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# Research and Practice on the Teaching Mode of Entrepreneurship Learning Based on " Competition + Team +Mentor"

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**Abstract:**
*In the context of the booming development of entrepreneurial education, entrepreneurial education has become an important way to cultivate dual-creation talents. with the goal of cultivating undergraduates with innovative and entrepreneurial spirit and learning ability, the traditional teaching and learning model is reformed to form a " competition + team +mentor" college student innovation and entrepreneurship education model. Combined with the activities of "Jing Zhi Chuang" entrepreneurship group and Yafu Technology service team, explored the entrepreneurship projects and built a entrepreneurship training system for college students. The model insists on combining theory with practice, giving full play to students' subjective initiative and meeting their will of group learning, and realizing the change from teaching to learning. The organic integration of"Entrepreneurship contest", "Entrepreneurship team" and"Entrepreneurship Tutor" forms an excellent teaching and learning model.*

**Keywords:**
*mentor system; team mutual assistance; entrepreneurial learning mode*

## 1. Research background

Entrepreneurial learning is closely related to entrepreneurial activities, and its effectiveness needs to be tested in entrepreneurial activities. Entrepreneurship is a practical, exploratory and highly innovative activity. It is difficult to achieve success through the learning of existing knowledge. It is more through the leadership of innovative research results, keen market response, rapid production response and Good market development and other joint efforts to achieve. Previous research has shown that the success of entrepreneurial activities is positively related to entrepreneurial learning. How to improve the effectiveness of entrepreneurial learning so that it can better serve entrepreneurial activities and improve the success rate of entrepreneurship is crucial. In the context of mass entrepreneurship and innovation, many colleges and universities have opened courses related to entrepreneurship, but they are still in their infancy in terms of teaching staff, equipment and facilities, and learning environment creation. Most of them are about cultivating basic entrepreneurial knowledge and entrepreneurial awareness, which is not good for students. The improvement effect of innovation and entre-

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preneurship practical ability and innovation and entrepreneurship comprehensive literacy is limited. The academic community has also conducted many related studies on how to better carry out innovation and entrepreneurship education, mainly focusing on the connotation, significance and value of entrepreneurial learning, key influencing factors, learning models, and the impact mechanism and path of entrepreneurial learning on entrepreneurship. About entrepreneurship learning According to the definition of connotation, some scholars believe that entrepreneurial learning is obtained through continuous reflection on practical experience.(Politis, 2005), some scholars emphasize that entrepreneurial learning is the use of existing knowledge structures to absorb and assimilate new knowledge.(Holcomb.at, 2009), and others believe that entrepreneurial learning is indirect learning under the influence, demonstration, and guidance of others (Down, 1999). At present, many colleges and universities have explored and formed various models such as open entrepreneurial learning, independent cooperative learning model, and situational learning model. However, in view of the diversification of students' learning backgrounds and the complexity of entrepreneurial activities, in the future, it is still necessary to further focus on students' entrepreneurial learning needs and continuously innovate and improve the entrepreneurial learning model based on students' entrepreneurial appeals.

Literature research found that there is relatively insufficient research on entrepreneurship learning among students in higher vocational colleges. Entrepreneurship among higher vocational college students has strong particularity. Faced with new situations such as social development transformation, changes in employment structure, and industrial integration and innovation, especially in the Internet information era, In the era of explosion, whether the creation and selection of entrepreneurship learning methods for higher vocational students will be biased and whether they will show some new characteristics requires continuous attention to the entrepreneurship learning of higher vocational college students and the exploration of entrepreneurship with more practical significance. Learning model construction path to promote the educational innovation process of higher vocational colleges. In recent years, taking the Internet Entrepreneurship Competition as an opportunity, many outstanding student projects have emerged. This article combines the Internet Innovation and Entrepreneurship Competition to deeply explore the characteristics of students' entrepreneurial learning behavior, learning method selection and rules in this entrepreneurial scenario, and build a new model of student entrepreneurship learning based on the competition, with a view to using the competition as a guide to comprehensively improve students' entrepreneurial abilities and literacy.

## 2. Design of “Contest + Club + Mentor” Entrepreneurship Group Experiential Learning Model

### *2.1 Model connotation*

Based on learning theories such as "group cooperative learning", "team learning" and "experiential learning", combined with the learning characteristics of higher vocational students who are willing to engage in teamwork and cooperative learning, and have relatively rich social practice experience, and following the rules of their learning ability and learning willingness, the design Based on the educational goal of cultivating and improving the entrepreneurship and lifelong learning abilities of students in higher vocational colleges, students are organized to spontaneously form teams to participate in entrepreneurial clubs. The clubs are equipped with a team of instructors composed of professional teachers and student management teachers to

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conduct various practical activities. and projects as a guide, taking the Internet plus innovation and entrepreneurship competitions at all levels as an opportunity to carry out a series of open experiential innovation and entrepreneurship teaching models centered on competitions and practical activities. This model emphasizes going out of the classroom, entering the front line of production practice, and conducting in-depth research activities. Tutors lead club students to carry out problem-based learning activities, and construct an open learning process with the help of the process of discovering, analyzing, and solving problems. environment, creating a more realistic learning scene for students, allowing students to feel the significance and value of learning, and truly achieve.

