

Integration of Entrepreneurship Education into Business Administration Education in Colleges and Universities

Yugang He

Hainan Vocational University of Science and Technology, Haikou, Hainan Province 571126

Abstract: Against the backdrop of the synergetic development of the digital economy and innovation and entrepreneurship, business administration urgently needs to break through the limitations of the traditional talent cultivation model and achieve deep integration of entrepreneurship education in colleges and universities. This paper takes the idea of cultivating technology literacy in the “Guidelines for Information Technology Teaching in Compulsory Education” as the starting point, analyzes the core problems in the integrating process of entrepreneurship education, such as the disconnection among the curriculum systems, the absence of practical platforms, and the inadequate capabilities of teaching staff, in combination with the current situation of business administration education in colleges and universities, extracts a three-dimensional “curriculum integrated-project driven-digital intelligence empowered” integration pathway by sorting out the practice cases from Polus International College and other institutions, and proposes some optimization strategies from four dimensions: curriculum reconstruction, platform construction, teaching staff construction, and assessment reform to provide theoretical reference and practical paradigms for cultivating compound talents with both management literacy and entrepreneurial ability.

Keywords: Business Administration, Entrepreneurship Education, Curriculum Integration, Digital Intelligence Empowerment, Practice Teaching

DOI:10.12417/3029-2328.25.10.016

1. Introduction

With the continuous advancement of the “mass entrepreneurship and innovation” strategy and the rapid development of the digital economy, the demand has shifted from traditional operation and management types to innovation and entrepreneurship types for business administration talents in society. As the core carrier for cultivating business talents, the educational quality of the business administration in colleges and universities is directly related to the construction of the innovation and entrepreneurship ecosystem and the development vitality of the regional economy. The *Guidelines for Information Technology Teaching in Compulsory Education* emphasizes the educational philosophy of “integration of technology and practice” and “cultivation of innovative thinking” to provide underlying logic support for interdisciplinary integration in the higher education [1]. However, at present, business administration still has the tendency of “emphasizing theory over practice and knowledge over ability” in most colleges and universities. Entrepreneurship education mostly exists as an independent course and fails to form an organic whole with professional education. Therefore, it is of great theoretical value and practical significance to explore how to deeply integrate entrepreneurship education into the whole process of business administration education and achieve the synergy of knowledge imparting and ability cultivation.

2. Practical Dilemmas of Integrating Entrepreneurship Education into Business Administration Education in Colleges and Universities

2.1 Curriculum Systems: “Dual Disconnection” Between Professional Education and Entrepreneurship Education

At present, business administration still adopts the traditional curriculum system, resulting in both explicit and implicit disconnection with entrepreneurship education. The explicit disconnection is embodied in the “two-skin” phenomenon of curriculum settings: specialized courses, such as *Principles of Management* and *Marketing*, focus on theoretical knowledge teaching and do not integrate cases on entrepreneurship. Most entrepreneurship courses are public elective courses, such as *Fundamentals of Entrepreneurship*, which are too general in content and

disconnected from the cultivation of core business administration skills. The implicit disconnection is manifested in that teaching content lags behind the times. Most teaching materials do not incorporate new forms of entrepreneurship in the context of the digital economy, such as live-streaming e-commerce operation and community economy management, which has a gap with the philosophy of “synergetic development of technical literacy and practical ability” required by the *Guidelines for Information Technology Teaching in Compulsory Education*. This disconnection makes it difficult for students to transform management theories into entrepreneurial practical ability and adapt to the demand for entrepreneurship in the digital age as well.

2.2 Practical Platforms: The Transformation Gap from “Simulated Training” to “Real Scenarios”

Practice teaching is the core carrier for the integration of entrepreneurship education, however, there are obvious shortcomings in the current practical platforms of business administration. On the one hand, on-campus practice is mostly confined to operating simulation software, such as ERP Simulation Game. Although this can train students’ process management ability, there is a lack of the scenarios for risk forecast, resource integration, and customer communication in the real market, resulting in that “students know the theories, but they don’t know how to put them into practice.” [2]. On the other hand, there is a problem of “shallow cooperation” in off-campus practice. Although enterprises offer internship positions, most of them are basic clerical operations, making it difficult for students to get in touch with the core links of entrepreneurship. Some school-enterprise cooperation bases become a mere formality and fail to provide students with whole-chain support from the incubation of creative ideas to project operation. The practice of Polus International College shows that lack of training in real scenarios will directly affect the quality of students’ entrepreneurial ability.

