

Discussion on the Integration of College Students' Pioneer Park and Innovation and Entrepreneurship Education under the Background of "Internet Plus"

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Abstract: The College Students Pioneer Park provides students with a good entrepreneurial practice platform. Under the background of "Internet plus", college students can complete entrepreneurial practice simulation by building a virtual software system, which builds a systematic support framework for innovation and entrepreneurship education activities. Based on this, this paper analyzes the significance, problems and paths of the integration of college students' entrepreneurship parks and innovation and entrepreneurship education in the context of "Internet plus", with a view to providing reference for the cultivation of entrepreneurship and innovation talents.

Keywords: Internet Plus; College Student; Entrepreneurship Park; Innovation and Entrepreneurship Education

1. Introduction

The relationship between college student entrepreneurship parks and entrepreneurship education is complementary. Entrepreneurship parks provide practical carriers for innovation and entrepreneurship programs, accelerate the incubation speed of entrepreneurship achievements, and entrepreneurship education provides talent reserves and establishes a smart engine for entrepreneurship parks. "Internet plus" is not only a technical tool, but also an underlying logic and thinking paradigm that reshapes the way of social production and life. It provides multiple possibilities for contemporary college students' innovation and entrepreneurship with its unique characteristics of cross-border integration, innovation driven, restructuring, respect for humanity, open ecology, and connecting everything. Entrepreneurship and innovation educators should attach importance to promoting the deep integration of the two, reshape their relationship based on the "Internet plus" background, and create an open innovation and entrepreneurship education ecology.

2. The significance of the integration of college students' entrepreneurship parks and innovation and entrepreneurship education in the context of "Internet plus"

Firstly, enhance the attractiveness of educational institutions. In the era of "Internet plus", all kinds of information tend to be transparent, and high-quality talents pay high attention to the school discipline construction, teacher quality, development platform and other elements when choosing schools. The establishment of a college student entrepreneurship park can become a distinctive educational advantage for universities, allowing talents to see the future support of the school for innovation and entrepreneurship education, attracting talents with innovative intentions and abilities, accurately identifying the potential and strengths of different talents, and improving the quality of talent entry for universities.

Secondly, enhance the talent literacy and ability. Innovation and entrepreneurship ability can enhance students' comprehensive quality, enabling them to understand new technologies and development concepts related to the market on campus. Through independent innovation, they can deepen their understanding of professional knowledge and lay a solid foundation for improving their job competitiveness. At the same time, students who start their own businesses can also experience the precautions that organizational units need to pay attention to in their operations. Schools can form collaborative cooperation and management capabilities, which can help improve students' comprehensive quality. The blessing of "Internet plus" technology means can enable students to apply various new technologies, improve their information literacy, gradually adapt to the working

environment in the new era, and become new talents that meet the needs of the digital era.

3. Integration of college students' entrepreneurship parks and innovation and entrepreneurship education in the context of "Internet plus"

3.1 Weak integration awareness among management personnel

Most university administrators have recognized the necessity of innovation and entrepreneurship education, but have not reformed the innovation and entrepreneurship education system in line with the trend of the times, lacking a correct understanding of the ecological connection between college student entrepreneurship parks and entrepreneurship education. On the one hand, universities have a deviation in the positioning of college student entrepreneurship parks, believing that they are a field for completing innovation and entrepreneurship education and practical activities, or an emergency method for solving students' employment problems, and have not fully utilized the advantages of entrepreneurship parks to build a systematic teaching and practical platform. This has led to the college student entrepreneurship park becoming an activity space, failing to stimulate the internal vitality of the entrepreneurship park. On the other hand, colleges and universities have a relatively narrow understanding of the integration of the two. They usually tell students about the relevant standards and requirements of the College Students' Pioneer Park by means of lectures or online official account articles, and briefly discuss the relationship between innovation and entrepreneurship education and the Pioneer Park. Most students do not understand the significance of the College Students' Pioneer Park.

3.2 The disconnect between curriculum theory and entrepreneurial practice

The phenomenon of the disconnect between theory and practice in innovation and entrepreneurship education in universities is quite common, and the knowledge learned by students through entrepreneurship courses is difficult to apply to practice. One reason is that the course content is outdated. Many innovation and entrepreneurship courses still focus on teaching the traditional business plan writing and management theory, and fail to integrate into the platform economy, sharing economy, community marketing, big data analysis and other new business forms, new knowledge and new skills promoted by "Internet plus" in time. Secondly, the teaching methods are relatively single. During the teaching period, the teacher's theoretical lectures are still the main focus, and case analysis only stays at the theoretical level. Students are unable to explore the content through effective practical means. Even if innovative and entrepreneurial projects are proposed to students, they usually only complete virtual projects set by teachers, and students are unable to complete real and uncertain entrepreneurial projects through the university entrepreneurship park[1].

