

The Dilemma and Outlet of Entrepreneurship Education in Colleges and Universities from the Perspective of Collaborative Innovation

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Abstract: The purpose of this research is to provide methodological guidance for entrepreneurship education in colleges and universities from the perspective of collaborative innovation. This paper mainly uses the methods of systematic research, comparative research and literature research to carry out an innovative analysis of the challenges of pragmatism philosophy and methods, the contradiction between the external force of policy and the internal consciousness of college and enterprise, as well as the rational state and actual dilemma of collaborative elements. The research finds out that it is necessary to construct the pattern of collaborative innovation ecosystem of entrepreneurship education and the connotative development model among multiple subjects of entrepreneurship education in colleges and universities, promoting the extension platform of entrepreneurship education, so as to explore the outlet of college students' entrepreneurship education.

Keywords: collaborative innovation; college students' entrepreneurship education; dilemma and outlet

1. Introduction

Entrepreneurship education in colleges and universities is a systematic project, involving multiple subjects and elements such as colleges and universities, governments, enterprises (society). It needs the methodology guidance to play the greatest joint force between the various subjects and elements. As a complex innovation organization, the core idea of collaborative innovation lies in "collaboration" and "cooperation", that is to achieve the convergence and integration of resources and elements, and the ultimately collaborative goal of $1+1>2$ through integration and interaction. Whether from the necessity of achieving the goals and elements of entrepreneurship education, or from the possibility of influencing the choice and determination of entrepreneurship education, collaborative innovation can provide methodological support for entrepreneurship education in colleges and universities.

2. Methodological Logic of Collaborative Innovation Applied in Entrepreneurship Education in Colleges and Universities

As a philosophical category, methodology is the summation of categories, principles, theories, methods and means that are generally applicable to all specific social sciences. From the perspective of extroversion dimension, multiple subjects and vertical and horizontal coordination, the application of collaborative innovation in entrepreneurship education in colleges and universities has profound methodological logic.

2.1. The Collaboration of Openness Dimension

Collaborative innovation system is theoretically open. Published by Hermann Haken, *Synergetics: An Introduction* marks the establishment of synergetic. Haken defines synergetics as a science of orderly and self-organized collective behavior under the control of universal laws [1]. As a comprehensive science that studies some common essential characteristics in different systems, synergetics focuses on the spontaneous transformation of system energy flow from disorder to order and from low level to high level through cooperation, so as to promote the whole system into a new orderly structure and behavior mode.

Synergetics shows that the interaction of a large number of subsystems in an open system will produce an overall effect or cooperative effect. This system can form a self-organizing structure with certain functions. After that, the order parameter, which dominates the behavior of subsystems, is gradually produced through the coordination and cooperation among subsystems, which can change the macro properties of the system [2].

In fact, Hermann Haken, the founder of synergetics, is a physicist. The theory of synergetics originates from physics, and gradually extends to other fields with its operability [3]. In the process of theoretical practice, synergetics, synergy theory, collaborative innovation and other concepts appear one after another. Collaborative innovation breaks through the traditional linear and chain innovation mode, presenting the characteristics of nonlinear, multiple role and open multiple interaction and collaboration [4]. The openness of collaborative innovation system is in dynamic development and balance, and its stability needs to be constantly constructed.

The pioneer of entrepreneurship education in colleges and universities is also open [5]. The essence of a

university is a set of institutional arrangements for knowledge trading. The reason why colleges and universities exist is not only to impart or produce knowledge, but also to apply and develop open knowledge for the society. In order to survive, colleges and universities need to have a certain connection with the external social elements, and exchange material, energy and information with the external environment.

While opening up knowledge, colleges and universities are also absorbing and exchanging energy with society. From its birth to the present, the form of knowledge opening has been constantly enriched and developed with the change of its functions. The first academic revolution in which scientific research was introduced into the university made the open form of university knowledge evolve from simple knowledge base to knowledge factory. The second academic revolution in which social service was introduced into the university made the open form of university knowledge transform from knowledge factory to knowledge entrepreneurship, and directly integrate into the economic and social development.

The current entrepreneurship education in colleges and universities is established in the transformation from knowledge inheritance and innovation to knowledge application, and from education and teaching, scientific research to serving social and economic development. It is a new way to show the open form of university knowledge. Entrepreneurship education is naturally open [6]. In the process of the transition of university functions, entrepreneurship education in colleges and universities will inevitably move from closed to open.

