning projects over the years are undergraduate institutions.

3.3. Analysis of changes in high-frequency words in previous award-winning projects

In the Python 3.7 environment, JIEBA word segmentation was used to conduct word frequency analysis on the project name descriptions of the above-mentioned award-winning projects, remove punctuation marks and words, count the parts whose frequency exceeds the benchmark value, and finally conduct relevant analysis based on the word segmentation results (**Figure 3**).

Judging from the high-frequency words extracted from the title, the title of the winning project is closely based on the two basic points of targeted poverty alleviation and rural revitalization in the context of the new era. The 19th National Congress of the Communist Party of China at the end of 2017 made targeted poverty alleviation one of the three major goals. In August 2018, the Central Committee of the Communist Party of China and the State Council issued guidance on the three-year action to win the battle against poverty. The opinions require that by 2020, ensure that the rural poor under current standards are lifted out of poverty and eliminate absolute poverty; ensure that all impoverished counties are removed from poverty and solve regional overall poverty, thus achieving the growth rate of per capita disposable income of farmers in poverty-stricken areas higher than the national average. The main indicators of basic public services in poverty-stricken areas have been brought close to the national average [8]. The year 2020 coincides with the final year of poverty alleviation.

The word poverty alleviation appeared 45 times in the list of award-winning projects of the fourth Red

Journey Competition (2018), 42 times in the fifth (2019), and 33 times in the sixth (2020). The word frequency analysis of the award-winning projects is all high-frequency words. The word poverty alleviation only appeared 4 times in the list of winning projects in the seventh session (2021) and began to decrease in frequency. The word poverty alleviation disappeared in the eighth Red Brigade Competition (2022). The word frequency analysis results are highly consistent with the country's targeted poverty alleviation policy.
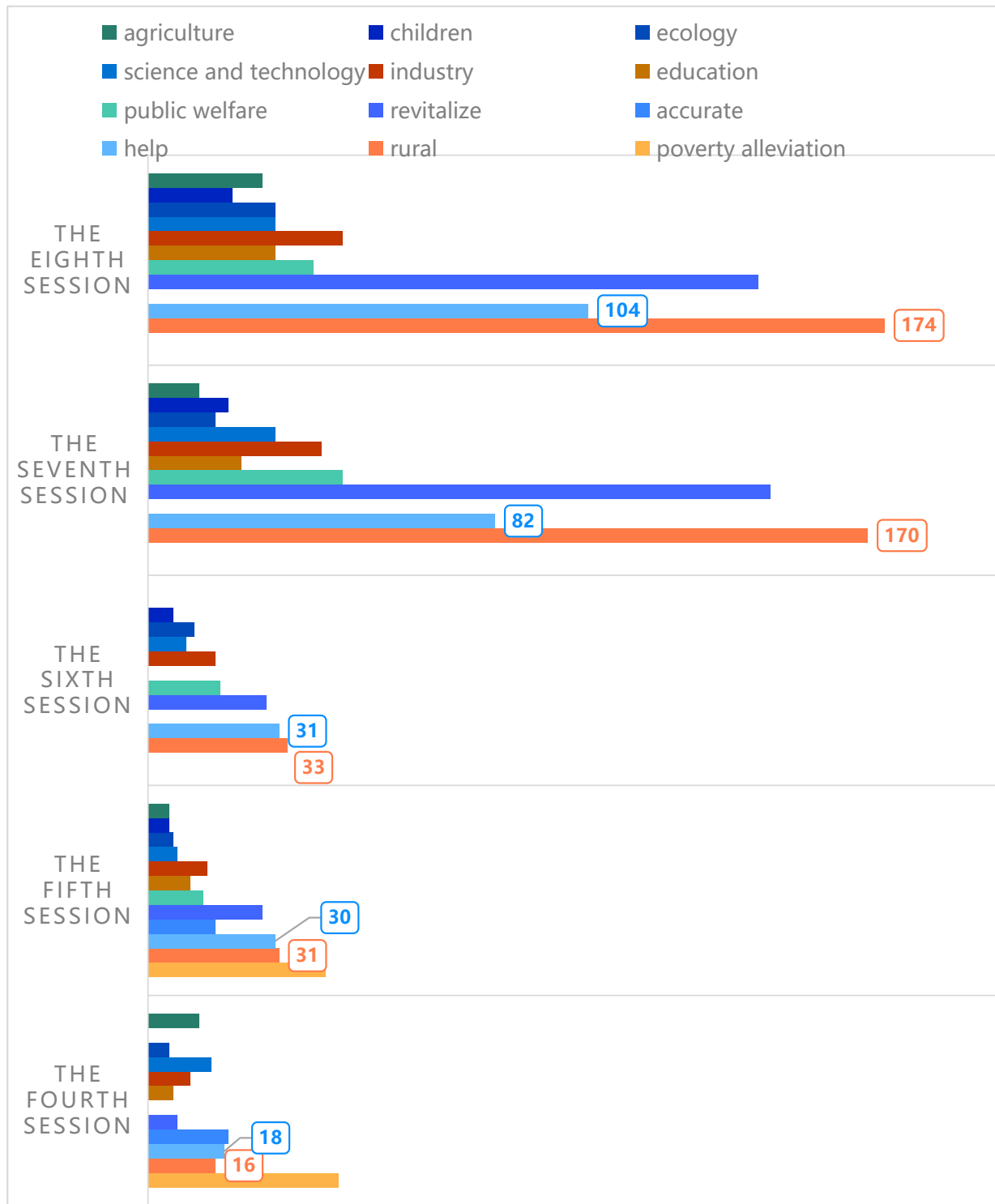

Figure 3. Analysis of high-frequency words that won awards at the 4th to 8th Red Journey Competition.