3.3 Teachers lack awareness of collaborative education

Currently, there is a lack of collaborative education among teachers within universities in terms of entrepreneurship parks and the integration of entrepreneurship and entrepreneurship education. Teachers also find it difficult to effectively integrate and connect the two in practice. The first majority of college teachers are academic, with solid professional knowledge foundation, but they lack the opportunity to participate in work practice, and lack understanding of the current application of Internet technology in work practice. Therefore, when guiding students in entrepreneurship and innovation projects, there is often a phenomenon of scratching the surface, making it difficult to truly solve students' real problems. Secondly, by hiring technical talents from enterprises to participate in entrepreneurship park guidance, although schools can provide students with a large number of real project cases, they are often unfamiliar with educational laws, teaching time is scattered and unstable, and their guidance is mostly distributed in a "dot" manner, making it difficult to systematically integrate into the talent training system. There is a lack of effective communication mechanisms and cooperation platforms between the two, which has failed to form a positive interaction of "theory guiding practice, practice feeding back theory".

3.4 Limited support for digital resource services

The arrival of the "Internet plus" era has promoted the flow of data resources, provided digital technology support for resource allocation, and can also build an information communication system between entrepreneurship parks and innovation and entrepreneurship education. However, there is a

significant data gap in college student entrepreneurship parks and entrepreneurship education systems, each with independent information systems, funding channels, and service resources, forming "data islands" and "resource islands". The various project data information accumulated by the Entrepreneurship Park cannot provide data support for teaching activities, and the student and course information in the academic system is also difficult to push to the Entrepreneurship Park in a timely manner, which has an impact on the identification of early entrepreneurs and makes it difficult to support high-quality projects in a timely manner. The integration between offline services and online platform functional modules is limited, making it difficult for entrepreneurial teams to obtain accurate services throughout the entire cycle, which can easily affect the effective utilization of innovation and entrepreneurship resources[2].

3.5 Poor innovation and entrepreneurship cultural ecology

A healthy cultural environment is the key to enhancing the effectiveness of innovation and entrepreneurship education, and it is also an important soil for promoting its deep integration with college student industrial parks. At present, most universities have prominent shortcomings in cultural construction. Firstly, there is a lack of a relaxed atmosphere that actively encourages students to innovate, and there is a lack of tolerance for the failure of innovation and entrepreneurship projects among college students. Some students are afraid to actively try innovative and entrepreneurial activities, fearing that project failures will result in significant cost savings. Second, the isolated operation of the business park is prominent. The business park has not been closely connected with external industries, markets, capital and other innovative elements. The management mode is mostly closed, and the advantages of the Internet technology platform have not been fully utilized to build a community that can promote communication both inside and outside the school as well as online and offline. Thirdly, the integration of the two is often based on utilitarian orientation, placing too much emphasis on whether innovation and entrepreneurship projects can achieve results in related competition activities, weakening the educational function of the integration of the two.

4. Integration path of college students' entrepreneurship park and innovation and entrepreneurship education in the context of "Internet plus"

4.1 Transforming conventional educational concepts and strengthening top-level design

School administrators must change their conventional educational ideas, make reasonable use of college student entrepreneurship parks and innovation and entrepreneurship education systems to build a community of education, improve teaching planning from the perspective of top-level design, and provide theoretical basis for the deep integration of the two. Firstly, clarify the strategic positioning of the integration of the two, adhere to the idea of "integrating kindergarten and education", and propose the necessity of integration. The management of universities should realize the necessity of college student entrepreneurship parks in innovation and entrepreneurship education, understand the complementary relationship between the two, integrate the construction and development of entrepreneurship parks into the top-level design plan, and incorporate the practical project activities of entrepreneurship parks into the credit system of entrepreneurship education, achieving the full chain linkage of enrollment, training, employment, and entrepreneurship. Second, make reasonable use of the "Internet plus" ecological thinking concept, regard the college students' entrepreneurship park as an innovation ecosystem with open characteristics, avoid closed management, and enable the entrepreneurship park to have close contact with the external space. Universities can actively draw on operational ideas from enterprises, connecting diverse entities such as teachers, students, alumni, government, and enterprises to form a value co creation and benefit sharing innovation and entrepreneurship education system.

4.2 Refactoring the teaching mechanism of the curriculum and creating an integrated curriculum

University applications promote the deep integration of practical activities in college student entrepreneurship parks and the curriculum system of innovation and entrepreneurship education, with various innovative and entrepreneurial projects serving as an important link between the two. First, colleges and universities can build a smart entrepreneurship park and use Internet technology to implement functional transformation on the physical space of the entrepreneurship park, which is divided into two parts [4]. The front space is mainly designed to meet the needs of college students for

operating real projects, including product displays, research and development areas, etc. The rear space serves as an open classroom and laboratory where students can learn and closely integrate the practical content and theoretical courses of the entrepreneurship park, achieving the goal of "having classes in the park and classes in the park". Secondly, establish a progressive project-based teaching system, utilizing diverse project-based learning activities to enable students to flexibly apply entrepreneurial knowledge and participate in entrepreneurship park practices. Talk to all students about innovative thinking related to the Internet. After learning, students need to go to the small program platform of the Pioneer Park to submit micro innovation points. For students with outstanding innovation and entrepreneurship potential, lean entrepreneurship practice guidance can be provided. Students from different majors can jointly form interdisciplinary teams to complete real project incubation in the university entrepreneurship park. Under the guidance of teachers, small-scale market testing can be conducted. Excellent project teams can fully settle in the college student entrepreneurship park, mainly learning management knowledge related to entrepreneurial enterprises, allowing students to combine entrepreneurship and learning activities.