2.3 The Teaching Staff: Misalignment in Capabilities Between “Theoretical Teachers” and “Entrepreneurship Mentors”

The capability structure of the teaching staff directly restricts the integration effect of entrepreneurship education. At present, most of the teachers in business administration are “academic teachers” who have solid theoretical foundation, but lack practical experience in entrepreneurship and the ability to use digital intelligence technology. A survey shows that over 60% of professional teachers have never participated in actual startup projects and have inadequate understanding of new entrepreneurial models such as live-streaming e-commerce and cross-border e-commerce. Meanwhile, the appointment system is not well established for off-campus entrepreneurship mentors. Many enterprise mentors find it difficult to deeply participate in teaching due to time conflicts. A stable system for sharing and training teaching staff has not been formed between universities and enterprises, resulting in the dilemma that “school teachers do not know how to teach and off-campus mentors have no time to teach”. This misalignment in capabilities makes it difficult for entrepreneurship education to be integrated into every aspect of professional teaching.

2.4 Assessment System: The Value Deviation Between “Outcome-Oriented” Assessment and Capability-Oriented Assessment

The value deviation of the traditional assessment system seriously hinders the implementation of entrepreneurship education. Business administration still takes “examination scores + thesis quality” as the core assessment indicators, place particular emphasis on the assessment on the memory and application of theoretical knowledge, while neglecting the assessment on students’ innovative thinking, practical ability and entrepreneurial spirit. This assessment model leads students to overemphasize scores and lack the motivation to participate in entrepreneurial practice [3]. Furthermore, the assessment subjects are monolithic. And the assessments are mostly completed by school teachers independently, and do not incorporate the assessment opinions of enterprise mentors and industry experts, making it difficult to comprehensively reflect students’ entrepreneurial ability and market adaptability. The assessment and feedback system is not sound, and it is unable to provide targeted guidance for students’ entrepreneurial practice in a timely manner, thus forming a vicious circle where “assessments are

disconnected from and cultivation”.

3. Practice Cases and Experience Reference on the Integration of Entrepreneurship Education into Business Administration Education

3.1 Polus International College: The “Project-Driven + Scenario-Integrated” Practical Paradigm

In Polus International College, the School of Management and Digital Economics has taken the business administration majors group as the carrier, established an entrepreneurship education integration model of “on-campus scenario incubation + off-campus market alignment”, and achieved remarkable results. The school has built three distinctive startup projects to achieve a deep integration of professional knowledge and entrepreneurial practice. The on-campus Fashionable Brand Shop “PPOPUP” relies on courses, such as *Marketing* and *Operation Management*, to guide students to complete the whole-process operation including market research, site selection and decoration, and inventory management. Students use the theory of consumer behavior to analyze the campus trend demand, reduce the loss rate through data-based inventory management, and transform professional knowledge into practical operation capabilities. The monthly turnover of the shop could reach up to 80,000 yuan at its peak. The “Senji” project for agricultural product marketing integrates the content of the *Supply Chain Management* course and *Logistics Management* course, and designs an intelligent temperature and humidity control storage solution to address the challenge of agricultural product preservation. Students tell product stories through e-commerce platforms, and have established a whole-chain model of “origin-storage-sales”, which has increased the income of farmers in Pengzhou by over 30% and achieved the unification of commercial value and social value [4]. The e-commerce live-streaming account “Shang Ping Group5” was incubated to cultivate students’ ability in live-streaming planning, audience analysis and data operation in combination with the *Digital Marketing* course. The team built the live-streaming account from scratch. Through precise positioning and content innovation, they accumulated 120,000 followers within half a year, and the sales of a single live broadcast exceeded 500,000 yuan. The core experience of this model lies in taking real startup projects as the bond, transforming specialized course content into practical tasks, achieving “learning by doing and doing by learning”, and relying on digital technology to build practical scenarios, which is in line with the technical application philosophy of the *Guidelines for Information Technology Teaching in Compulsory Education*.

