



AMERICAN JOURNAL OF
**SOCIAL DEVELOPMENT
AND ENTREPRENEURSHIP**
(AJSDE)

ISSN: 2836-0702 (ONLINE)

VOLUME 3 ISSUE 2 (2024)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Research on the Exploration Path of Innovative Education Management in Higher Education

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Article Information

Received: September 01, 2024**Accepted:** October 07, 2024**Published:** November 07, 2024

Keywords

Education Management, Higher Education, Innovation and Entrepreneurship

ABSTRACT

With the rapid development of China's education industry, China has begun to pay attention to the management of higher education. In education management, higher innovative education management, as a budding concept, needs more attention. However, the current higher education management model in China is relatively traditional, and the attention to education management is not clear enough. Therefore, this has led to a series of problems in higher education. How to accelerate the relevant innovation construction work of higher education innovation management will be the main goal of higher education development in the future. This paper will conduct relevant research on the path exploration of higher education innovation education management in the context of current higher education research in China through literature analysis, case analysis, and comparative argumentation, and put forward some thinking suggestions. By searching and analyzing relevant literature, summarize the theoretical framework, practical cases, and development trends of innovation management in higher education at home and abroad. This method helps to understand the current research status in the field of higher education management, identify key issues and research gaps, and lay the foundation for subsequent research. Literature analysis shows that there is a diversified trend in higher education management models internationally, including market-driven models, government-led models, and cooperative governance models. The current management model in our country is relatively dominated by the government, lacking effective participation of market mechanisms and social forces.

INTRODUCTION

With the continuous development of China's education, innovative education in colleges and universities has received more and more attention, which plays an important role in improving students' comprehensive quality and social and economic development. Therefore, colleges and universities should start from the perspective of education management, conduct in-depth research and analysis on the problems existing in the cultivation of college students' innovation and entrepreneurship literacy, and propose scientific and reasonable solutions to the problems, and promote the effective integration of college students' innovation and entrepreneurship literacy education and practical activities through education management methods, so as to help students' future employment development. In order to achieve this goal, it is necessary to carry out relevant research.

In the tide of higher education, innovative education, as a new development platform, has had a profound impact on various universities. As the cradle of cultivating future social elites and innovation, the scientific and efficiency of education management in universities are directly related to the quality of training and the sustainability of social development. The application of innovation and entrepreneurship in the field of education is gradually moving from theoretical discussion to practical application and has shown broad potential in education decision-making, student development, and teaching quality. At present, there are a series of

problems in the management of higher education, including information islands, insufficient decision-making basis, and unreasonable resource allocation. It is urgent to realize the modernization and intelligence of management work by introducing innovative and entrepreneurial education. With the continuous improvement of society's expectations for the quality and benefits of higher education, university managers need to understand students' needs more accurately and comprehensively, improve teaching quality, and allocate resources reasonably.

LITERATURE REVIEW

A Theoretical Review of Innovative Educational Management in Higher Education

A Theoretical Review of Innovative Education

The concept of innovative education is not something that has only been proposed in recent years. In the 1960s, the University of Waterloo in Canada had already realized the importance of innovative education. Its Co-op engineering education model, which combines on-campus classroom learning with paid internships in enterprises, has enabled most students to be hired by large companies before graduation. In China, many people dream of a stable, well-paid job. In view of this practice of the University of Waterloo in Canada, China's entrepreneurship education is still in its infancy and faces some problems in the process of development, such as unclear teaching models, imperfect curriculum systems,

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lack of teaching staff, and weak educational theoretical foundations. The Chinese government has proposed to promote “mass entrepreneurship and innovation” on a larger scale, at a higher level, and to a deeper degree, and to explore and form a “double innovation” system and experience with Chinese characteristics in colleges and universities with colleges and scientific research institutes

as carriers. Chinese higher education institutions, especially engineering and technology colleges for higher engineering education, can fully learn from the experience of entrepreneurship education in Canadian universities in the choice of the path of entrepreneurship education, learn from each other’s strengths and avoid detours.

