

Research on the Development Path of Campus Club Innovation and Entrepreneurship Based on Teacher-Student Co-Construction

Zhang Xiaoli, Tang Ziyi, Wu Pinglian, Li Chuang

College of Marxism, Geely University, Chengdu, Sichuan, China

Keywords: Teacher-student co-construction; Campus clubs; Innovation and entrepreneurship

Abstract: The construction of campus clubs plays a significant role in fostering students' interests, facilitating their personal development, creating a positive academic and artistic atmosphere in schools, and enhancing social innovation and entrepreneurship vitality. This paper analyzes the concepts of campus clubs and innovation and entrepreneurship education, elucidates the basic characteristics and functional value of teacher-student co-constructed clubs, and proposes development paths to promote the construction of teacher-student co-constructed innovation and entrepreneurship organizations, optimize the management of these clubs, and strengthen their service functions. This study aims to provide references for the innovation and entrepreneurship development of campus clubs in higher education institutions.

1. Introduction

In 2005, the Central Committee of the Communist Youth League and the Ministry of Education issued the "Opinions on Strengthening and Improving the Work of Student Clubs," which emphasized the need to discover, monitor, and research new situations and problems in student club development. It highlighted the importance of understanding the dynamic process of student club work and summarizing the development patterns of student clubs to provide theoretical support for their prosperous growth. Hence, researching the innovation and entrepreneurship development of teacher-student co-constructed campus clubs has become a critical aspect of current student affairs work. However, due to the relatively short history of student clubs in domestic higher education institutions, there is a general lack of clear understanding of their attributes, functions, and organizational structures. Therefore, in-depth research on the innovation and entrepreneurship development of campus clubs based on teacher-student co-construction is still needed.

2. Concept Definitions

2.1. Campus Clubs

Campus clubs, abbreviated as social organizations, currently lack a precise definition. By consulting authoritative works, we find interpretations of social organizations, student clubs, and

college clubs. According to the "Legal Dictionary," a social organization is a mutual-benefit organization formed by people with common characteristics and interests [1]. The "Encyclopedia of China" defines student clubs as voluntary mass organizations formed freely by students in Chinese higher education institutions, which can transcend grade, department, subject, and even school boundaries, uniting students with similar interests to conduct activities beneficial to their physical and mental development [2]. Documents from the Central Committee of the Communist Youth League describe them as student organizations voluntarily formed based on interests and hobbies, conducting activities autonomously according to established charters [3]. Li Yi'ang defines college clubs as public or mutual-benefit organizations relying on the professional and academic background of colleges, formed spontaneously by students with similar lifestyles, interests, academic views, and goals, functioning as informal, non-profit civic organizations [4]. Based on these analyses, campus clubs are defined as student-organized groups in higher education institutions, relying on academic and professional resources, formed based on shared interests, lifestyles, and values, with set goals and self-managed by established rules and regulations.

2.2. Innovation and Entrepreneurship Education

Innovation and entrepreneurship education encompasses both innovation education and entrepreneurship education. Thus, understanding it should be based on a deep comprehension of the two components. Internationally, innovation education is classified into broad and narrow types. Narrowly, it refers to educational activities aimed at fostering innovative consciousness, spirit, thinking, innovative personalities, and creative abilities; broadly, it includes all educational forms differing from traditional receptive, cramming, and conservative education, aimed at enhancing students' innovative qualities and abilities [5]. Entrepreneurship education is also divided into broad and narrow definitions. Narrowly, it aims to cultivate the comprehensive abilities needed for employment, transforming students from job seekers to job creators. Broadly, as defined by UNESCO and the 1991 Tokyo International Research Conference on Entrepreneurship Education, it aims to cultivate qualities such as ambition, initiative, pioneering spirit, and exploratory thinking, along with the ability, skills, social, and management capabilities needed in entrepreneurship. From these definitions, innovation and entrepreneurship education is a new type of education aiming to develop innovative awareness, creative thinking and abilities, and technical skills, fostering innovative talents suited to societal development.

3. Basic Characteristics and Functional Value of Teacher-Student Co-Constructed Clubs

3.1. Basic Characteristics of College Student Clubs

3.1.1. Spontaneity of Organization

University student clubs are formed voluntarily around common purposes, interests, or development directions. They engage in activities across various areas such as social issues, humanitarian concerns, current policies, and professional fields. Club activities not only provide a platform for students to develop and showcase their skills but also enrich their extracurricular life, thereby attracting like-minded students to join. The leaders of these clubs are elected and supported by the members themselves, and the rules, operations, and activity arrangements are decided collectively. This democratic structure gives clubs a dual nature. The advantages include higher member engagement, enthusiasm, and participation, which contribute to the club's vitality and creativity. However, the downsides are also notable: clubs can be loosely organized and management can be challenging. For instance, disagreements among members that cannot be

resolved may lead to internal division and chaos.