4.3 Improve the quality of the teaching staff and build a mentor team

Teachers are the key to the quality of innovation and entrepreneurship education, and also important mentors for leading college students to participate in various practical activities in entrepreneurship parks. It is necessary to build a high-quality teaching staff. First, colleges and universities should actively encourage young teachers on campus to take the initiative to go to college students' industrial park for temporary training, give full play to the advantages of young teachers' Internet thinking and technology application ability, not only enhance young teachers' innovation and entrepreneurship awareness, enrich their practical experience, but also provide students with mentors of similar age. Schools can set up industry professor positions in entrepreneurship parks, invite senior enterprise technical talents or experts to participate in innovation and entrepreneurship course teaching, organize teachers to complete joint teaching activities, and comprehensively improve students' learning quality. Second, the Internet platform is used to build a tutor resource sharing system, and the tutors who are responsible for the integration of the two regularly share their personal experience in the resource sharing platform. Students can make online appointments with mentors based on their personal needs to communicate and seek guidance from different mentors, providing rich sources of innovation and entrepreneurship for college students. At the same time, we should also attach importance to building an interdisciplinary tutor team by using the Internet platform, and mentors inside and outside the school should jointly develop a tutor workshop to guide and replicate students' high-quality innovation and entrepreneurship projects, so as to ensure that students' project achievements can be incubated.

4.4 Building an intelligent service platform and integrating high-quality resources

Universities should establish intelligent service platforms, closely integrate educational resources and service elements, and build a "one-stop, intelligent" cloud service platform to provide platform support for the deep integration of the two. Firstly, universities should attach importance to the integration of data systems to provide intelligent brains for the development of innovation and entrepreneurship education activities. Integrate the data content of the school's internal academic system, subject system, and research system with the college student entrepreneurship park system, and make reasonable use of cloud computing technology to create a school level innovation and entrepreneurship platform with big data as the core. Students can upload innovation and entrepreneurship project content on the platform, intelligently evaluate whether their project proposals have research value, and provide high-quality resource support during the project practice exploration process. Intelligent systems can also dynamically evaluate the risk and future growth of innovation and entrepreneurship projects, providing reference opinions for the practice of college student entrepreneurship parks. Secondly, we should attach importance to building an integrated service system to provide effective convenience for the development of innovation and entrepreneurship activities for college students. The online platform integrates one-stop service entrances such as business registration, intellectual property, legal consultation, financial and tax services, cloud server application, and investment and financing docking. Offline entrepreneurship parks can meet students' needs for obtaining physical services by providing shared facilities. Students can submit innovation and entrepreneurship related information by scanning QR codes.

4.5 Optimize the cultural ecological atmosphere and create an innovative atmosphere

Universities should create a good cultural and ecological environment for innovation and entrepreneurship education, encourage students to actively participate in innovation, maintain tolerance for failed projects, and build an open cultural and ecological atmosphere. Firstly, universities can optimize their credit system by introducing entrepreneurship and flexible credit systems. Successful entrepreneurial project achievements obtained by students can be converted into credits, and students can flexibly adjust their study time and allocate a certain amount of time to entrepreneurial project research, so that they have more room for trial and error, provided that their core academic subjects are not affected. Secondly, actively carry out diversified community activities, utilize the spatial advantages of the college student entrepreneurship park to hold diversified salon events, demo days, and other activities, organize close communication and exchange among college students, and create a warm communication atmosphere through continuous online communication and mutual thinking collision. Thirdly, we should attach importance to improving the openness level of college student entrepreneurship parks, regularly opening up opportunities for project docking to relevant social organizations, enterprises and institutions, and combining college student entrepreneurship park teams with a broader industrial ecosystem. This will serve as a resource foundation to optimize innovation and entrepreneurship education, enabling students to gain experience in educational activities against the backdrop of a real market environment.

5. Conclusion

Innovation and entrepreneurship education is an inevitable trend in the reform of higher education. The integration of college student industrial parks and educational activities can strengthen the attractiveness of high-quality talents, build a precise talent cultivation path, enhance the core literacy and market adaptability of talents, expand the talent development path through resource links, and provide strong support for the healthy development of the entire chain of talent cultivation in universities. Universities should pay attention to gradually improving the integration system of college student entrepreneurship parks and innovation and entrepreneurship education from multiple perspectives such as ideology, curriculum system, faculty, intelligent platforms, and cultural ecology construction, comprehensively enhancing the quality of education, and laying an effective guarantee for the improvement of college students' innovation and entrepreneurship abilities.

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