

Exploring the Practical Path of "Industry-University-Research-Use" in the Field of Internet+ for the Joint Construction of Business Administration Programmes by Schools and Enterprises

Xu Li^{1,a}

¹College of Science & Technology Ningbo University, Ningbo, China

^a291737869@qq.com

Abstract: With the arrival of the Internet+ era, the cooperation between higher education institutions and enterprises to build business administration majors and practice the "industry-academia-research-utilisation" mode has become an important way to promote industrial upgrading and to shape the cultivation of talents adapted to the needs of the times. The purpose of this paper is to discuss the urgency and reasonableness of the joint establishment of business administration majors by universities and enterprises under the perspective of Internet+, to analyse in detail the practical application of the "industry-academia-research-utilization" model in the field of this major, and to put forward a series of practicable paths of practice. This will help cultivate students with more practical application ability and innovative thinking, promote industrial development, and lead the development direction of talent training and industrial integration in the future.

Keywords: Internet+; School-Enterprise Co-construction; Business Administration Major; University-Industry-Research-Use; Practice Path

1. Introduction

In the era of Internet+, the deep integration of industry and technology has become a trend that cannot be ignored. This integration has not only changed the business model and operation mode of enterprises, but also redefined the demand for talents ^[1]. Traditional business administration education needs to keep pace with the times to adapt to this emerging business environment. In this context, university-enterprise co-operation to build business administration majors is called for. By closely integrating universities and enterprises, academic knowledge and practical application can be better connected. This kind of co-operation is not only to provide students with internship opportunities, but also to introduce practical problems into the classroom during the teaching process, so that students can deeply understand the challenges and opportunities of business operations. The "Industry-University-Research-Use" model plays a key role in university-enterprise co-operation. By introducing industrial needs into the curriculum, students' learning will be closer to the reality, and the talents trained will have more practical operation ability. The research cooperation between schools and enterprises can also promote industrial innovation and provide strategic support for the development of enterprises. This mode of co-operation also provides more practical opportunities for students, who can not only exercise their skills in actual operation, but also interact closely with enterprise professionals and establish a practical professional network. In conclusion, in the era of Internet+, university-enterprise co-operation in building business administration majors and practicing the mode of "industry-academia-research-use" not only helps to cultivate talents with more practical application ability, but also promotes the innovation and development of enterprises, and provides a strong support for the sustainable growth of the economy ^[2].

2. The Necessity of School-Enterprise Co-operation in Building Business Administration Programmes

The necessity of school-enterprise co-operation to build a business administration programme in the

era of Internet+ is becoming more and more prominent. With the profound changes in the business environment, the demand of enterprises for management talents with digital, innovative and practical abilities is rapidly increasing. At the same time, school-enterprise cooperation can introduce practical problems into the classroom and enhance students' practical ability and innovative thinking. By building practice bases and conducting joint research, school and enterprise cooperation promotes knowledge transfer and sharing, and promotes the organic integration of theory and practice.

2.1 Changes in industry demand

In the era of Internet+, business models, market trends, and consumer habits have all undergone fundamental changes, which pose new challenges and requirements for the management talents needed by enterprises. The demand for management talents with digitalisation, innovative thinking and practical ability is increasing. The traditional business model is no longer applicable, replaced by a business approach full of innovation and change. The spread of the Internet and the rapid development of digital technologies have revolutionised the way markets work, leading to a constant evolution of market trends. Consumer behaviour and habits have also changed, with a shift from offline to online consumption, as well as an increasing demand for personalisation and customisation^[3].

2.2 Enhancement of Talent Cultivation Objectives

School-enterprise co-operation can integrate the actual needs of enterprises into the curriculum and talent cultivation objectives, so that the cultivated students will have more practical application ability and be more adaptable to the market demand. In this new business environment, enterprises no longer only need traditional management skills, but also need talents with digital thinking and practical application ability. Digital technology has permeated all aspects of business, and enterprises need to be able to use data analysis, artificial intelligence and other technologies to guide decision-making and innovation. Innovative thinking has become the key to sustained competition for enterprises, which requires management talents to be able to bravely try new business models and strategies and continuously create new value.

Therefore, it is an important necessity for schools and enterprises to cooperate to build business administration majors. Through cooperation with enterprises, schools can better understand the actual needs of the current industry, adjust the curriculum, and cultivate management talents adapted to the Internet+ era. These talents not only have a solid management foundation, but also can stand out in digitalisation, innovation and practice, injecting new vitality into the development of enterprises. To sum up, the business changes in the Internet+ era have given rise to new requirements for management talents, and the co-construction of business administration majors through school-enterprise cooperation can help to cultivate management talents that better meet the needs of the times and promote the development and upgrading of industries^[4].