Collaborative innovation is a comprehensive organization model, which focuses on the collaborative interaction with colleges and universities, government and enterprises as the core elements, and financial institutions, innovation platforms, non-profit organizations, research institutions as the auxiliary elements [7]. It requires a certain degree of openness between multiple subjects, and effective integration of resources through knowledge and technology sharing and deep cooperation.

2.2. The Collaboration of Multiple Subjects

Collaborative innovation is a new paradigm of innovation mode, which is the result of the interaction of multi-agent and multi factor. It includes the multiple linkage of common competition, restriction, mutual collaboration and benefit between a certain functional cluster and the external environment. It can provide scientific guidance for college students' entrepreneurship education.

From the perspective of collaborative innovation, the internal logic of entrepreneurship education in colleges and universities is mainly reflected in the fundamental needs of the deepening development of entrepreneurship education in the new situation [8]. Through the complex interaction between subjects, the cooperative effect which cannot be produced by a single functional cluster itself can be derived. Collaborative innovation contains

rich connotation, which can refer to the unified linkage of the internal factors of a main system, the interaction and cooperation of various elements to complete the established tasks, and also refers to the mutual cooperation and assistance of the participating organizations for a more macro purpose.

The development of entrepreneurship education in colleges and universities needs the participation of multiple subjects. First of all, entrepreneurship education in colleges and universities is not an elite education for a few students, but a "broad-spectrum" education covering all students. In 2012, the Ministry of Education of the People's Republic of China made the principle of "facing all the students" clear in the *Basic Requirements for Entrepreneurship Education and Teaching in Ordinary Undergraduate Schools (Trial)*, requiring that entrepreneurship education should be integrated into the talent training system, run through the whole process of talent training, and be widely and systematically carried out for all students. Only the diversification of the main body of entrepreneurship education can keep up with the principle of "facing all the students".

Secondly, entrepreneurship education in colleges and universities is a kind of quality education, which covers management, economics, organizational behavior, sociology, psychology and other disciplines, including not only the teaching of knowledge system, but also the construction of ability system. It not only requires the grasp of the content of a discipline, but also emphasizes the cross integration of knowledge and ability with other disciplines. It is difficult for a single subject to achieve the objective goal, so it needs multiple subjects to participate in it.

Thirdly, the forms of entrepreneurship education in colleges and universities are diverse, such as the interaction between teachers and students in the teaching of subject knowledge, the participation of all kinds of entrepreneurship competitions in colleges and universities all over the country, the projects that provide hardware facilities, policies, funds and other support for the construction of entrepreneurial parks, and the influence of public opinion atmosphere and cultural environment on the support and encouragement of innovation and entrepreneurship inside and outside the universities. Undoubtedly, it is inseparable from the active participation of colleges and universities, government, enterprises (society) and many other subjects. In fact, collaborative innovation has become a significant support for colleges and universities, government, enterprises (society) and other subjects to achieve complementary advantages, optimize resource allocation, and then maximize the benefits of college students' entrepreneurship education.

2.3. The Collaboration of Vertical and Horizontal Coordination

Collaborative innovation system includes horizontal collaboration and vertical collaboration. Published by the Ministry of Education of the People's Republic of China, *Some Ideas about Improving the Classroom Teaching*

Quality in Higher Education all Around clearly puts forward the promotion of collaborative innovation and the establishment of open, integrated and efficient new modes such as cross-college collaboration, college-institute collaboration, college-enterprise collaboration, college-local government collaboration and international collaboration, so as to form a collaborative innovation mechanism, produce a number of major landmark achievements, cultivate a number of top-notch innovative talents, playing an important role in the construction of the national innovation system [9].

The horizontal collaboration of entrepreneurship education in colleges and universities is based on the starting point of colleges and universities. The vertical collaboration of entrepreneurship education in colleges and universities emphasize on the reconstruction and integration of internal resources of colleges and universities. For a long time, due to the lack of depth and breadth of vertical and horizontal collaboration, although there is the concept of collaborative innovation, the implementation process is still faced with the phenomenon of relatively scattered resources of each subject. It is difficult to consider from the whole in the interest game, which makes the implementation of collaborative innovation difficult.

