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2026 Volume 4, Issue 2
Contemporary Education Frontiers
ISSN (Online): 3029-1860 ISSN (Print): 3029-1879

Research on Practice Teaching Reform of Business Administration Major from the Perspective of Innovation and Entrepreneurship

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Abstract: The emerging economic landscape has placed increasing emphasis on cultivating interdisciplinary innovative talents, with higher education institutions serving as crucial platforms for talent development that must proactively address industrial transformation demands. This study examines innovation and entrepreneurship competencies as a focal point, conducting an in-depth analysis of their structural framework and implications. It elucidates novel requirements for practical teaching methodologies while systematically identifying key challenges in current business administration practice education. Building upon this foundation, the paper proposes concrete reform strategies including: redefining practice-oriented objectives, implementing dynamic case-based teaching approaches, integrating real-world business projects, establishing cross-disciplinary collaboration platforms, and developing formative assessment systems. These initiatives aim to provide actionable pathways for nurturing versatile management professionals with value-creation capabilities.

Keywords: Innovation and entrepreneurship capability; Business administration management; Practical teaching; Teaching reform; Value creation

Online publication: February 26, 2026

1. Introduction

The business landscape in the digital economy era has grown increasingly complex and volatile, with traditional management paradigms struggling to withstand disruptive challenges. Market demands for management professionals have shifted from executing standardized processes to cultivating multifaceted competencies that include opportunity identification, resource integration, and value creation. Business administration programs in universities bear the critical mission of nurturing future business practitioners. However, their current practical teaching systems still exhibit significant shortcomings in fostering innovative thinking, entrepreneurial spirit, and hands-on capabilities. There is an urgent need for systematic educational reforms to align with contemporary demands.

2. Connotation of Innovation and Entrepreneurship Competency Structure

Innovation and entrepreneurship capability constitutes a multidimensional composite competency system. The cognitive dimension primarily manifests through three key attributes: individual insight into business opportunities, precise risk assessment capabilities, and strategic resource integration skills – these cognitive characteristics form the intellectual foundation for entrepreneurial endeavors. The skill dimension focuses on practical operational competencies, encompassing systematic business model design capabilities, efficient team collaboration skills, and rapid decision-making abilities in complex scenarios. The trait dimension emphasizes intrinsic character traits and psychological resilience, characterized by strong adaptability during setbacks, high tolerance for ambiguous environments, and internal driving mechanisms that propel continuous progress. These three interdependent dimensions form a dynamically coupled organic whole, collectively establishing a comprehensive competency framework for opportunity identification, resource integration, and value creation[1].

3. New Requirements for Entrepreneurial Innovation Competence in Business Administration Practice Teaching

From the perspective of innovation and entrepreneurship capabilities, practical teaching objectives should not merely focus on enabling students to quickly adapt to existing positions, but rather emphasize cultivating their ability to identify opportunities, integrate resources, and create value in dynamic environments. Therefore, curriculum design must shift from traditional knowledge transmission methods to project-based scenario simulations that enhance students 'risk assessment skills when facing ambiguous challenges. In terms of instructional content, management decision-making training under uncertain scenarios should be designed—such as resource development or market upheaval scenarios—to allow students to experience the entire closed-loop process from data collection to solution formulation. This approach not only tests logical reasoning abilities but more importantly evaluates the flexible application of innovative thinking. Organizational structures should promote interdisciplinary team collaboration activities to foster complementary collaborative innovation ecosystems. Additionally, evaluation mechanisms require reform by shifting from single summative assessments to tracking students' growth trajectories throughout the learning process. Multi-dimensional evaluations covering teamwork skills, resource integration capabilities, and resilience in adversity should be implemented. Traditional practical teaching models lack adaptability to complex scenarios, necessitating systematic restructuring to build an educational ecosystem aligned with innovation and entrepreneurship competency development, thereby driving comprehensive improvement in higher education quality.

4. Major Challenges in Practical Teaching of Business Administration Management Programs Currently

The practical education in Business Administration programs faces multiple challenges in cultivating innovative entrepreneurs. The most prominent issue lies in the disconnect between simulated training scenarios and real-world entrepreneurial environments. Many institutions conduct simulation training based on idealized parameters, while uncertainties such as market fluctuations and policy adjustments remain inadequately integrated into instructional designs. Students operate within closed experimental environments following standardized procedures, which hinders the development of transferable skills from classroom knowledge to real-world business contexts. This results in limited adaptability when confronting complex market dynamics[2]. Insufficient industry-academia integration further exacerbates the disconnect between theory and practice. Most school-enterprise collaborations remain superficial, limited to short-term lectures or internship visits, failing to effectively translate real corporate management challenges into challenging teaching cases. Students also lack opportunities to address actual business pain points during practical training, lacking

platforms to hone decision-making skills under real-world pressure. Additionally, the absence of interdisciplinary practice platforms restricts the cultivation of versatile professionals. Business administration education often remains confined to internal business logic, with insufficient integration with engineering technology, digital media, and legal practices. These disciplinary barriers limit students' deep understanding of innovative business model incubation processes and hinder the effective development of cross-domain integration capabilities. Another critical issue requiring urgent attention is the evaluation mechanism's limited sensitivity in identifying innovative behaviors. The current assessment system over-relies on standardized output metrics, while failing to adequately measure core entrepreneurial indicators such as opportunity conversion efficiency, trial-and-error iteration frequency, and resource integration capabilities. This results in evaluation outcomes that inadequately reflect students' innovative potential and entrepreneurial competency development levels.