Table 1: The Entrepreneurship Education Model at the University of Waterloo

	University of Waterloo
Entrepreneurship education model	Cooperative oriented model
Entrepreneurship Education Base	Conrad Business Entrepreneurship Technology Center
Master's degree program	Master of Business Entrepreneurship Technology MBET
Enterprise Incubator	City of Speed
Entrepreneurial projects	Collaborative Internship

Theoretical Review of Educational Management

Education covers all aspects of society, finance, and medical care, so education must be managed and cannot be left alone. Education management is an interdisciplinary subject that integrates the theories and methods of many disciplines. It aims to explore how to effectively organize and coordinate educational resources to achieve educational goals (Qingyuan & Xiong, 2023). Education management is the systematic configuration and integration of human, financial, material, and event elements in education to promote the improvement of educational efficiency and quality. Education management is a very important concept. The enrichment and improvement of its theory has important guiding significance for my country’s education management practice. Any thoughts and behaviors that despise the discipline of education management are unacceptable.

MATERIALS AND METHODS

Current Problems in the Management of Innovative Education in Higher Education

Firstly, through literature analysis, conduct extensive research on existing research literature on innovation management in higher education, with a focus on reviewing relevant academic journals, conference papers, and policy documents. This process is mainly achieved through databases such as CNKI, Web of Science, etc., ensuring coverage of the latest research results and theoretical developments, and forming a comprehensive understanding of the current situation of higher education management. Analyzed the shortcomings of innovation consciousness and educational ability; Then, the problems in innovative education management in higher education were discussed. One is the backwardness of the teaching management system, and the other is the single and rigid content of teaching management; Then, using the case analysis method, the problems of incomplete organizational goals and management mechanisms of the education management department, weak systematization of the dual innovation education curriculum system, and loose integration with

professional courses were explored; Finally, through comprehensive comparative analysis, opinions and suggestions were put forward for relevant reforms. In the process of data filtering, the initial screening of literature prioritizes authority and relevance, removing duplicate, outdated, and irrelevant materials to ensure that the final analysis is based on high impact research results. In terms of case studies, select universities that have representative and successful experience in innovative education management, and exclude institutions with unclear information or insignificant effects to ensure the effectiveness of case studies.

Current Development Issues of Higher Education

First, the concept of education management is outdated. First, higher education management is regarded as administrative management, as a simple management of teachers and students, with a superficial understanding of the purpose and tasks of higher education management, and a vague understanding of the close relationship between management and teaching. Second, management is emphasized over service, and the operation of teaching work is controlled by administrative will, ignoring the requirements of teachers and students. Third, there is a lack of the concept of “people-oriented management”, insufficient communication with teachers and students, which is not conducive to stimulating the teaching enthusiasm and inner potential of teachers and students. Fourth, higher education management is simply regarded as a technical work of execution, communication, induction and organization, and insufficient attention is paid to its management and education functions. Secondly, the education management system is rigid. First, most higher education management institutions are set up in accordance with the government’s administrative model, and their operating mechanisms are similar to those of government departments. Talent training goals are planned according to the instructions and requirements of government departments. Second, the school-running goals have not broken away from the ideological constraints of elite education. Whether it is a

research university, a teaching and research university, a teaching university, or an applied university, they all pursue large scale and full majors. The design of the curriculum system and teaching content does not take into account the actual situation of the university itself, and the talent training model is the same in thousands of schools. Third, the management system is too rigid, and the management of teachers' teaching plans, course arrangements, teaching methods, assessment requirements, etc. is more unified and directive, and lacks personalization and autonomy. Fourth, the evaluation indicators and evaluation standards of teaching management are outdated, lacking incentives for teachers' teaching innovation and students' learning innovation, and low teaching and education efficiency. Finally, the educational management methods are backward. In terms of higher education management methods, there is a lack of systematic theoretical guidance, and the forms and means are single and backward. They are used to issuing various instructions based on traditional experience, managing things but not people, and mechanically relying on various so-called standardized and standardized rules and regulations to implement management, ignoring the dominant position of people in educational management, and not giving full play to the role of experts and teachers in school management.

