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Analysis of the Current Status and Strategy Exploration for College Students' Innovation and Entrepreneurship Education in the New Era

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Abstract: *Enhancing college students' innovation and entrepreneurship capabilities plays a crucial role in alleviating employment difficulties and promoting high-quality personal development. Universities must prioritize improving the innovation and entrepreneurship education system and emphasize the integrated application of diverse resources. While innovation and entrepreneurship education has achieved certain results, various issues in current educational practices still hinder students' enthusiasm for participating in such activities and discourage their proactive engagement in innovation and entrepreneurship practice. Based on this, this paper analyzes the necessity, current status, and strategies of innovation and entrepreneurship education for college students in the new era, aiming to provide references for such education.*

Keywords: *New Era; College Students; Innovation and Entrepreneurship Education; Current Status Analysis; Educational Strategies*

1. Introduction

In the new era, innovation and entrepreneurship education has become a key focus of higher education reform and an important means to improve the quality of talent cultivation. It fully activates the innovation and entrepreneurial vitality of college students, encourages them to actively participate in innovative research, and contributes to the development of future society and the country, delivering high-quality talents to society. Colleges and universities should be based on educational practice, deeply analyze the shortcomings of innovation and entrepreneurship education, combine the characteristics of discipline construction and the employment requirements of students' majors, and construct a three-dimensional innovation and entrepreneurship education mechanism from multiple perspectives, providing students with a good space for innovation practice, mobilizing students' entrepreneurial initiative, and promoting the improvement and development of students' comprehensive quality.

2. The Necessity of Innovation and Entrepreneurship Education for College Students in the New Era

2.1 Relieve employment difficulties

In the new era, the market's demand and standards for college talents have increased, and college students are facing the problem of unemployment upon graduation, with the difficulty of employment continuing to rise. The integration of innovation and entrepreneurship education can comprehensively enhance the ability of college students to start their own businesses and strengthen their desire for entrepreneurship. The successful entrepreneurship of college students is not only the realization of their personal value, but also an increase in the number of job opportunities in society. More and more students participating in entrepreneurship can create a virtuous cycle in the market employment environment, alleviate employment difficulties, and ease the pressure of talent supply and demand matching[1].

2.2 Strengthen competitive strength

Faced with fierce competition, students must constantly improve their personal comprehensive

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qualities and form sustainable competitiveness. As an important body of education, universities should fully leverage the advantages of innovation and entrepreneurship education, encourage students to actively break free from fixed thinking frameworks, draw innovative inspiration from details, and enable students to master the key abilities required for social positions in innovation and entrepreneurship practice. Through entrepreneurship and innovation education, students can be guided to construct their own ability system, seize development opportunities at the beginning of their lives, and provide an effective foundation for their future career growth.

2.3 Deepening the Value of Education

The fundamental goal of higher education is to cultivate individuals who can adapt to and drive social development, and innovation and entrepreneurship education is an important carrier of this goal. Actively carrying out innovation and entrepreneurship education in universities is an important manifestation of assuming their own educational functions, and actively responding to the demand of the times for comprehensive talents. It is no longer just an additional course for entrepreneurship and innovation, but a comprehensive integration of entrepreneurship and innovation concepts into talent training mechanisms, creating a multi-party collaborative education model. The deepening of entrepreneurial and educational activities can enable the implementation of student-centered educational concepts and achieve the goal of high-quality educational development[2].

3. Analysis of the Current Situation of Innovation and Entrepreneurship Education for College Students in the New Era

3.1 Effectiveness of Innovation and Entrepreneurship Education

Firstly, the education system has taken shape. The current implementation of innovation and entrepreneurship education activities in universities has begun to build an education system centered on innovation and entrepreneurship, forming a basic framework of "curriculum+practice+guidance". Basic knowledge related to innovation and entrepreneurship has been designed in course teaching, and modules related to the latest industry developments have been integrated into professional courses. Some schools have also included credits earned from innovation and entrepreneurship projects in their graduation assessment indicators. Actively organizing innovation and entrepreneurship competitions and project incubation activities in practical activities provides students with diverse practical fields. Schools have also begun to attach importance to inviting other experts to guide students and provide them with consulting on innovation and entrepreneurship projects.

Secondly, a preliminary collaborative mechanism has been established. In the practice of innovation and entrepreneurship education, universities have begun to establish a collaborative education mechanism, recognizing that a single entity cannot achieve effective entrepreneurship education. It is necessary to integrate the government, enterprises, and industry organizations into the education entity in order to provide high-quality resources for entrepreneurship education. Universities have begun to actively communicate with various units and departments, striving to provide financial support for the development of entrepreneurship and innovation education projects, and jointly develop innovation and entrepreneurship courses with enterprises, providing students with innovation and entrepreneurship references based on the rich practical experience of enterprises [3-4].