3.2 Digital and Intelligent Collaboration: The “Four-in-One” Ecological Integration Pathway

A study in 2025 by China Social Sciences Network pointed out that digital intelligence technology provides a new paradigm for the integration of entrepreneurship education. Some colleges and universities have established a four-in-one “university-government-enterprise-student” collaborative mechanism, and achieved a closed loop of resource integration and ability cultivation through digital intelligence platforms. Colleges and universities collaborate with enterprises to develop online platforms for innovation and entrepreneurship, and integrate functions such as course resources, case libraries, and intelligent assessment. Students can take courses, such as *Entrepreneurship Management*, through the platforms and use AI tools for market data analysis and risk forecast. The government provides policy support and financial subsidies. Enterprises share technical resources and market data. And colleges and universities are responsible for teaching design and process guidance. For instance, a certain university collaborates with an e-commerce enterprise, and integrate real sales data into the teaching system to enable students to carry out precise marketing practice. They use AI algorithms to conduct dynamic assessments on students’ startup projects, and generate feedback reports from market potential, operation efficiency, and other dimensions to help students optimize their plans. This model breaks through the limitations of time and space, achieves deep integration of professional education, entrepreneurial practice and technological application, and provides technical support for the educational reform of business administration.

4. The Optimization Strategies for the Integration of Entrepreneurship Education into Business Administration Education

4.1 Curriculum System Reconstruction: Constructing a Three-Dimensional Course Cluster of “Professional Core Courses + Entrepreneurship Modules + Technical Literacy”

Guided by the *Guidelines for Information Technology Teaching in Compulsory Education*, business administration can break the boundaries of traditional courses to achieve the organic integration of course content, embed entrepreneurial scenarios in professional core courses, add a chapter on “Entrepreneurial Team Management” to the course of *Principles of Management*, explain the team incentive mechanism in combination with the case of “PPOPUP” project, and introduce a module on “Live Streaming Marketing Strategies” into the course of *Marketing* to enable students to master promotion methods in the digital age. It can add core modules for entrepreneurship, including courses, such as *Entrepreneurial Opportunity Recognition* and *Financial Management for New Enterprises*, to systematically impart entrepreneurial knowledge. And it can strengthen technical literacy courses and offer courses, such as *Big Data Analysis and Application* and *E-commerce Operation Practice*, to cultivate students’ digital and intelligent entrepreneurship ability. At the same time, it can establish an interdisciplinary course alliance and jointly offer the interdisciplinary course *Incubation of Startup Projects* with computer science, design and others to enhance the quality of project implementation.

4.2 Practical Platform Construction: Constructing a Three-Level Practice System of “On-Campus Incubation + Off-Campus Alignment + Digital Empowerment”

At the level of practical platform construction, it is necessary to take the successful experience of the “PPOPUP” project of Polus International College as a blueprint and build a three-level practice system of “on-campus incubation + off-campus alignment + digital empowerment”. In colleges and universities, business administration can rely on the existing venue resources to establish professional startup incubation centers that not only offer free office space and start-up capital support, but also have guidance teams composed of professional teachers and enterprise mentors to provide whole-process guidance for campus startup projects from business plans writing to the optimization of operation strategies. At the same time, it can introduce intelligent management systems to monitor the progress of the projects in real time. For instance, during the replication process of the “PPOPUP” project, the systems can be used to monitor inventory turnover and sales data to help students adjust their business plans in a timely manner. It can break through the limitations of shallow cooperation, establish deep cooperative relationships with off-campus e-commerce platforms, agricultural cooperatives, etc., and jointly construct targeted practice bases. Enterprises propose real project propositions based on their own development needs, and students undertake them in teams, and participate throughout the process from demand analysis to plan implementation. For example, when designing an e-commerce promotion plan for an agricultural product cooperative, it is necessary to complete core links such as market research, channel construction and customer maintenance [5].