3. Practical application of the "industry-academia-research-use" model in business administration majors

The so-called practical application aims to achieve the organic integration of industry, academic research and practical application through close cooperation between schools and enterprises. Through school-enterprise cooperation, schools can understand the needs of the industry, adjust the curriculum, cultivate management talents adapted to the Internet+ era, and strengthen practical operation and innovative thinking. At the same time, the combination of academic research and practical problems can not only provide solutions for enterprises, but also promote the innovative development of the industry. Through project-driven teaching and the construction of practice bases, this model allows students to get exercise in solving actual business problems and improve their analysis, decision-making and collaboration skills. In conclusion, the "Industry-University-Research-Use" model provides a more practical and adaptive educational model for the training of business administration professionals, and also promotes the innovation and development of the industry.

3.1 Combination of industry-academia: construction of practice base

Through the combination of industry-academia construction of practice base, schools and enterprises can achieve a win-win situation. Students can get the training of practical skills and professionalism, enterprises can get talents with practical application ability and innovative spirit, and

academic research and practical application can promote each other. This mode provides a broader and more practical platform for the training of talents in business administration, and also promotes the innovation and upgrading of industry.

Firstly, the combination of industry and university has far-reaching significance in building practice bases. The co-operation between schools and enterprises in building practice bases not only provides students with a real business scene, but also is an ideal platform to cultivate their practical skills and professionalism. In this practice base, students can interact closely with industry professionals, understand the internal operation of enterprises, market changes and the dynamics of customer needs, and thus combine what they have learnt in the classroom with practical applications.

Secondly, the construction of the practice base not only helps students prepare for their careers, but also provides companies with opportunities to find talents and solve practical problems. Students are able to improve their comprehensive qualities such as teamwork, communication and coordination, and problem solving in practical operations, which enables them to integrate into the working environment more smoothly after graduation. Practice bases also promote the close integration of academic research and practical application. Schools can use practice bases to carry out research projects in cooperation with enterprises to solve practical problems and promote the innovation of academic research. At the same time, enterprises can also obtain cutting-edge theoretical knowledge and innovative ideas from academia to promote continuous innovation within the enterprise^[5].

3.2 Learning by doing: project-driven teaching

The project-driven teaching method is an efficient teaching tool, especially suitable for cultivating business administration talents who can adapt to the business environment in the Internet+ era. By solving practical problems and improving analysis, decision-making and collaboration skills, students will have more practical application value and lay a solid foundation for their future career.

Introducing real business problems into the classroom and adopting project-driven teaching can enable students to learn in more realistic scenarios and enhance their analytical, decision-making and collaborative abilities. Through project-driven teaching, students will be directly confronted with real business situations and need to apply the theoretical knowledge they have learnt to solve problems. This hands-on learning approach not only enhances students' interest in learning, but more importantly, develops their practical skills. The project-driven teaching approach also promotes students' collaborative skills. In real business projects, teamwork is often required, and students need to work together with their classmates to give full play to their respective strengths and solve problems. This collaborative experience is also important in later career.

Through project-driven teaching, students can gradually develop the ability to solve problems on their own. They are not only recipients of knowledge, but also problem solvers and innovators. This mindset and hands-on experience will enable them to better adapt to the rapidly changing business environment.

3.3 Research innovation: opportunities for cross-border co-operation

Through university-enterprise co-operation, research collaboration between schools and businesses not only facilitates the integration of academic research with practical business issues, but also provides strong support for the generation of innovations^[6]. This mode of co-operation creates a good platform for the mutual benefits of academia and business, and promotes cross-border exchange and integration of knowledge.

Through active school-business co-operation, schools can benefit not only in education, but also in the field of academic research. This type of co-operation provides a way for schools to participate in enterprise research projects, which makes it possible to combine academic research with actual business problems, and thus promotes the generation of innovation.

By participating in corporate research projects, schools can firstly encourage academic research to come out of the "ivory tower" and really serve the real needs. Through a deeper understanding of the challenges and opportunities of enterprises, the research results of the university can be closer to the market and more practical application. This kind of practical research can also inspire scholars to think more innovatively and explore new ways to solve real problems. Secondly, school-enterprise co-operation provides a broader research field for academics. Schools can dabble in a variety of practical business problems and cover a wide range of research areas with the support of their corporate

partners, thus expanding the depth and breadth of academic research.

Most importantly, school-business co-operation creates a channel for knowledge transfer and sharing between academia and the business world. Academics can obtain cutting-edge market information, practical experience and industry insights from enterprises, which provide practical cases and data support for their research. At the same time, research results from academics provide innovative ideas and theoretical support to businesses, promoting their sustainable development and innovation.