3.2 Innovation and entrepreneurship education issues

3.2.1 The course content deviates from actual needs

The main problem in entrepreneurship education is the disconnect between curriculum and actual needs, due to the theoretical and lagging nature of the learning courses set by schools, which deviate from the key abilities that students need to possess for long-term development. The teaching content of the course usually adopts theoretical lectures as the main method, emphasizing the interpretation of theoretical knowledge or policy documents related to entrepreneurship. However, there is a lack of relevant teaching content on how to truly carry out innovation and entrepreneurship practice. For in-depth explanations on how to conduct effective market research, how to analyze customer needs in depth, or how to respond to development risks, most students have mastered the theory of entrepreneurship but are unable to apply it. Universities have not updated their educational curriculum in a timely manner, especially with the arrival of the artificial intelligence era, which has brought

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significant changes to various industries. Schools have not combined teaching with the changes in job responsibilities in the new era, which has affected the quality of students' innovation and entrepreneurship projects.

3.2.2 Lack of depth in practical training

Practice is a key link in enhancing students' innovation and entrepreneurship abilities, but college students generally lack good practical space, and most students' entrepreneurial projects remain at the theoretical level. Universities generally choose to hold innovation and entrepreneurship competition projects within the school, but students have not realized the important role and impact of this project on the future society. Students focus on innovation and the completeness of the plan, neglecting the implementation of entrepreneurship and innovation projects. The hollowing out of practical platforms is also one of the main problems in innovation and entrepreneurship education in universities. Practical platforms lack professional guidance teams and resource docking channels, making it difficult for students to obtain effective resource support through the platform[5].

3.2.3 The practical ability of teachers needs to be improved

The current low efficiency of college teachers in guiding entrepreneurship education is closely related to their insufficient personal innovation and entrepreneurship abilities. The personnel responsible for implementing innovation and entrepreneurship education courses in schools generally lack practical training experience. They have long worked in schools and have insufficient understanding of the external workplace environment. Most of the knowledge they learn is obtained from books or through collecting theoretical literature on the current development status of the industry. There is a shallow problem with their understanding of industry practice. Teachers on campus are unable to provide down-to-earth advice to students when guiding them. Some teachers believe that innovation and entrepreneurship education is just about preaching relevant policy requirements to students, or providing appropriate guidance when students participate in competition activities, which is difficult to help students form innovative thinking. Even though off campus mentors have rich practical experience advantages, most of them only provide short-term educational guidance and have not been deeply involved in the core activities of entrepreneurship and innovation education.

3.2.4 The evaluation system has relatively narrow dimensions

Teaching evaluation plays an important role in the innovation and entrepreneurship education system. Currently, the dimensions of the evaluation system are relatively narrow and have not yet evaluated the long-term development of students in the future. The evaluation indicators focus on quantitative structure, such as using quantifiable indicators such as "number of awards in entrepreneurship competitions", "number of entrepreneurial projects", and "number of patent applications" as core evaluation criteria, ignoring qualitative achievements such as students' "improvement of innovative thinking", "improvement of practical ability", and "enhancement of teamwork ability". The phenomenon of short-term evaluation perspective has emerged, and the evaluation content generally focuses on students' innovation and entrepreneurship performance during their school years. After graduation, students lack dynamic evaluation, making it difficult to fully test the value and necessity of innovation and entrepreneurship education.

4. Practical Strategies for Innovation and Entrepreneurship Education for College Students in the New Era

4.1 Adhere to the ability demand orientation and reconstruct the curriculum system

4.1.1 Design course modules in stages

Universities should optimize the design of innovation and entrepreneurship education curriculum modules, adjust course priorities based on the growth and development needs of students at different stages, and construct a horizontal and vertical integrated talent cultivation network system, so that students can achieve healthy growth in a gradual manner. In the first year, students can be guided to master innovative thinking methods and change conventional thinking patterns to form innovative cognition by setting up basic courses on innovative thinking. In the second year of college, students are guided to learn about the methods and industry overview of entrepreneurship. It is necessary to adjust the teaching content according to their specific majors, so that students can integrate innovation and entrepreneurship activities with professional learning[6]. In the third year of college, emphasis is placed on organizing practical projects, allowing students to conduct practical research based on the

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knowledge they have learned and propose innovative projects. In the fourth year of college, teaching is focused on vocational innovation and entrepreneurship practical courses, paying attention to the core competencies required by the market, organizing students to participate in project incubation, and helping students complete the transition.

4.1.2 Integrate cutting-edge elements of the industry

Teachers should integrate cutting-edge elements of the industry into innovation and entrepreneurship education activities, dynamically update educational curriculum content, and invite industry experts and outstanding talents from enterprises to participate in curriculum design, ensuring the consistency of educational content with the trend of the times and preventing the problem of lagging curriculum content. The course content should focus on updating the application of digital and intelligent technologies, such as "New Media Marketing and Operations" and "Data Driven Market Analysis". At the same time, pay attention to the development differences between emerging industries and traditional industries, pay attention to the upgrading trend of traditional industrial structure, and guide students to propose innovative and entrepreneurial projects that meet the needs of industrial development from different perspectives.