Students are the main body, not only "learning by doing" under the guidance of instructors, but also "teaching by doing" with each other in group collaboration, and ultimately achieve mutual learning in teaching, and ultimately achieve a win-win result of improving mass entrepreneurship capabilities and mass entrepreneurship performance. This model is a useful supplement to the conventional mass entrepreneurship and innovation education system and helps to comprehensively improve the mass entrepreneurship and innovation capabilities of students in higher vocational colleges.

## *2.2 Model characteristics and practical obstacles*

### *2.2.1 Model features*

Students in higher vocational colleges have relatively poor learning autonomy, but have relatively strong teamwork abilities and are willing to carry out learning and practical activities in a team-based manner. The clubs established are based on students' voluntariness, and the chosen direction is also interest-oriented. Students have relatively strong motivation and willingness to learn, but the management is relatively loose. In view of the learning characteristics of higher vocational students and above, build an innovative management platform with multiple tutors (professional teachers + corporate tutors + student management teachers), carry out cultural system construction and inheritance, develop more flexible management methods, and allow students to choose to join On the premise of withdrawing from the organization, it is necessary to maintain the cohesion of the community through the development of various activities and try to ensure the stability and durability of the membership of the community.

### *2.2.2 practical obstacles*

The design of this model is still in the exploratory stage and still needs to be continuously improved. The implementation process of this model still needs to focus on overcoming the following difficulties. The first is the problem of scientific team formation. First of all, it is very important to determine the number of team members and the reasonable range of the number of team management. The cultivation of mass entrepreneurship and innovation capabilities is a relatively high-level educational goal. Team members need to be screened to a certain extent. They will have innovative and entrepreneurial interests and strong When students with innovative and entrepreneurial abilities are organized, the size of the student team should be determined based on the size of the mentor team. Secondly, tutors should give full play to the role of guidance but not dominance in student team building, and pay attention to giving full play to the strengths of each team member. In particular, they should select students with strong organizational skills and mass entrepreneurship

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capabilities in each team as team leaders. The mentor is mainly responsible for grasping and leading the direction, and the captain is mainly responsible for the organization and development of specific learning, practice and related competition activities for each team. The second is how to properly handle the time allocation problem between team tasks and the curriculum system, so as to balance professional learning and mass entrepreneurship and practical learning. The current competition preparation often conflicts and contradicts the normal professional curriculum system, and it is impossible to take into account both, and there is a situation of choosing one or the other. Efforts should be made to integrate more professional course knowledge into the mass entrepreneurship and innovation education system, encourage students to explore independent learning, and form a reverse independent learning thinking of "output forcing input".

### *2.2.3 Reform ideas*

The "Contest + Club + Mentor" entrepreneurial group experiential learning model uses entrepreneurial clubs as the management platform to achieve

An organic integration of projects, competitions and mentors. First of all, various targeted learning tasks are set up based on the Internet Plus Innovation and Entrepreneurship Competition and various innovation and entrepreneurship practical activities. The learning goals are clearer and the learning requirements are higher. At the same time, it provides students with a more realistic learning scenario. It gives students the opportunity to think deeply about the significance of the project and explore the knowledge system of professional subjects in depth, and is exposed to more cutting-edge professional fields, stimulating students' interest and motivation in learning, and also helping to improve students' professional level. Secondly, the team learning model highlights group collaboration. By giving full play to the respective advantages of team members, learning from each other's strengths, and mutual assistance and cooperation, they can enhance knowledge reserves, break through the limitations of thinking, and expand theoretical and practical horizons during exchanges and discussions. Finally, a diverse mentoring team composed of professional course teachers + corporate mentors + student work counselors will jointly serve community activities. Professional course teachers are responsible for guiding students, discovering and condensing scientific problems, and seeking and designing professional solutions; corporate tutors are responsible for guiding students to understand real practical problems, participate in the design and improvement of problem solutions, and evaluate and improve solutions from a practical perspective; students Work counselors are mainly responsible for guiding students to form teams and ensure the smooth progress of the learning process, and ultimately complete relevant competitions and practical tasks. The organic integration of the participation of Sanyuan tutors allows mass entrepreneurship and innovation competitions and practical projects to be completed more efficiently and achieve better results. It also incorporates more diverse specific forms of teaching and learning to comprehensively enhance student participation and mass entrepreneurship. Learning effectiveness.