3.1.2. Homogeneity of Members

University students, with their open-mindedness and ample extracurricular time, often come together in clubs because of shared interests, professional skills, values, or goals. This common ground creates a unified purpose and objective for the club. During club activities, members are generally highly proactive and enthusiastic, encouraging and praising one another. This positive and harmonious environment not only enhances personal satisfaction but also fosters a strong sense of cohesion among members. Consequently, the club's attractive and supportive atmosphere also draws like-minded students from outside the club.

3.1.3. Flexibility of Management

University clubs differ from formal professional organizations in that they lack stringent regulations and rules for managing members. Instead, club members adhere to the leadership and self-regulate based on their shared goals, which is a crucial support for the management and operation of the club. Given the differences in personalities, chosen majors, and personal abilities among members, arranging activities, establishing regulations, and managing members can be challenging. To ensure the stable and sustained operation of such self-organized groups, it is essential to base management on the collective will of the members. This involves respecting and incorporating reasonable suggestions from members and collaboratively developing flexible management plans and adaptable approaches.

3.1.4. Diversity of Activities

Modern universities are often large, with a diverse student body and a wide range of academic disciplines. This creates an open, diverse, and inclusive campus culture, which lays the foundation for the diversification of club types and the variety of club activities. University clubs encompass a wide range of types, including theoretical exploration, academic and technological research, public service, cultural and recreational activities, and entrepreneurial ventures. Club activities cover many areas, such as politics, economics, culture, art, sports, ethics, and religion. This diversity in focus leads to various organizational forms for club activities, such as discussion groups, seminars, social practice projects, and academic competitions. The variety of activities not only enriches the club experience but also serves as a crucial factor in maintaining the vitality and dynamism of the clubs.

3.2. Functions and Value of Teacher-Student Co-Constructed Clubs

The involvement of faculty in university student clubs enhances their functions and value in several key ways: (1) **Enhancing Club Cohesion:** While student clubs often have a unified sense of purpose due to shared interests, values, and goals, conflicts may arise over personal interests. Faculty, who typically hold a degree of respect and authority among students, can help mediate conflicts and foster consensus. Their involvement can strengthen internal unity and enhance the club's cohesion. (2) **Strengthening Club Management:** Club principles, management roles, and regulations are usually decided by member consensus, and self-regulation among members can be challenging. Faculty guidance can help establish clearer rules and improve self-discipline among members. With teacher support, club leaders can manage activities more effectively, ensuring the club's smooth and sustainable operation. (3) **Maximizing Educational Impact:** University education primarily focuses on professional knowledge, which may not fully address students' comprehensive development needs. Clubs, with faculty involvement, serve as an essential "second classroom,"

providing opportunities for students to develop skills, foster positive attitudes, and enhance their innovation and entrepreneurship capabilities. This collaborative environment helps students build resilience and a strong sense of social responsibility. (4)Facilitating Personal and Societal Impact: Public service-oriented clubs, through their activities, offer social assistance and integrate theoretical knowledge with practical service. Participation in these activities helps expand members' knowledge, improve learning abilities, and boost social responsibility, thereby contributing effectively to societal needs. In summary, faculty involvement in student clubs enriches the overall educational experience, supports effective management, and strengthens the club's role in personal development and community service.

4. Development Path of Teacher-Student Co-Constructed Campus Club Innovation and Entrepreneurship

4.1. Promote the Construction of Innovation and Entrepreneurship Organizations

Club activities, as practical supplements to the "first classroom" (formal academic education), serve as an effective organization form for the "second classroom" (extracurricular learning). Actively creating and developing campus clubs can significantly enhance students' innovation and entrepreneurship skills, improve the quality of educational management and talent cultivation, and foster a positive club culture and atmosphere. To effectively promote the development of innovative and entrepreneurial club organizations through teacher-student collaboration, several strategies can be implemented: 1. Enhance the Quality of Innovation and Entrepreneurship Activities: Organizers should arrange more meaningful and impactful innovation and entrepreneurship activities. They should optimize activity plans to ensure they incorporate innovative elements and practical components. Organizers should prepare thoroughly in advance and ensure all aspects of the activity are executed effectively to maintain high quality. 2. Increase Member Motivation and Cohesion: Since campus club members often join based on personal interests and come from different majors and classes, they may initially have low familiarity and cohesion. Leaders should assign specific tasks to individuals before activities commence to stimulate a sense of responsibility. Leaders should facilitate communication and cooperation among members to build familiarity and harmony, prevent marginalization, and enhance the club's dynamism and unity. 3. Establish Innovation and Entrepreneurship Competition Mechanisms: The institution should create various types of innovation and entrepreneurship club projects and competitions. It should encourage and guide clubs to participate in these events, with a focus on training, organizing, and managing the competitions. By participating in competitions, clubs can improve their overall innovation and entrepreneurship abilities and increase their visibility. The institution should develop a competition mechanism with distinct characteristics for your institution and collaborate with neighboring schools to host joint competitions, thereby promoting regional development in innovation and entrepreneurship. 4. Strengthen the Comprehensive Quality of Club Leaders: The institution should provide specialized training in innovation and entrepreneurship for club leaders from various fields and orientations. It should regularly communicate with club leaders to offer targeted guidance that aligns with the overall direction of the club's innovation and entrepreneurship development. 5. Improve Resource Integration for Innovation and Entrepreneurship: The institution should create platforms for innovation and entrepreneurship within clubs, offering necessary venues and facilities for activities. It should support student clubs with funding, technology, and policy backing. The institution should coordinate and integrate resources from within the university to effectively support the clubs' innovation and entrepreneurship activities. By focusing on these areas,

universities can significantly enhance the effectiveness and impact of their student clubs in fostering innovation and entrepreneurship.