4.2 Upgrade the innovation and entrepreneurship practice platform to create real-life scenarios

4.2.1 School enterprise collaborative practice platform

Schools and enterprises should jointly build innovation and entrepreneurship practice platforms, utilizing the advantages of real project resources in enterprises, so that students can have contact with more real cases in innovation and entrepreneurship activities. Teachers can introduce the project difficulties and needs faced by enterprises into the campus, provide students with real propositions, and students focus on solving practical problems to carry out innovation and entrepreneurship practical exercises. Teachers should pay attention to adjusting project plans according to students' majors. Taking Internet enterprises and related majors as examples, teachers can work with enterprises to build product iteration projects, and students can analyze product needs and innovate product model architecture in groups. Students can directly understand the pain points of industry development, market demand, and prevent the problem of theoretical discussions in entrepreneurship and innovation learning through real project exploration.

4.2.2 Improve the incubation mechanism for entrepreneurship

Universities should attach importance to optimizing the entrepreneurship incubation mechanism, no longer just providing students with innovation and entrepreneurship venues, but also focusing on building a full chain incubation system, so that students can truly transform excellent innovation and entrepreneurship practice achievements into practical projects. Universities need to provide personalized support services based on the different stages of promoting student innovation and entrepreneurship projects. For example, in the creative stage, the main focus is on analyzing the application prospects of students' creative content, evaluating whether it has research significance, and ensuring assistance to students in improving their creative plans. In the early stages of innovation and entrepreneurship, entrepreneurial mentors are responsible for providing one-on-one guidance to relevant teams to solve students' difficulties in legal, policy, and other aspects. The growth stage mainly provides resource support for students, ensures the effective implementation of projects, and builds a sustainable project mechanism. Universities can directly transfer the achievements formed by students to relevant enterprises for transformation, and provide appropriate incentives for students to stimulate their confidence in participating in innovation and entrepreneurship practices.

4.3 Build a dual teacher and dual ability team, strengthen guidance ability

4.3.1 Introduce high-quality talents in the industry

Universities should introduce high-quality talents from within the industry into the team of innovation and entrepreneurship teachers, creating a stable and deeply involved mentor team in innovation and entrepreneurship education activities, so that students can receive more authentic education and guidance. Universities need to establish a sound mechanism for selecting and hiring external mentors, and establish a long-term cooperation mechanism. By signing mentor contracts, external mentors can truly participate in different aspects of entrepreneurship and innovation education curriculum design, project guidance, and practical teaching. Off campus mentors can provide targeted resource support for students' innovation and entrepreneurship projects, leveraging their personal

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resources to solve practical problems in student projects and improve the effectiveness of guidance for entrepreneurship and innovation education.

4.3.2 Strengthen the training of teachers on campus

Although internal teachers in universities have solid theoretical knowledge, they lack rich practical experience. Universities should attach importance to enhancing teachers' innovation and entrepreneurship abilities, so that they can increase their personal practical experience on the basis of theory. Schools can organize activities such as "Entrepreneurship Practical Training Camp," "Industry Frontier Training Class," and "Enterprise Internship Exercise," and provide bonuses or honor incentives for teachers who participate in related activities to stimulate their initiative in self-directed learning and development. Organize teachers to form an innovation and entrepreneurship mentor group, participate in the research and analysis of innovation and entrepreneurship projects with students, and achieve common progress with students.

4.4 Implement the principle of diversified evaluation and dynamically evaluate the effectiveness

Universities should improve the evaluation system for innovation and entrepreneurship education, change the previous single quantitative indicator evaluation model, and use a combination of quantitative and qualitative evaluations to accurately reflect students' learning outcomes. In educational evaluation, it is necessary to assess the comprehensive abilities demonstrated by students in the process of innovation and entrepreneurship project practice, use artificial intelligence technology to build a personal growth model for students, understand their development trajectory and growth dynamics, truly analyze the problems that students currently face, and provide guidance for the implementation of innovation and entrepreneurship project practice activities based on the evaluation results. Students who truly participate in job positions after graduation should continue to undergo tracking evaluations to understand their personal career development trends and difficulties after receiving innovation and entrepreneurship education, and then reflect on the specific problems existing in the current innovation and entrepreneurship education system, in order to adjust innovation and entrepreneurship education strategies. For students who also have innovation and entrepreneurship needs after graduation, appropriate assistance can be provided, allowing both graduates and current students to jointly organize joint innovation and entrepreneurship groups. This not only meets the practical needs of current students for innovation and entrepreneurship, but also solves the problem of talent shortage for graduates.

5. Conclusion

Innovation and entrepreneurship education activities have a crucial impact on students' personal growth and development. They are valuable experiences for students in their learning and life, as well as important links for students to smoothly enter society. In response to the current problems in innovation and entrepreneurship education for college students, universities should start from four dimensions: demand matching, effectiveness improvement, ability support, and long-term guarantee. They should construct an optimization strategy centered on the long-term development of students, create an connotative innovation and entrepreneurship education system, and ensure that it can meet the important needs of connecting students with society. Future innovation and entrepreneurship education should further align with the trends of future social development, actively utilize various new concepts and technologies to expand the content of innovation and entrepreneurship education, enrich innovation practice forms, and create a digital innovation and entrepreneurship education mechanism.

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