The Organizational Goals and Management Mechanisms of the Innovation and Entrepreneurship College Are Not Well Set Up

In response to the call, all universities have actively established innovation and entrepreneurship colleges, and have used various activities to carry out "double innovation" talent training in an orderly manner. However, at present, most innovation and entrepreneurship colleges mainly measure efficiency by explicit indicators such as the number of competitions and the number of achievements of students, without considering the functional value of innovation and entrepreneurship colleges from the perspective of long-term development. At the same time, the organizational goals of innovation and entrepreneurship colleges should be clearer and more specific, and coordinated with the overall strategic planning and top-level design of the school (Dingyong & Linli, 2024). However, the reality is that these organizational goals may be too general, lack measurable specific indicators, or be too idealistic and difficult to achieve in reality. Most innovation and entrepreneurship colleges are managed by multiple departments including the college, the Academic Affairs Office, the Student Affairs Office, the Youth League Committee, etc., which coordinate the resources of the whole school in an integrated manner. This organizational structure can easily lead to insufficient specialization in organizational management, thus affecting the efficiency and effectiveness of "double innovation" education, which is specifically manifested in the following aspects: First, the decision-making process may be too centralized or decentralized, resulting in slow

or low-quality decision-making; second, the division of responsibilities between departments is not clear enough, resulting in overlapping or omissions in work; third, the lack of effective supervision and evaluation mechanisms makes it difficult for the college to continuously improve and deepen the quality of its teaching and entrepreneurship support services.

The Curriculum System of "Double Entrepreneurship" Education is Weak in Systematization and Not Closely Integrated with Professional Courses

At this stage, although application-oriented universities have made certain progress in the construction of "mass entrepreneurship and innovation" courses, there are still significant deficiencies in the systematicness and standardization of the courses. At present, colleges and universities pay more attention to the opening of courses related to innovation and entrepreneurship, but they have not formed a long-term mechanism to continuously stimulate students' "mass entrepreneurship" motivation, nor have they implemented this concept in course design. Most of the existing innovation and entrepreneurship courses draw on or transfer relevant experience and fail to innovate based on actual conditions, resulting in insufficient integration of theory and practice, which restricts the development of students' innovative thinking and the improvement of entrepreneurial abilities. The relevant innovation and entrepreneurship education reform document issued by the State Council clearly states that innovation and entrepreneurship education should be comprehensively covered, and it is necessary to ensure the deep integration of "specialized innovation" education based on the positioning of talent training and the goals of "mass entrepreneurship and innovation" education. However, in actual operation, colleges and universities regard "mass entrepreneurship and innovation" education as the "second classroom" or "third classroom" and place it outside the first classroom, resulting in a low degree of integration between the two and the emergence of professional differences. There is a disconnect between practice and teaching. In addition, some colleges and universities do not correctly recognize and understand the connotation of "mass entrepreneurship and innovation" education, lack awareness of its value, and are unable to integrate it into the talent training system of colleges and universities, which restricts the development of students' "mass entrepreneurship and innovation" abilities (Yinliang & Chengyi, 2023).

The Professionalism of the "Double Entrepreneurship" Teaching Staff Needs to be Strengthened

If the "double innovation" education management work is to be carried out smoothly, it is inseparable from a high-quality teaching staff. A high-quality teaching staff can cultivate students' entrepreneurial spirit and innovative spirit, so that students can meet the needs of the development of the times. However,

the existing “double innovation” teachers cannot meet the development needs of the school, and there is still a lot of room for improvement in their professional level. At present, most “double innovation” teachers have insufficient entrepreneurial experience and lack practical experience. There will inevitably be certain defects in practical teaching, which cannot meet the development needs of students. Although some schools have also hired teachers from other schools, such as investors, entrepreneurial mentors or entrepreneurial alumni, there are still many problems in the allocation and time of such teaching staff. Part-time teachers of experts outside the school do not have much energy to participate in “double innovation” education, resulting in a shortage of “double innovation” teachers.