4.3 Teaching Staff Construction: Implementing an Improvement Project of “On-Campus Training + Off-Campus Introduction + Two-Way Exchange”

In order to solve the problem of misaligned capabilities of the teaching staff, it is necessary to construct composite teaching teams. In colleges and universities, business administration can implement the “Teacher Entrepreneurial Ability Enhancement Program”, organize teachers to participate in entrepreneurship training and secondment practice in enterprises, encourage teachers to lead students to carry out startup projects and integrate practical experience into teaching, and invite industry experts to give lectures on “Frontiers of Digital Entrepreneurship” to update teachers’ knowledge systems. It can establish “entrepreneurship mentor resource libraries” outside the campus, and employ successful entrepreneurs and senior executives of enterprises as part-time mentors to be responsible for guiding practical projects and reviewing entrepreneurship programs. And it can establish a “mutual employment” mechanism between the universities and the communities, select professional teachers to serve as advisors in enterprises, and introduce enterprise talents to teach in colleges and universities to

achieve a complementary teaching staff of “theoretical foundation + practical experience”, and ensure the professionalism and practicality of entrepreneurship education.

4.4 Assessment System Reform: Establishing an Assessment Mechanism Featuring “Process Orientation + Multiple Subjects + Focusing on Ability”

Business administration can break the traditional assessment models and build a scientific assessment system. In terms of assessment content, the system shifts from “knowledge assessment” to “ability assessment”, incorporates innovative thinking, practical ability, teamwork skills, etc. into the assessment indicators, and scores the market potential and operation efficiency of startup projects quantitatively by referring to the data from the intelligent assessment systems. In the assessment process, adopted is a combined approach of “process assessment + outcome assessment”, with process assessment accounting for 60%, including classroom performance, project progress, practice reports, etc., and outcome assessment accounting for 40%, mainly consisting of the defense of business plans and the presentation of project achievements. In terms of the assessment subjects, established are diversified assessment teams of “teachers + enterprise mentors + industry experts”. Teachers focus on theoretical application assessment, enterprise mentors pay attention to practical operation ability, and industry experts assess the market value of projects, ensuring that assessments are comprehensive and objective.

5. Conclusion

Integrating entrepreneurship education into business administration education in colleges and universities is an inevitable choice to meet social needs and cultivate compound talents. It is also an important pathway to implement the philosophy of integrating technology and practice in the *Guidelines for Information Technology Teaching in Compulsory Education*. At present, this sector still faces some problems such as disconnection among courses, absence of platforms, inadequate teaching staff, and deviations in assessment. However, the practice cases and digital and intelligent collaborative model of Polus International College provide effective reference for solving these problems. Through the reconstruction of the curriculum system, the construction of practical platforms, the improvement of the teaching staff and the reform of the assessment mechanism, colleges and universities can realize the deep integration of entrepreneurship education and professional education, and cultivate outstanding talents with management literacy, entrepreneurial ability and technical literacy.

References:

- [1] Xianjun Li and Ying Li.(2025)*Innovation and Entrepreneurship Education Models in Colleges and Universities Based on Enterprise Internship and Practice*[J].*The Theory and Practice of Innovation and Entrepreneurship*,8(09), 186-188.
- [2] Yuzhen Xie and Qian Lyu.(2025)*Integration Pathways of Innovation and Entrepreneurship Education and Professional Education in Application-oriented Undergraduate Colleges:A Case Study of Business Administration in a Certain School of Economics and Trade*[J].*Society and Public Welfare*,8,51-53.
- [3] Wenjing Wang.(2023)*Development of Innovation and Entrepreneurship Education in Colleges and Universities from the Perspective of Enterprises*[J].*Journal of Hubei Open Vocational College*,36(24),16-18.
- [4] Xuhui Li and Yan Sun.(2021)*The Teaching Model of Innovation and Entrepreneurship in Colleges and Universities Driven by New Generation of Information Technology:Based on the Practice of Curriculum Reform*[J].*Journal of Jimei University(Educational Science)*,22(01),51-57.
- [5] Shanshan Sun and Yang Wang.(2021)*The Impact of Ideological and Political Work in Colleges and Universities on College Students'Innovation and Entrepreneurship Education under the Background of New Age Enterprises*[J].*Modern Business and Industry*,42(03),84-85.