The construction of collaborative innovation system in colleges and universities includes not only the collaborative innovation of industry-university-research system, but also the collaborative innovation of each subsystem in colleges and universities [10]. The horizontal collaboration of industry-university-research system is the external power of entrepreneurship education in colleges and universities, concentrating on the formation and incubation process of entrepreneurial achievements. Starting from the top-level design of colleges and universities, the vertical collaboration in colleges and universities needs to integrate the elements of various departments and link the construction of the first, second and third classroom, especially the content of first classroom entrepreneurship education. It should be evaluated from the aspects of talent training goal, talent training mode and talent output effect. The implementation of the first classroom entrepreneurship education is the core element of the sustainable development of entrepreneurship education. This requires comprehensive training according to the actual needs and ability level of students.

On the surface, for all students, the interdisciplinary and integration of disciplines can stimulate students' innovative spirit and entrepreneurial consciousness. It's impossible for everyone to be a painter, but it can cultivate everyone's aesthetic level. It's impossible for everyone to be a musician, but it can cultivate everyone's musical quality. Entrepreneurship education in colleges and universities does not let every student become an entrepreneur, but it can cultivate everyone's innovative spirit and entrepreneurial consciousness. This is the mission of the first classroom entrepreneurship education, which is easy to be ignored. Furthermore, for students with creative ideas, we should provide them with more

practical platforms to play the role of the second and third classroom. In the deepest sense, we should seek creative incubation through the cooperation of external resources for entrepreneurial teams and entrepreneurial projects. Horizontal and vertical collaboration need to be carried out at the same time to maintain consistency in the direction dimension.

3. The Dilemma of Entrepreneurship Education in Colleges and Universities from the Perspective of Collaborative Innovation

From the perspective of collaborative innovation, there are three dilemmas in the college students' entrepreneurship education: the challenge of pragmatism and methodology, the external contradiction between external policy force and consciousness of college and enterprise, and the internal conflict between the rational collaboration and actual dilemma.

3.1. The Challenge of the Idea of Pragmatism and Methodology

Pragmatism is the principle of solving all philosophical knowledge with practical effect. Pragmatism never solves problems literally. It requires facing the facts and the future [11]. The origin of entrepreneurship education in China is the employment pressure caused by the huge number of graduates. The government and colleges and universities hope to encourage entrepreneurship education through a series of measures, so as to cultivate more entrepreneurs and relieve certain employment pressure.

The practical philosophy of seeking survival through entrepreneurship and employment is easy to cause the problem of only paying attention to the results and ignoring entrepreneurship education. In practice, the neglect of the essential connotation and value of entrepreneurship education, and the engineering thinking and project-based mode of taking entrepreneurship education as a "stepping-stone" for students before graduation or as a "crash course" for enterprises are the pragmatism performance of being eager for success. This also makes the research and practice of entrepreneurship education in China still lag behind, and it is difficult to keep up with the trend of social development and the pulse of the times.

Pragmatic approach is not to look at the first thing, principle and category, but to look at the last thing, harvest, effect and fact [12]. Nowadays, commercial thinking covers many fields. The core goal of the enterprise is to maximize profits. In the cooperation between college and enterprise, it naturally brings into the business operation mode, concentrating on maximizing the interests of entrepreneurial achievements, and easily neglects the long process of incubation of entrepreneurial achievements. To some extent, this limits the deep development of college-enterprise cooperation. Entrepreneurship education in colleges and universities is not only to cultivate entrepreneurs, but also to improve college students' innovative spirit and entrepreneurial consciousness. The improvement of innovation spirit and

entrepreneurial consciousness is a gradual process, which requires a long-time accumulation and scientific evaluation.

In society, people often use pragmatism to evaluate the effectiveness of entrepreneurship education in colleges and universities, such as how many students form entrepreneurial teams, how much financing they have obtained, and how many companies they have registered [13]. This is obviously an extensive and unscientific evaluation method. Some educators once regarded it vividly as “recording work points”, which shows that this evaluation method has great limitations. As a matter of fact, the essence of innovation and entrepreneurship education is education itself, which should also be the inherent DNA of higher education [14]. The effectiveness of education largely depends on the efficiency of the elements and process of college students' entrepreneurship education.