5. Reform Strategies for Practical Teaching in Business Administration Major from the Perspective of Innovation and Entrepreneurship

5.1. Reconstructing Practice Objectives: Transitioning from Job Competence to Value Creation

The redefinition of practical training objectives should transcend traditional functional frameworks, shifting focus from standardized operational skills to market opportunity identification and commercial value creation capabilities. Instructional design must move beyond rote imitation of predefined job skills, establishing competency development models centered on problem discovery, hypothesis validation, and iterative optimization. Students should learn to keenly identify market gaps, flexibly integrate fragmented resources, and rapidly adapt strategies in response to environmental changes[3]. Teaching objectives should be structured around the "minimum viable product" concept, encouraging students to validate business hypotheses under resource constraints while cultivating decision-making acumen and execution capabilities in uncertain environments. Value-driven practical education requires robust error tolerance mechanisms, treating failures as integral learning components that guide students to extract insights from trial-and-error processes and refine subsequent strategies. Taking "retail format innovation" as an example, students should move beyond standardized retail management protocols to conduct community research on consumer pain points, develop customized solutions, and implement small-scale market testing. For instance, student teams might identify adaptation challenges faced by elderly consumers in digital shopping, subsequently creating hybrid service models like "proxy purchasing + companion chat services," continuously refining service offerings, pricing strategies, and marketing channels during validation phases. The entire practice emphasizes students' ability to identify unmet needs, innovate business model designs, and respond swiftly to market feedback, rather than mechanically applying existing retail theories. Such goal-oriented training enables students to adapt more smoothly to the entrepreneurial environment after graduation and develop core competitiveness with commercial value.

5.2. Incorporating Dynamic Case Studies to Align Teaching Scenarios with Market Trends

Practical teaching should establish a real-time case library update mechanism. Each semester should prioritize selecting recent entrepreneurial events that have completed initial market validation as core teaching materials to ensure case relevance. Case selection criteria must move beyond traditional success story analysis models, focusing instead on evolving business experiments and management decisions with uncertain outcomes, enabling students to conduct strategic simulations and solution design under information asymmetry. Educators should build long-term partnerships with industry associations, startup incubators, and investment institutions to obtain first-hand corporate development insights, transforming these dynamic management practices into structured teaching cases. Case presentation formats should transition from static text descriptions to multimedia interactive models incorporating founder interview videos, financial data charts, and user feedback recordings to enhance immersive learning experiences. Case discussions should adopt "scenario simulation + role-playing" formats, where students assume roles as stakeholders to understand the complexity of management decisions through dynamic interactions. Taking "innovation in new energy vehicle supply

chain management" as an example, teaching can utilize real decision-making processes from leading enterprises regarding battery technology path selection, supplier relationship restructuring, and channel model exploration as case frameworks. Students should simulate senior executives developing three-year development plans under conditions of unstandardized technical specifications, policy uncertainties, and unverified consumer market acceptance. Case materials are updated monthly to incorporate the latest industry policy adjustments, technological breakthroughs, and competitive landscape changes, enabling students 'analytical conclusions to dynamically adapt to evolving external environments. This "real-time tracking" case-based teaching model not only cultivates students' keen market awareness and agile problem-solving skills, but also equips them to better navigate the uncertainties and complexities inherent in business environments.

5.3. Embedding Real-World Projects to Drive the Learning Process through Business Pain Points

Higher education institutions should establish in-depth collaboration mechanisms with regional small and medium-sized enterprises (SMEs) and startup teams, transforming their practical operational challenges into structured practical teaching modules[4]. This transformation process requires teaching teams to conduct detailed analysis of corporate pain points, extract embedded management theory elements and operational procedures, and develop project-based learning frameworks that maintain problem authenticity while aligning with pedagogical principles. Students undertake these real-world tasks through project-based groups, completing the entire workflow from requirement analysis and problem diagnosis to solution design within specified timelines. The complexity and duration of projects can be flexibly adjusted according to students' competency levels, ensuring all participants gain substantial learning experiences under appropriate challenge intensity. Teaching frameworks should organize learning processes around natural problem-solving cycles, enabling students to actively retrieve relevant knowledge and validate the applicability boundaries of theoretical tools during problem resolution. Taking "Community Convenience Service Optimization" as an example, a chain supermarket in a residential community faced dual challenges of declining foot traffic and inventory overstock. Student teams were required to develop actionable operational improvement plans within one month. Upon project initiation, students first conducted consumer behavior research through community surveys, collected primary data using market research methods, then applied supply chain management theories to analyze inventory root causes, while simultaneously designing integrated online-offline promotion strategies incorporating digital marketing knowledge. Throughout the process, students must evaluate both the feasibility of theoretical solutions and their practical effectiveness under cost constraints. This low-cost validation phase cultivates students' resource integration capabilities and rapid iteration mindset. Upon project completion, authentic feedback from enterprises serves as the key benchmark for assessing student performance. Such external evaluation mechanisms also enhance the objectivity and practical applicability of learning outcomes to a certain extent.