RESULTS AND DISCUSSION

Exploration Path Selection and Discussion of Education Management

Path Selection for Innovative Education at the College and Undergraduate Levels of Higher Education

In higher education at the college and undergraduate levels, the focus should be on strengthening the guidance and motivation of students, and constantly enhancing their self-confidence by affirming their own values. In specific educational management, teachers should focus on guiding students, helping them to clarify the importance of innovation education, and realize the significance of innovation and entrepreneurship literacy for future development. College teachers should take innovation and entrepreneurship literacy education as one of the teaching goals, so that students can clarify their own development direction; starting from practice, improve students’ innovation and entrepreneurship awareness and ability in practice, and lay a solid foundation for future development. In addition, colleges and universities should establish a sound incentive mechanism to encourage students to actively participate in innovation and entrepreneurship practices and improve their innovation and entrepreneurship literacy in practice. In the process of college education management, teachers should correctly guide students to clarify their own development direction; motivate students from multiple aspects and create a good innovation and entrepreneurship atmosphere for them. For example, set up awards in competitions; provide help in the project research process; and improve their innovation and entrepreneurship awareness and ability by participating in entrepreneurship competitions.

At the same time, we should also actively carry out innovation and entrepreneurship practice activities to help students improve their innovation and entrepreneurship literacy. We can hold innovation and entrepreneurship competitions; hold innovation and entrepreneurship knowledge lectures, invite relevant experts and scholars to analyze and interpret the current economic development situation and future development trends, help students understand the current social development dynamics and job requirements, and clarify their career

plans. To carry out innovation and entrepreneurship practice activities, colleges and universities can organize students to visit enterprises or visit high-tech industrial parks to learn about the production process, market conditions, and innovation capabilities of enterprises. Through the above forms of practical activities, students can feel the tremendous changes and good prospects brought about by innovation and entrepreneurship, and stimulate their enthusiasm and interest in innovation and entrepreneurship. Encourage students to actively participate in various scientific and technological competitions and academic exchange activities. Colleges and universities can stimulate students’ enthusiasm for innovation and entrepreneurship by holding scientific and technological competitions, academic exchanges and other activities, guide students to actively participate in scientific and technological innovation activities, and cultivate their innovative spirit and practical ability (Xincai & Zhongji, 2022).

Path Selection for Innovative Education at the Graduate Level of Higher Education

In higher education at the graduate level, students’ “double innovation” capabilities should be improved through three major aspects. First, build innovation and entrepreneurship practice bases inside and outside the school. By building innovation and entrepreneurship practice bases inside and outside the school, colleges and universities can provide students with more innovation and entrepreneurship training opportunities, help students continuously improve their innovation and entrepreneurship capabilities, and cultivate students’ entrepreneurial literacy. In addition, in the process of building off-campus practice bases, colleges and universities can establish bases by cooperating with enterprises to provide students with more innovation and entrepreneurship training opportunities. Second, build an “Internet +” college student innovation and entrepreneurship competition base. Through the “Internet +” college student innovation and entrepreneurship competition, more students can participate and improve college students’ innovation and entrepreneurship capabilities. Third, establish an on-campus innovation and entrepreneurship training platform. Colleges and universities can provide students with more practice opportunities and improve their innovation and entrepreneurship capabilities by establishing an on-campus innovation and entrepreneurship training platform (Peng, 2023). Integrate innovation education into the entire process of education management so that students can be nourished by innovation education throughout the learning process. By strengthening the cultivation of college students’ innovation and entrepreneurship capabilities in various aspects such as classroom teaching, curriculum setting, and practical links, we will gradually build an innovation and entrepreneurship education system with Chinese characteristics and world-class standards.

Multiple Path Selection of Educational Management for Higher Innovative Education Management

Multiple Path Selection for Education Management

At present, the path of innovative education management in higher education is definitely diversified rather than single and independent. It should start from the training objectives, meet the needs of society and enterprises for talents, and continuously establish and improve the relevant management systems for “double innovation”. Try to put yourself in the shoes of students as much as possible to find paths, so as to realize the concept of innovative education and serve students from a diversified level.