Theoretically, the active participation of colleges and universities, governments, and enterprises (society) guarantees the effects of the elements in entrepreneurship education, while the effective collaboration in the process of participation ensures the effects of entrepreneurship education process in colleges and universities. If each system is adhering to pragmatic concepts and methods, and each subject is independent, lacking synergy, integrity, relevance, depth of cooperation, benefit and risk sharing and sharing mechanisms, it will be difficult to coordinate between systems. Therefore, the utilitarian concept and method of pragmatism is the actual dilemma of entrepreneurial education in colleges and universities, which deviates from the methodological logic of collaborative innovation.

3.2. The External Contradiction between the Policy External Force and Consciousness of College and Enterprise

The origin of entrepreneurship education in China belongs to policy driven entrepreneurship education. The formation and development of entrepreneurship education in colleges and universities is not the internalization process and promotion of their own functions, but the result of external forces. In order to alleviate the pressure of employment, China has issued a series of policies to improve the development of entrepreneurship education and promote the employment of college students through entrepreneurship. It is not only a response to the national innovation driven development strategy, but also an important mission of the college to cultivate innovation and entrepreneurship spirit and ability throughout the whole process of talent training.

Driven by a series of policies, colleges and universities have reoriented their talent training objectives. However, the determination and realization of goals that lack endogenous mechanisms are often mere formalities. Many colleges and universities are vague and passive in the integration of entrepreneurship education into talent training objectives. It is difficult for

colleges and universities to choose between “entrepreneurial” talents and “employment” talents. Most of them add the words of “innovation and entrepreneurship” in the talent training program, and few of them make efforts to improve the long-term normalization mechanism of innovation and entrepreneurship talent training. As a result, entrepreneurship education is not really integrated into the whole process of personnel training, and there has always been a discrepancy between entrepreneurship education and professional education.

Collaborative innovation requires the principle of equality between the coordinating subjects. However, government policies are usually implemented in a call-to-action and administrative manner, emphasizing on directives. The government tends to be condescending in one direction, and its role as an equal organizer and participant is not yet obvious. Meanwhile, in college students' entrepreneurship education, the relationship between the government subject and the enterprise subject does not have legal significance, and there is no explicit provision about the efforts and the degree of efforts that enterprises should make in the collaborative innovation. Therefore, the entrepreneurial education in colleges and universities driven by external policies obviously has a game between government, enterprise and colleges and universities. Collaborative innovation needs to break through the predicament led by external forces and seek a new cooperation model based on the internal forces of the subject.

3.3. The Internal Contradiction between the Rational Collaboration and Actual Dilemma

Collaborative innovation is a process of systematic optimization and cooperative innovation of the main innovation elements [15]. It not only includes the coordination among the participants to achieve the effective convergence and integration of innovation elements, but also includes the integration and interaction of various elements within the participants. Collaborative innovation facilitates mutual benefit, knowledge sharing, optimal allocation of resources, optimal synchronization of actions and high level of system matching in each main innovation element. Among them, the establishment of collaborative concept, the construction of collaborative platform and the improvement of collaborative mechanism are particularly critical. The way of thinking determines the way out and thought determines action. If the concept of collaboration is not established, there is no ideological basis for collaborative entrepreneurship education. In practice and exploration, the viewpoints of “the government arranges everything”, “the school arranges everything” and “the second classroom” have seriously affected the effectiveness and development of entrepreneurship education in colleges and universities.

With the concept of collaboration, we must build a collaborative platform and improve the collaborative mechanism, so as to promote collaborative practice, otherwise, the collaborative effect of “ $1 + 1 > 2$ ” cannot

be produced. This is also true for entrepreneurship education in colleges and universities, which is related to the national strategic deployment, involves a wide range and has a long history.

At present, entrepreneurship education in colleges and universities has its own problems in the construction of collaborative platform and the improvement of collaborative mechanism. Taking colleges and universities as the circle system, the external resources of colleges and universities include the main body of the government, enterprises and other cooperative institutions, and the internal resources of the circle contain various functional departments, secondary departments and so on. Regardless of the external environment or the internal structure, the subjects and the elements are still alienated, and there is a phenomenon of separate governance and multiple management.

The lack of authoritative and efficient coordination mechanism, long-term strategic planning, talent, information, technology, capital, equipment and facilities sharing platform, institutional benefit sharing and risk sharing mechanism makes it impossible to fully mobilize the resources and strength of all parties. Moreover, it is difficult for the resource elements of entrepreneurship education to flow effectively and smoothly between different government departments, between different colleges and universities, between different departments within colleges and universities, between different industries and different regions. Consequently, resources cannot be optimally allocated, actions cannot be optimally synchronized, and the expected maximum synergy cannot be achieved.