5.4. Bridging Disciplinary Boundaries to Establish a Cross-domain Collaborative Practice Platform

To establish a multidisciplinary integrated practical education ecosystem, it is essential to break down barriers between academic departments and create an open collaborative education system. The first step involves establishing interdisciplinary innovation laboratories through collaboration with engineering technology, design arts, legal affairs, digital media, and related disciplines. These laboratories should be equipped with shared hardware facilities and software platforms to provide collaborative spaces for students from diverse academic backgrounds. Operating on a project-based model, the labs will form hybrid teams focused on cutting-edge themes such as smart retail, green supply chains, and digital services, with each team comprising members from management, technology, design, and legal fields. Management students will not only learn fundamental technical logic and design thinking but also take on core responsibilities including business model architecture, market analysis, and operational strategy development. Concurrently, a cross-disciplinary faculty sharing mechanism should be implemented to encourage teachers from different disciplines to jointly guide projects, forming teaching teams with complementary knowledge and integrated perspectives. Curriculum development should feature modular interdisciplinary course packages, allowing students to flexibly select minor modules such as

technical foundations, legal practices, and user experience design based on project needs. Taking "Smart Retail Innovation" as an example, management students could collaborate with software engineering, industrial design, and e-commerce majors to develop IoT-based unmanned convenience store solutions. Management students would handle business model design, cost-benefit analysis, and operational process optimization, while technical students focus on sensor layout and data acquisition system development. Design students would concentrate on user interface design and spatial experience optimization. Throughout the project lifecycle, management students must understand the constraints inherent in technical implementation, learn to communicate requirement changes with engineers, and master the technical logic of product iteration. This deeply integrated practical model effectively enhances students' systematic thinking capabilities and cross-functional collaboration skills, laying a solid foundation for their future management roles in complex business environments.

5.5. Restructuring the Evaluation System with Focus on Process Behavior and Iterative Capability

The multi-dimensional evaluation framework should incorporate critical behavioral milestones in practical learning, including hypothesis formulation, validation design, failure reflection, and strategy adjustment. Evaluation metrics must evolve from a singular outcome-oriented approach to a composite model that equally emphasizes behavioral processes and outcome quality, with particular focus on students 'opportunity sensitivity, resource integration efficiency, trial-and-error iteration frequency, and ability to extract actionable insights from failures. Dynamic evaluation portfolios can be established to document behavioral pattern trajectories across different practical projects, thereby creating personalized competency growth maps. Evaluation stakeholders should encompass instructors, industry mentors, peer learners, and student self-assessments to enhance the comprehensiveness and objectivity of outcomes. A "tolerance incentive" mechanism should be implemented, granting bonus points to students who proactively experiment with novel solutions and assume failure risks, thereby fostering exploratory thinking and innovative behaviors[5]. Taking "New Retail Business Model Design" as an example, evaluations should not solely focus on the quality of final business plans but instead track students' performance throughout the process—including market research methodology selection, depth of user requirement analysis, iteration cycles of business hypotheses, team collaboration role adaptation, and responsiveness to data feedback. Students should be required to submit regular "reflection logs" documenting key challenges encountered during the week, implemented solutions, effectiveness assessments, and next-action plans. The final evaluation should comprehensively consider the innovation level of the business proposal, the adequacy of market validation, the effectiveness of team collaboration, and the learning adaptability demonstrated by individuals throughout the process, resulting in a multidimensional capability assessment outcome.

6. Conclusion

Establishing a practice-oriented teaching model focused on value creation is not only an intrinsic requirement for professional development but also a critical measure to support China's national innovation-driven development strategy. Higher education institutions should actively explore innovative practice teaching models that integrate interdisciplinary collaboration and industry-education partnerships, while implementing dynamic quality monitoring mechanisms to continuously enhance talent cultivation standards. Moving forward, practice teaching reforms will advance steadily toward intelligent, personalized, and internationalized approaches, laying a solid foundation for nurturing world-class innovation, entrepreneurship, and management professionals.

Disclosure statement

The author declares no conflict of interest.

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