4. Exploration of practical paths

4.1 Innovation of Higher Education Mode

In order to better adapt to the industrial needs of the Internet+ era, schools can take a series of measures to adjust the education mode of business administration majors. Firstly, adjusting the curriculum is a key step. Schools should reevaluate the content of the curriculum according to the needs of enterprises and market trends, and increase the number of courses covering digitalisation, innovation, cross-border and other aspects, in order to cultivate more comprehensive quality management talents. Secondly, adding practical sessions is also indispensable. Through the introduction of actual business projects and internship opportunities, students can practise in real-life scenarios and integrate theoretical knowledge with practical applications. This kind of practical experience can enable students to better understand business operations and develop practical problem-solving skills. At the same time, it is equally important to strengthen the training of the teaching staff. Teachers need to keep abreast of industry trends and understand the latest business models and technology applications. Schools can provide relevant training and resource support to help teachers better understand the business environment in the Internet+ era and integrate these understandings into their teaching^[7].

These adjustments will make the education model more in line with industry needs. Students will gain more practical knowledge in the classroom and practical experience will be more relevant. Continuous upgrading of the faculty will also ensure that teachers will be able to pass on the latest business knowledge and practical experience in their teaching. Through these measures, the school can better cultivate business administration talents adapted to the Internet + era and provide strong support for the upgrading and innovative development of the industry.

4.2 Deepening of enterprise cooperation

Establishing long-term and stable school-enterprise cooperation is a key strategy for the cultivation of business administration talents adapted to the Internet+ era. Through joint research and joint formulation of cultivation programmes, schools and enterprises can work closely together to achieve the precise alignment of talent cultivation objectives and provide sustainable power for industrial innovation and development.

Through close cooperation with enterprises, schools can better understand the needs and trends of the industry, so as to adjust the educational objectives and training programmes and achieve the precise alignment of talent training objectives. Schools and enterprises can jointly choose some challenging research topics and carry out in-depth research and discussion. This not only contributes to the depth of academic research, but also solves practical business problems and provides strong support for the innovative development of the industry. Jointly formulating talent training programmes is also the core of the partnership. The university can adjust the curriculum, practical sessions, etc. according to the needs of enterprises and changes in the market to ensure that the graduates produced meet the needs of the modern business environment. At the same time, the professional experience of enterprises can also provide useful reference for the optimisation of education programmes.

Long-term and stable partnership can also provide students with more practical opportunities. Students can participate in real projects and internships in enterprises to better understand the operation of the market and develop practical skills. At the same time, students are able to interact with corporate professionals, laying a solid foundation for their future career development^[8].

4.3 Expansion of cross-border co-operation

Cooperation with other disciplines and industries is an important way to cultivate business administration talents in the Internet+ era. Through the exchange and integration of knowledge, the cultivation of management talents with comprehensive quality and cross-field cooperation ability will help adapt to the rapidly changing business environment and promote the innovation and development of industries.

In the era of Internet+, the development of business administration profession cannot be separated from the cooperation with other disciplines and industries. By cooperating with disciplines and industries in different fields, it can promote the exchange and integration of knowledge, and then cultivate more comprehensive quality management talents. Cooperation with other disciplines can break the boundaries of traditional disciplines and introduce interdisciplinary ways of thinking. For example, cooperation with disciplines such as information technology and data science can cultivate management talents with digital thinking and technology application capabilities. Co-operation with creative design, culture and arts, on the other hand, can help cultivate talents with innovative thinking and cross-border co-operation ability. Co-operation with different industries can help students better understand the diversity and change of the market. Through co-operation with enterprises and entrepreneurs, students can gain a deeper understanding of the business models and competitive strategies of different industries, thus cultivating management talents with more market insights and practical operation abilities^[9]. This kind of interdisciplinary and inter-industry co-operation not only enriches the content of education, but also develops the comprehensive quality of students. In their future careers, they will be able to better adapt to the needs of different fields and have a broader career development space.

5. Conclusion

It is of great significance in today's context for schools and enterprises to jointly build business administration programmes and practice the "industry-academia-research-use" model. In the era of Internet+, this model has become an effective way to improve the quality of talent training and promote industrial development^[10]. Through close cooperation, the school can integrate the actual industrial needs into the curriculum and cultivate talents with practical operation ability, innovative thinking and cross-border cooperation ability. At the same time, school-enterprise cooperation to build practice bases and carry out joint research not only solves practical problems for enterprises, but also provides practical cases and cutting-edge information for academia, promoting the interpenetration of theory and practice. Through continuous practical exploration and deepening cooperation, the organic integration of education, industry and research can be realised, creating a more valuable education model for the cultivation of business administration talents in the era of Internet+ and leading the new direction of industrial development.

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