4. The Outlet of Entrepreneurship Education in Colleges and Universities from the Perspective of Collaborative Innovation

From the perspective of collaborative innovation, entrepreneurship education in colleges and universities should explore the way out by constructing the pattern of collaborative innovation ecosystem of entrepreneurship education, promoting the connotative development among multiple subjects of entrepreneurship education, and facilitating the extension platform of entrepreneurship education in colleges and universities.

4.1. Constructing the Collaborative Pattern of Entrepreneurship Education and Innovation Ecosystem

Ecosystem includes macro system, large system, intermediate system and micro system. The macro system influences the changes of the whole social environment, from the implementation of policies to the public opinion environment, which provides an unprecedented positive atmosphere for innovation and entrepreneurship. Since the 21st century, the great atmosphere of the macro system has provided great environmental protection for other systems.

In 2010, the Ministry of Education "*Opinions on Vigorously Promoting Innovation and Entrepreneurship Education in Colleges and Universities and College Students' Self-Entrepreneurship Work*" emphasized the

connection of entrepreneurial education and professional education. In 2012, the Ministry of Education "*Basic Requirements for the Teaching of Entrepreneurship Education in Ordinary Undergraduate Schools (Trial)*" called on undergraduate colleges and universities to include entrepreneurship education in compulsory courses and emphasize the cultivation of students' innovative spirit and entrepreneurial ability. In 2014, the "Zhumadian Consensus" promoted the efforts of undergraduate colleges and universities to integrate their educational positioning with serving local economic and social development. In 2015, policies such as "*Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities*" and "*Guiding Opinions on the Transformation of Some Local Ordinary Undergraduate Colleges and Universities to Application-oriented*" were issued intensively.

From the macro system to the large system, from the top-level design to the implementation of specific policies, entrepreneurship education in colleges and universities should be expanded to the depth and breadth. The intermediate system is the cross part of each micro system. The micro system refers to the system of government, enterprises, universities and other social organizations. Collaborative innovation focuses on the construction of intermediate systems, that is, the intersection of micro systems, which is the result of the game of interests among various systems, and it is also the largest part of cooperation. Intermediate system is the result of effective integration of performance, action, resources and knowledge. Each micro system has its own independence and cooperation in the intermediate system. They share knowledge with each other in the intermediate system, optimize the allocation of resources, achieving the best matching degree of the system, which is a process of dynamic balance.

4.2. Promoting the Connotative Development of Entrepreneurship Education among Multiple Subjects

The connotative development of entrepreneurship education among multiple subjects is the development mode of environment optimization system, innovation of education mode, elements integration and interaction of collaborative subjects. From the perspective of environmental optimization, we need to make it clear that the connotative development of entrepreneurship education is not the simplification of the main body of colleges and universities, but the environmental optimization from the perspective of collaborative innovation. The environment of collaborative innovation includes the process of balancing all subjects and various elements.

The main body of government needs to strengthen its service function and provide a good institutional environment for entrepreneurship education in colleges and universities from policy intervention, policy support and policy guidance. Besides, in order to maintain and respect the business thinking mode of entrepreneurs, enterprises should highlight their sense of responsibility

and mission to serve the society, and more importantly, they should be the main users of innovative and entrepreneurial talents, and strengthen their cooperation with universities through contract, risk bearing and other mechanisms.

The main body and internal elements of colleges and universities should integrate the resources in all-around, whole-process and all-sided education, carry out the top-level design, creating a good institutional environment for entrepreneurship education in colleges and universities. From the perspective of the innovation of education mode, entrepreneurship education in colleges and universities cannot simply use compulsory courses or elective courses to construct students' knowledge structure but need to carry out the necessary reform of the current education and teaching mode. The foundation of general education is necessary because entrepreneurship education in colleges and universities involves the intersection of multiple disciplines, multiple majors and multiple abilities, which requires the foundation of general education.