Rationally Define Training Objectives to Meet the Talent Needs of Society and Enterprises

When formulating talent training goals, applied universities should correctly realize that talent training can play a strategic guiding role in education and teaching, including talent training direction, teaching mode and curriculum system optimization. Reasonable training goals can not only provide guidance for guiding educational practice, but also lay a solid foundation for the development of applied universities (Haoran, 2023). In the process of goal positioning, applied universities should strive to form a unique talent training model in order to distinguish themselves from other universities of the same type. In the context of “mass entrepreneurship and innovation”, society and enterprises have put forward higher requirements for talent training in local applied universities, paying special attention to the cultivation of students’ comprehensive quality and innovative entrepreneurial ability. Therefore, applied universities should not only ensure that innovative entrepreneurial education is consistent with the overall educational goals, but also take the cultivation of comprehensive talents with innovative spirit and practical ability as the core task. At the same time, combined with local characteristics and industry needs, talent training goals can be made more targeted and effective. While cultivating students’ innovative entrepreneurial concepts and attitudes, applied universities should also focus on improving students’ behavioral skills in entrepreneurial practice so that they can better adapt to the complex and changing market environment.

Through practical teaching, project-driven, school-enterprise cooperation and other means, we guide students to actively participate in innovation and entrepreneurship activities, exercise their ability to analyze and solve problems, enable students to have good comprehensive qualities and innovation and entrepreneurship capabilities, ensure that the students they train meet the needs of society and enterprises, and thus provide strong intellectual support and talent guarantee for local economic and social development.

Establish a “Mass Entrepreneurship and Innovation” Management System to Promote the Effective Operation of “Mass Entrepreneurship and Innovation”

In order to reflect the school’s emphasis on innovation and entrepreneurship education and ensure its orderly advancement, it is necessary to build an independent management department with clear responsibilities and efficient operation, and formulate a strict management system. In terms of funding guarantee mechanism, the school should set up special funds, increase investment in innovation and entrepreneurship, and standardize the application, approval and use processes. At the same time, it should actively explore diversified fundraising channels to provide necessary financial support for project incubation and achievement transformation. In terms of incentive mechanism, the school should incorporate the assessment indicators related to innovation and entrepreneurship education into the teacher assessment system, and encourage teachers to actively participate in enterprise practice and improve their ability to connect theory with practice through the “Thousands of Professional Teachers, Hundreds of Professional Teachers” plan. For teachers who have outstanding performance in iconic subject competitions such as the “China International College Student Innovation Competition” and the “Challenge Cup”, the school should give appropriate honors and material rewards and link them with professional title evaluation, thereby stimulating the enthusiasm and initiative of teachers to participate in “double innovation” education (Zhenhai, 2023). For students, schools can include innovation and entrepreneurship education credits into their learning files, link “double innovation” practice activities with evaluation and awards, and at the same time provide substantial support for students’ “double innovation” practice, such as arranging special funds and guidance from excellent teachers, to stimulate students’ enthusiasm for participation and enhance their practical ability.

CONCLUSION

In summary, the main body of higher education innovation education management is colleges and universities, and innovation education management is the implementation of college development plans and teaching plans. First, it can effectively cultivate students’ innovative and entrepreneurial literacy; second, it is an effective way to improve the comprehensive quality of college students. In the context of the new era, Chinese colleges and universities should effectively strengthen the improvement of the higher education innovation education management system. First, colleges and universities should constantly explore new methods and new ways of innovative education management, and strengthen the cultivation of students’ innovative and entrepreneurial literacy. Secondly, the education management departments of colleges and universities should, on the basis of fully realizing the importance of cultivating college students’ innovative and entrepreneurial literacy, combine the characteristics and actual conditions of colleges and universities, and formulate a practical and targeted cultivation model for college students’ innovative and entrepreneurial literacy,

and improve students' innovative and entrepreneurial literacy by continuously improving and improving the college innovation education management system. Finally, it will contribute to the path of higher education innovation education management, and also serve as a model for colleges and universities that want to explore relevant paths, so that China's higher education innovation education management will gradually move towards perfection!

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