## 3. Practical cases and results of Jiangsu Agriculture and Forestry Vocational and Technical College

### *3.1 Practical cases of the "Contest + Club + Mentor" entrepreneurial group experiential learning model*

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The School of Economics and Humanities of Jiangsu Agriculture and Forestry Vocational and Technical College actively responded to the school's call for mass entrepreneurship and innovation education. In order to improve the effectiveness of mass entrepreneurship and innovation education in the college, it conducted a series of reform attempts and initially formed a "competition + society + mentor" entrepreneurial group experiential learning model. In 2022, the School of Economics and Humanities will implement the "competition + club + mentor" model, mainly focusing on the following aspects. First, team formation. The "Jingzhichuang" student entrepreneurial club was established. Relying on the first batch of 40 students recruited by the club, 10 student teams were formed. Focusing on the professional fields of agriculture-related colleges and universities serving farmers, they initially determined flower seedlings, seasonal fresh fruits, aquatic products, In several industrial fields such as rice grains, Chinese herbal medicines, tea, and agricultural product processing, small teams such as seasonal fresh fruit service teams, rice service teams, and aquatic product service teams have been established. The second is to develop competitions and practical projects. The college deeply explores available resources and closely integrates mass entrepreneurship and innovation education activities with various work of the college, enriching the sources of student learning projects and enhancing the significance and value of project development. For example, around the activities of the college's e-commerce Yafu Technology team, we have attracted members of the entrepreneurial community to participate, and formed a teacher-student service group with their mentors, and formed a professional technology service team based on each team, and launched Douyin short video and live broadcast services to provide local advantageous products.

The industry carries out a full range of e-commerce services, guiding new agricultural economic entities to establish e-commerce platforms, determine Douyin promotion characters, carry out live broadcast promotion of agricultural products in fields, and shoot various recommended short videos, etc. In the process of carrying out practical activities, students discovered and condensed problems under the guidance of instructors, and conducted in-depth thinking around the problems in e-commerce live broadcasts and short video shootings, which not only improved the level of live broadcasts and video shooting, but also improved the ability of sales to help farmers. aging. The competition projects mainly focus on Internet Plus Innovation and Entrepreneurship Competition, Invention Cup Innovation and Entrepreneurship Competition and other events. The third is to focus on the formation of a diversified mentor team. The college has made great progress in the construction of dual tutors. It actively cooperates with enterprises and institutions such as JD.com, Happy Valley, Jurong Culture, Radio, Film and Television Bureau, and hires personnel from enterprises and institutions as off-campus tutors. The selection of tutors for professional courses is also relatively strict. They are usually required to have a doctorate or associate senior title or above, and have rich experience in innovation and entrepreneurship practice and competition guidance, taking into account the organic integration of professional knowledge and innovation and entrepreneurship knowledge. In addition, the college has also innovatively equipped clubs with counselors and teachers, increased the intensity of practical activities and service activities, and provided students with more and richer practical opportunities and content. Tutor teachers usually have rich experience in student management and play a key role in the tutor team in building a student team culture system and improving the cohesion and centripetal force of the student team.

### *3.2 Practical results of the "Contest + Club + Mentor" entrepreneurial group experiential learning model*

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The preliminary exploration of this model has achieved certain results, and has achieved good results in various mass entrepreneurship and innovation competitions and skills competitions, allowing students to move from passive learning to active learning, forming an internal driving force, and also driving the teaching model to change from the curriculum to Moving from a closed structure to an open structure expands the scope of model application and the student groups that benefit from it.

### *3.2.1 Teaching effectiveness*

The teaching experience in the "competition + club + tutor" model is introduced into classroom teaching. This model highlights the dominant position of students, which is mainly reflected in the following aspects. First, the teaching is all-round and the whole process highlights the dominant position of students. In the early stage of learning, learning problems are triggered and clarified through practical activities and competitions, and the choice of this problem is mainly given to students. Under the guidance of instructors, students discover and find practical problems and clarify them. During the learning process, students participate in the collection and organization of materials, the design of problem solutions, etc. Teachers mainly guide students to carry out independent cooperative learning, teach students how to learn, how to collect and organize information, etc., through teacher-student, student-student collaboration. Solve problems together. After the study is completed, reflective evaluation, experience sharing, summary report writing, etc. within the student group will further help students consolidate the new knowledge they have learned and continuously supplement and improve it. This model truly realizes the improvement and training of students' ability of "autonomous learning-automatic adjustment-self-improvement", and enhances students' exploration ability and creativity.