4.2. Optimize Operation Management

Optimizing the management of campus clubs is a crucial measure to ensure effective governance of innovation and entrepreneurship through teacher-student collaboration. Specific practices can be approached from the following aspects: (1) Strengthen the Normative Management of Teacher-Student Jointly Built Clubs: Teachers and students should jointly formulate club management regulations and establish corresponding disciplinary measures. Teachers should provide guidance on the overall direction of club development, while delegating specific management rights to students to enhance the initiative of student leaders in managing the club. Create Practical Management Regulations and Systems: The institution should establish management regulations and systems that are practical and suited to the characteristics of the club, ensuring that responsibilities and obligations are clearly defined from top to bottom within the club. Establish an Effective Supervision Mechanism for Clubs: The university should establish a club management center to regularly assess the quality of club activities, member participation, and outcomes in innovation and entrepreneurship. Clubs that fail to meet standards should undergo reform and rectification, while clubs that pass the assessment with outstanding performance should be awarded certificates of honor. The club management should utilize the supervisory role of club members by setting up a department to handle criticism and suggestions. Regular meetings should be held to report on and address the feedback provided by members, effectively maintaining the common interests of the club. (3) Increase Support for Campus Clubs' Innovation and Entrepreneurship: The university should increase funding for innovation and entrepreneurship projects, establish a fund for club innovation and entrepreneurship projects, and create incubation centers for innovation and entrepreneurship. This will provide high-quality hardware facilities and strong policy support for the operation and management of club innovation and entrepreneurship projects.

4.3. Strengthen Service Functions

Teacher-student collaboration in campus club innovation and entrepreneurship can significantly enhance the service provided to both club members and the broader campus and society. In terms of serving individual members, establish a talent development program for the club. The program should propose activity plans that not only enhance the quality and value of club activities but also create an incentive system for participation. This approach attracts members to actively engage in club activities, helps them develop personal skills and hobbies, fosters innovation spirit, enhances personal abilities, and achieves self-value. The university should focus on developing academic and theoretical clubs, guiding recreational and sports clubs, nurturing high-quality model innovation and entrepreneurship clubs, and building diverse ethnic and cultural clubs. The university should promote the establishment of distinctive club cultures, accelerate the formation of a vibrant campus culture with diverse and competing ideas, enhance the institution's reputation, and inject innovative vitality into the campus. In terms of serving society, the university should cultivate a sense of social responsibility and civic awareness within clubs and encourage them to leverage their strengths to actively engage in social service work. For instance, cultural and theoretical clubs can organize public lectures to spread positive cultural values, while recreational and sports clubs can host cultural performances to entertain the public and enhance aesthetic appreciation. This approach ensures that clubs effectively contribute to societal service.

5. Conclusion

In the context of the new era, teacher-student collaboration in campus clubs has unique functions and values that are beneficial for the long-term and stable development of these clubs. During this process, teachers and students work harmoniously to jointly build campus clubs, deeply understand the meaning of innovation and entrepreneurship, and integrate these concepts with the development of campus clubs. By implementing feasible improvements and optimization measures in various aspects of club organization, construction, and management, they effectively promote the growth of the clubs. Ultimately, this collaboration aims to achieve the overarching goal of serving individuals, the university, and society.

Acknowledgements

Funding Project: 2022 School-Level Scientific Research (Innovation and Entrepreneurship Management Special) Project (Project Number: 2022xcxy003).

References

- [1] Toomey M, Zhou X, Yan X. Examining the effectiveness of using role-play simulations with Chinese students in China [J]. *International Studies Perspectives*, 2020, 21(4): 363-378.
- [2] Editorial Committee of the Encyclopedia of China. *Encyclopedia of China (Education Volume)* [M]. Beijing: Encyclopedia of China Publishing House, 1985.
- [3] Wamsler C. Education for sustainability: Fostering a more conscious society and transformation towards sustainability [J]. *International Journal of Sustainability in Higher Education*, 2020, 21(1): 112-130.
- [4] Lei Jiaxu. Analysis of the Development of Innovation and Entrepreneurship Education at Home and Abroad [J]. *China Youth Science and Technology*, 2007 (02): 4-25.
- [5] Yu Gancai. On the Cultivation of Students' Entrepreneurial Spirit [J]. *Inheritance*, 2008, (09): 16-18.