

# Research on the Path of College Students' Innovation and Entrepreneurship Education from the Perspective of Digital Economy

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**Abstract:** This paper discusses the construction strategy of innovation and entrepreneurship education path for college students under the background of digital economy. Firstly, this paper analyzes the characteristics of digital economy and its influence on higher education, and then puts forward four core construction paths for college students' innovation and entrepreneurship education: integrating digital skills and knowledge, promoting practice and innovative thinking, interdisciplinary integration and collaborative learning, and linking industry and academia. Each path discusses the specific implementation and expected effect in detail. The purpose of this study is to provide higher education institutions with effective methods and strategies to cultivate students with innovative spirit and entrepreneurial ability in the era of digital economy.

**Keywords:** Digital Economy Perspective; College Students; Innovation and Entrepreneurship; Educational Path

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## Introduction

With the rapid development of digital economy, the global economic structure and enterprise operation mode are undergoing profound changes. Under this background, innovation and entrepreneurship education is facing new challenges and opportunities. In order to adapt to this change, college students' innovation and entrepreneurship education needs to be re-conceived and redesigned. The purpose of this paper is to explore how to construct an effective path of innovation and entrepreneurship education for college students under the framework of digital economy, so as to cultivate innovative talents and entrepreneurs who can meet the future market demand of China.

## 1. Analysis of the current situation of college students' innovation and entrepreneurship education

First of all, the epidemic has greatly affected the educational environment, during which students' entrepreneurial awareness and ability have also changed significantly. Due to the epidemic, many students began to reconsider their career planning and entrepreneurial aspirations. On the one hand, the uncertain job market has increased students' entrepreneurial interest; On the other hand, the epidemic situation has limited practical opportunities, which poses a challenge for cultivating innovative thinking and practical operation ability. Secondly, in terms of educational content and methods, colleges and universities have made corresponding adjustments. For example, the course content began to involve more topics related to the epidemic, such as crisis management and digital marketing, and also emphasized the cultivation of entrepreneurial spirit and innovative thinking. Practical activities, such as entrepreneurial competitions and simulation projects, are still being carried out through online platforms and virtual environments, although limited by the epidemic. Although the epidemic has brought many challenges, such as resource constraints and the uncertainty of the job market, it has also generated new market demand and technical trends, providing new opportunities for students to start businesses. For example, the rapid development of health science and technology, telecommuting solutions and other fields has opened up a new road for students to start their own businesses.

## **2.The construction path of innovation and entrepreneurship education for college students from the perspective of digital economy**

### **2.1 Integration of digital skills and knowledge**

In the perspective of digital economy, the first step to construct the path of innovation and entrepreneurship education for college students is to integrate digital skills and knowledge. The core of this link is to closely combine the education of digital technology with entrepreneurship education to provide students with the tools and understanding they need to succeed in today's digital-driven business environment.

First of all, the course content needs to cover the basic concepts and applications of digital technology, such as artificial intelligence, big data analysis, blockchain technology and so on. These technologies are gradually becoming the core component of the contemporary business environment, which is crucial to the success of entrepreneurial projects. Through the teaching method of combining theory with practice, students can not only understand the principles behind these technologies, but also learn how to apply them to practical business scenarios. Secondly, in addition to pure technical skills, we should also teach business knowledge related to digital economy, such as digital marketing, e-commerce, network security and data-driven decision-making.

In the era of digital economy, these skills are very important for identifying market opportunities, building business models, managing online customer relationships and protecting enterprises from network threats. In addition, curriculum design should encourage students to practice these skills through project and case study. For example, students can participate in designing market research projects based on data analysis or developing innovative business models based on blockchain. This will enhance their technical ability and lay a solid foundation for students' entrepreneurial journey.

### **2.2 Promote practice and innovative thinking**

Under the background of digital economy, promoting practice and innovative thinking is the key link of college students' innovation and entrepreneurship education. This step focuses on cultivating students' entrepreneurial skills and thinking mode through practical operation and innovative training. First of all, colleges and universities should provide sufficient practice platforms, such as innovation laboratories and business incubators. These platforms not only provide space for students to try and implement entrepreneurial ideas, but also provide necessary resources, including technical support, funds and industry guidance. In such an environment, students can apply what they have learned in class to real business projects, so as to learn and grow in practice. Secondly, colleges and universities should regularly organize competitions or activities related to innovation and entrepreneurship. By participating in these activities, students can exercise their innovative thinking and teamwork ability in a competitive and cooperative environment. For example, a business plan contest or an innovative solution challenge can be held to encourage students to put forward innovative business models or solutions around specific problems or themes, thus helping them broaden their horizons and improve their ability to solve complex problems.

### **2.3 Interdisciplinary integration and collaborative learning**

Under the background of digital economy, interdisciplinary integration and collaborative learning are very important for college students' innovation and entrepreneurship education. This strategy is committed to breaking the boundaries between disciplines and providing students with a comprehensive and diversified learning platform by integrating knowledge and skills in different fields. The setting of interdisciplinary course and the project is the key. These courses should not only cover business and technical knowledge, but also include elements in the fields of design, art and social science. For example, in entrepreneurial projects, students need to combine market analysis, product design and technical realization. Such comprehensive projects aim to cultivate students' ability to think and solve problems from multiple dimensions. On this basis, teachers need to realize that team projects and cooperative homework can encourage students to communicate and cooperate with peers from different disciplines, which not only promotes the understanding of thinking and methods in other disciplines, but also enhances the practical ability of teamwork and problem solving.

### **2.4 Link industry and academia**

Linking industry and academia is a crucial strategy in college students' innovation and entrepreneurship education, especially under the background of digital economy. This link aims to provide students with a practical learning environment closely related to

the industry, and at the same time make academic research better serve the actual business needs. First, establishing school-enterprise cooperation is the key way to achieve this goal. Colleges and universities can provide students with opportunities such as internships, project cooperation and research projects through cooperation with enterprises. This kind of cooperation not only allows students to apply and test their knowledge and skills in the real industry environment, but also helps them understand the industry trends and future trends. Secondly, college teachers can actively invite industry experts and successful entrepreneurs into the classroom to provide lectures and seminars for students, which is another effective way to strengthen this link. These experts can share their own experiences and insights, provide students with valuable industry insights, and also help students build professional networks, which is beneficial to their future career development and entrepreneurial activities .

#### Conclusion

To sum up, to build a path of innovation and entrepreneurship education for college students under the background of digital economy requires not only innovation in the course content and teaching methods of higher education institutions, but also a deep understanding of the characteristics of digital economy and its impact on the future labor market. By implementing interdisciplinary integrated teaching, strengthening the cultivation of practice and innovative thinking, and establishing close ties between industry and academia, students can be better provided with the necessary skills and knowledge, so that they can become competitive innovators and entrepreneurs in the digital economy era.

## References

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