4. Research conclusion

4.1. Social entrepreneurship education shows a growing trend

With the continuous holding of the "Internet +" College Student Innovation and Entrepreneurship Competition Red Brigade Competition, social entrepreneurship has received increasing attention from universities year by year. The total number of award-winning projects and the number of awards at different levels on the Red Brigade Competition have increased year by year, which shows that after recent developments, college students' social entrepreneurship education is gradually being promoted nationwide and has become an important part of the education reform in colleges and universities.

4.2. There are differences in regional development across the country

Among the awards received by each province over the years, provinces with relatively developed economies in the eastern region have more awards than provinces with relatively backward economies in the central and western regions, and the results of social entrepreneurship education are relatively obvious. From the comparative analysis of schools, it can be seen that the distribution of advantageous provinces in the number of award-winning projects is related to but not consistent with the distribution of traditional advantageous regions in the development of higher education in the country. It can be seen that although universities in the eastern region perform more prominently in philanthropic entrepreneurship, there is huge room for the development of philanthropic entrepreneurship education in universities in the central and western regions, especially in the Red Brigade Competition, which shows great potential.

4.3. Social entrepreneurship education closely follows national policies

Word frequency analysis of award-winning topics shows that the themes of social entrepreneurship projects are closely connected with national macro policies, such as targeted poverty alleviation and rural revitalization. With the adjustment of national policies, the focus of social entrepreneurship projects has also changed accordingly, showing the timeliness and adaptability of social entrepreneurship education.

5. Countermeasures and suggestions

5.1. Policy training and education model innovation

Colleges and universities should strengthen social entrepreneurship policy training and develop a collaborative education model for social entrepreneurship education that integrates "government, industry, academia, and research" [9]. Establish a social entrepreneurship research center to combine college students' social entrepreneurship practical activities with ideological and political education, with professional learning, with college students' extracurricular academic scientific and technological innovation activities, with serving society and promoting economic development. In terms of the teaching model, students can be encouraged to carry out social entrepreneurship activities through training methods such as mutual recognition of social entrepreneurship activities and elective course credits [10]. By setting up social entrepreneurship courses, attracting high-quality enterprises to settle in, and organizing successful social entrepreneurship project participants to give regular lectures on campus, resources can be integrated in the form of joint support from policies and university education mechanisms to create a good external environment [11].

5.2. Improve college students' sense of social responsibility and awareness of social entrepreneurship

Because college students' philanthropic entrepreneurship has a strong social nature, it needs to use its

advantages to create a broad impact in society. As a communication medium, new media plays an important role in college students' social entrepreneurship [12]. The government and universities can use new media to help promote mature social entrepreneurship projects so that all sectors of society can have a deeper and clearer understanding of the content, essence, and positive significance of social entrepreneurship, to gain wider social recognition and create more achievements. The government should encourage the social and cultural atmosphere of college students' social entrepreneurship, mobilize the enthusiasm of college students to participate in public welfare entrepreneurial activities, and improve their awareness of social responsibility.

5.3. Establish a support platform for social entrepreneurship

Local governments and universities should jointly establish social entrepreneurship incubators to provide college students with support at all stages of project development, including business model sorting, resource integration, and future planning. At the same time, they should provide office space, financial support, resource docking, and other services, pay attention to changes in market and social needs, and invite leading experts in various fields to analyze market and social dynamics to provide standardized, scientific, and effective guidance for college students' social entrepreneurship projects. Focusing on cultivating high-quality social entrepreneurship projects provides good project incubation services and a platform for college students to exercise their abilities [13].

5.4. Strengthen the construction of a team of guidance teachers for social entrepreneurship

Colleges and universities have abundant teacher resources and high-level talent pools. Hence, they should establish an experienced social entrepreneurship guidance team to provide professional guidance in internal governance, strategic planning, financial management, human resources management, and so on, to help college students' public welfare entrepreneurial projects go smoothly. Teachers are regularly organized to review and evaluate various innovation and entrepreneurship plans carried out and provide guidance on the practical methods and direction of progress of the projects [14]. In terms of practical experience guidance, the first is to use the award-winning instructors as the first instructors, and the newly joined teachers as the lower-ranked instructors. Through the old and new models, the innovation and entrepreneurship projects of college students are continuously passed down. The second is to invite successful entrepreneurs, mainly alumni, to campus, podiums, and classrooms to share their successful or failed innovation and entrepreneurship experiences and inspirations. Innovation can be introduced to entrepreneurship lecturers or training teachers through multiple channels to establish a multi-level professional team of instructors [15].

Disclosure statement

The authors declare no conflict of interest.

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