### *3.2.2 Practical effectiveness*

Since the School of Economics and Humanities of Jiangsu Agriculture and Forestry Vocational and Technical College explored the establishment of a "competition + club + mentor" entrepreneurial group experiential learning model, it has achieved certain results in the theory and practice of student innovation and entrepreneurship education by using this model. The model competition and practical activity design, club selection and diversified mentor configuration are based on experience summarized from practice. The formation of the model is summarized from the bottom up and has strong feasibility and operability. After more than a year of practice, a relatively complete operating mechanism has been formed, mainly achieving the following

First, the mentor team is increasingly enriched, which has united more enterprises and institutions to join the ranks of mentors, leading Lower grades.There is no limit on the number of teachers, but there are two categories: professional course instructors and off-campus enterprise and institution tutors. The number of professional course instructors is relatively fixed. Usually one instructor guides 2-3 teams. The number of off-campus enterprise and institution teachers does not need to be fixed, and project consultation is provided. He is mainly responsible for the daily study and guidance work. At present, there are 8 professional course instructors, 4 counselors, and off-campus instructors in enterprises and institutions, which have also increased to 15.The number of tutors continues to increase and the team of tutors is growing day by day. Second, the practical competition activities are more abundant and the scope of practice is further expanded. Since the model was promoted for one year, practical cooperation activities have increased significantly, and currently they mainly rely on e-commerce. Yafu Technology Service Practice Team, Shushangxingnong Qinghe Tech-

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nology Volunteer Service Team, Beautiful Countryside Yafu Technology Planning Service Team, Summer Social Practice Team and other activities have actively contacted village enterprises and institutions in Jurong area to provide e-commerce, planning , social research and other social services to help serve rural revitalization. The instructors of the Qinghe Science and Technology Service Team for E-commerce Prosperity in Agriculture lead students to explore a win-win cooperation model between professional practice and rural revitalization. We have traveled to Taicang, Suzhou, Peixian, Xuzhou, Dantu, Zhenjiang, and Baitu Town, Jurong, to carry out more than 10 various activities including Huyang base inspections, turkey market research, farmer training, Phalaenopsis base visits, and Douyin agricultural sales. This time, results such as Hu Sheep Industry Research Report, Turkey Market Demand Research Report, New Farmer Training Course, Edible Flower Industry Report and Douyin Farmer Sales Cooperation were formed. Team members have deepened their understanding of agriculture and rural areas through practical activities, and have a more in-depth understanding of agricultural and rural issues. They can combine the professional knowledge they have learned to cultivate the fields, rely on e-commerce platforms, explore new models of agricultural product marketing, and through practical activities Concrete actions contribute youth power to rural revitalization.

### *3.2.3 Team building effectiveness*

One year after the implementation of the model, the size of the college's "Jingzhichuang" entrepreneurial club has more than doubled, and the scope of activities carried out by the club has become wider. The society has currently selected 4 project teams as the focus to build and support. Focusing on the advantageous leading industries in Jurong region, the society will focus on building seasonal fresh fruit service teams, rice service teams, etc. The team consists of two core members and several ordinary members. The college guided core members to apply for business licenses and encouraged them to carry out more realistic innovative and entrepreneurial activities such as e-commerce sales. At present, it has signed long-term cooperation agreements for e-commerce services with many enterprises such as the rice and shrimp co-production base in Houbai Town, Jurong and the blueberry base of Zhongzhi Ecological Plant Science Research Institute in Nanjing Agricultural High-tech Zone to expand the scope of community services and form a long-term service effective mechanism to help the community develop sustainably. In common activities, club members continue to work together and cooperate more tacitly. In the process of "passing on, helping, and leading", the team's core values of "sharing, cooperation, dedication, and innovation" are formed. Students develop good character in the team culture. At the same time, a good team culture atmosphere allows the cultivation and practice of innovative abilities.

## 4. Summary

The practice of the "Contest + Club + Mentor" entrepreneurial group experiential learning model is the exploration and preliminary result of the teaching team in the process of cultivating e-commerce talents in the School of Economics and Humanities. It has achieved certain results in cultivating the mass entrepreneurship and innovation capabilities of liberal arts students in higher vocational colleges. It has certain promotion value and significance. This model originated from serving the Internet plus innovation and entrepreneurship competitions and other events, and taking the competition as an opportunity, the scope of social activities has gradually expanded to the field of social services, and mass entrepreneurship and innovation learning activ-

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ities have been carried out in a wider scope and more real environment, and learning interests have become more For thick. It truly takes students as the main body in an all-round way, and students participate in the whole process of mass entrepreneurship and innovation learning, from pre-learning preparation to learning process to final learning evaluation and summary reflection. The learning perspective is more diversified, and through "knowledge output inversion" "Forcing input" reverse learning thinking, inspiring and cultivating innovative thinking and literacy based on problem solving.

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