Due to the variety of disciplines, the corresponding teacher resource is required. Some colleges and universities are keen to invite all kinds of entrepreneurs to teach entrepreneurship practice. They believe that teachers without entrepreneurial experience are not qualified for entrepreneurship courses. This kind of simple quick-track method is not conducive to the cultivation of entrepreneurial talents. Entrepreneurship education in colleges and universities requires the combination of theoretical teachers and practical mentors and reforms in terms of curriculum setting, curriculum evaluation and practical assessment.

From the dimensions of the integration of elements and the interaction mode of the convergence of collaborative entities, collaborative innovation is a process from communication, coordination, cooperation to collaboration. The integration of the elements of collaborative innovation is not a simple addition, but a process in which various stakeholders compromise with each other and seek to maximize the value of the community. Interaction is embodied in the dynamic process of collaborative innovation subjects. Entrepreneurship education in colleges and universities is not static. The update speed of enterprise needs is relatively fast. In the interaction of multiple subjects, they need to communicate with each other, understand the needs of each subject, and make appropriate adjustments on the basis of the plan.

4.3. Promoting the Extension Platform Collaboration of Entrepreneurship Education in Colleges and Universities

The extension platform of entrepreneurship education in colleges and universities needs to break through the barriers of cross-college cooperation. Some colleges and universities actively promote the docking type of college-enterprise cooperation and industry-university-research cooperation, which is closely related to the which is closely related to the orientation and talent training of colleges and universities.

The extension platform focuses on the exchange and communication between young people from the perspective of the group, which is an effective carrier of the combination of creativity and technology.

For example, the garage coffee in Zhongguancun, Beijing, virtually condenses the intelligence of young people, and many inventions and creations come from it. At the beginning, garage coffee mainly solved the problem that it was difficult for the entrepreneurial team to meet investors. Then it continued to expand its business, implemented entrepreneurship guidance, resource docking, publicity expansion, and provided one-stop investment, financing and other services. At the same time, more and more young people who are interested in entrepreneurship and have entrepreneurial ideas gather together, so that all kinds of college students can easily find the corresponding talent positioning in this space, carrying out cooperative discussion. It is easier to form interdisciplinary teams to incubate products and achieve better results. There are similar places in Shanghai and Shenzhen to activate the ideas of young entrepreneurs and find suitable financing channels.

At present, entrepreneurship education in colleges and universities should take students as the main body, adopt a relaxed environment, let young people have a certain space to communicate, looking for opportunities in free discussion. In collaborative innovation, colleges and universities should communicate and cooperate appropriately in the corresponding regions, so that arts and science students can communicate with each other. Meanwhile, relevant technical personnel of enterprises are encouraged to join in, so as to create the possibility of cooperation in the communication with entrepreneurial teams.

College students need to bear certain risks in entrepreneurship. How to avoid the risks in entrepreneurship should be appropriately guided by colleges and universities. For example, with regard to the risks of entrepreneurial opportunities, many college students start their own businesses based on their own interests and hobbies. Colleges and universities need to avoid the risks of entrepreneurial opportunities and guide them to start their own businesses on the basis of adequate market research. In terms of entrepreneurial technical risks, college students have more technical theoretical knowledge in entrepreneurship, but there is a certain degree of uncertainty in how to apply entrepreneurial technologies. Colleges and universities need to guide college students to track and predict related technologies, attach great importance to patent application and protection, etc., adopting flexibility ways to share risks. In terms of entrepreneurial management risks, some college students attach great importance to the research and development of projects, but they have insufficient skills in finance, procurement, marketing, communication and management, and lack relevant experience. This requires the school to cultivate entrepreneurial talents from the perspective of talent cultivation. The training mode should be designed at the

top level. In the cooperation between colleges and universities, between universities and enterprises, and between universities and other social organizations, more space needs to be provided to build a relaxed environment for entrepreneurial students or entrepreneurial teams, and to extend various platforms.

5. Conclusions

As a methodology logic, applying collaborative innovation concept to entrepreneurship education in colleges and universities is a challenge to the existing operation concept, which needs the corresponding reform of the education system. From the perspective of collaborative innovation, entrepreneurship education in colleges and universities needs to break through the bureaucratic management mode, carry out flat organization operation, and strive for equal dialogue between colleges and universities, government and enterprises to a certain extent. Furthermore, we need to focus on the needs of the main body, maximize the interests, building all kinds of platforms. In the application of collaborative innovation method in entrepreneurship education in colleges and universities, the relationship between necessity and reality has always been a problem, which needs to be further explored in the integration of theory and practice.

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