

Research on the Coupling Mechanism of Innovation and Entrepreneurship Education in Local Applied Universities and Regional Economic Development

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Abstract: Under the dual background of innovation-driven development strategies and regional economic transformation and upgrading, the high-quality development of innovation and entrepreneurship education in local applied universities (hereinafter referred to as "entrepreneurship and innovation education") has become a key hub linking the supply-side reform of higher education and the demand side of regional economic and social development. This article aims to go beyond the single utilitarian perspective of skills training or competition, and build a systematic and ecological theoretical framework for mass entrepreneurship and innovation education in local applied universities from the philosophical level of integrating instrumental rationality and value rationality. This framework takes "cultivating people with moral integrity and serving the region" as the core value, "multi-dimensional integration and capability advancement" as the practical path, and the collaborative symbiosis of "government, industry, academia, research and innovation" as the ecosystem support. On this basis, this article deeply analyzes the coupling interaction mechanism between the mass entrepreneurship and innovation education system and the regional economic system, and explains how the two achieve collaborative evolution and value co-creation through interdependence and mutual shaping from three dimensions: factor flow (talent, knowledge, capital), talent training collaboration, and resource integration and symbiosis. This study comprehensively uses literature analysis, theoretical deduction and system analysis methods to provide a systematic theoretical reference for deepening the reform of mass entrepreneurship education and solving the "two skins" dilemma between it and the regional economy, and to contribute academic thinking to promote the deep integration of the education chain, talent chain, industry chain and innovation chain.

Keywords: Local Applied Universities; Innovation and Entrepreneurship Education; Regional Economy; Instrumental Rationality; Value Rationality.

1. Introduction

The world today is undergoing major changes unseen in a century, and technological innovation has become the main battlefield in international strategic games. The report of the 20th National Congress of the Communist Party of China clearly pointed out that "talent is the first resource and innovation is the first driving force" and it is necessary to "strive to cultivate top innovative talents and thoroughly implement the innovation-driven development strategy". Colleges and universities, especially local application-oriented colleges and universities that are closely connected with local economic and social development, as the main frontier of innovation and entrepreneurship education, shoulder the mission of the times to educate people for the party, educate talents for the country, and improve the overall effectiveness of the national innovation system (Liu Xiaohui, 2025). Deepening the reform of mass entrepreneurship and innovation education is not only an inevitable requirement for the connotative development of higher education, but also the core support for the country to accelerate the implementation of the innovation-driven development strategy.

There is a natural coupling relationship between regional economy and mass entrepreneurship and innovation education. The collaborative interaction between the two can not only clarify the direction of talent training and strengthen its focus on serving local areas, but also activate innovative elements in the region and revitalize existing resources. Together, they constitute an inevitable choice under the

ecology of "mass entrepreneurship and innovation". On the one hand, the transformation and upgrading of the regional economy, especially the vigorous development of emerging industries represented by energy conservation and environmental protection, biomedicine, and artificial intelligence, have put forward unprecedentedly high requirements for the innovative spirit, entrepreneurial ability and practical skills of talents, forcing changes in the talent training model of colleges and universities. On the other hand, the "talent dividend" and "knowledge spillover" effects released by universities through mass entrepreneurship and innovation education are the source of vitality for the region to acquire continuous innovation capabilities, optimize industrial structure, and achieve high-quality development.

However, the gap between theory and reality remains significant. Currently, the promotion of mass entrepreneurship and innovation education in local application-oriented universities is facing profound practical difficulties. First, at the level of conceptual cognition, there is a tendency to be utilitarian and one-sided. Some colleges and universities simply equate mass entrepreneurship and innovation education with starting a business or participating in competitions, focusing too much on the number of awards and short-term success rates of "Internet +", "Challenge Cup" and other competitions, and ignoring its deep-seated value of cultivating innovative thinking, shaping entrepreneurial personality, and serving national strategies (Nong Chengmin, Tan Yan, 2024). This transgression of instrumental rationality over value rationality leads to the alienation of educational

goals. Secondly, at the system construction level, the problems of curriculum isolation and formal practice are prominent. Entrepreneurship and entrepreneurship courses often exist as an add-on to professional education, with low integration and poor connection with professional courses; practical links are often limited to laboratory simulations or short-term company visits, lacking in-depth project-based training based on real industrial problems and throughout the entire process (Li Yinqing et al., 2022). In addition, at the level of collaborative mechanisms, school-site, school-enterprise cooperation is “superficial” and “project-based”. Cooperation is mostly based on shallow interactions such as co-building internship bases and conducting sporadic lectures. It lacks long-term, stable, and institutionalized strategic collaboration, resulting in low conversion rates of scientific research results in universities and misalignment between talent training and market demand (Zhang Rong, 2017). Finally, at the level of ecological security, the teacher, evaluation, and policy support systems are not yet complete. There is a shortage of “double-qualified” teachers with both theoretical literacy and practical experience (Wang Xiaoyang, 2025); the process and development evaluation system with students’ innovation and entrepreneurship literacy and social contribution as the core is missing; multi-party resources such as the government, enterprises, and social capital have not yet formed an effective integration and allocation mechanism. These dilemmas reflect a fundamental problem: existing practice lacks a systematic theoretical framework as a guide that can coordinate the internal laws of education and external regional needs, and integrate value guidance and practical operations. Therefore, it has become an urgent and important theoretical task to construct a scientific and complete theoretical framework for mass entrepreneurship and innovation education in local applied universities and clarify its inherent coupling mechanism with regional economic development. This study aims to respond to this demand and attempts to build a theoretical model and analyze the mechanism of action from the perspective of the dialectical unity of instrumental rationality and value rationality, in order to provide academic support for solving practical difficulties and promoting the in-depth coordinated development of mass entrepreneurship education and regional economy.

2. Construction of the Theoretical Framework: Dual-Dimensional Integration and Ecological Construction of Instrumental Rationality and Value Rationality

The essence of mass entrepreneurship and innovation education is “education”, and its core lies in “educating people”. This means that it can not only be regarded as a tool to promote employment and stimulate the economy (instrumental rationality), but should also bear the value mission of stimulating subject creativity and cultivating new people in the era of national rejuvenation (value rationality). For local applied universities, the particularity of mass entrepreneurship education is that the realization of this value rationality must be deeply rooted in the soil that serves regional economic and social development. Therefore, the theoretical framework constructed in this article aims to achieve the organic unity of instrumental rationality and value rationality in the regional context, and ultimately points to a dynamically balanced ecosystem.

2.1. Value Rationality Leadership: Establishing the Meta-Goal of “Cultivating People with Moral Integrity and Serving the Region”

Value rationality is related to the ultimate purpose and meaning of education, and is the “soul” and “rudder” of the theoretical framework. The value rationality of mass entrepreneurship and innovation education in local applied universities should be reflected in two points:

(1) Fundamental value: cultivating moral integrity and promoting people’s all-round development

This is the fundamental task of higher education, and mass entrepreneurship and innovation education is no exception. It requires education to go beyond simply imparting knowledge and skills and focus on the comprehensive shaping of students’ innovative spirit, entrepreneurial awareness, social responsibility and tenacity. Through the practice of mass entrepreneurship and innovation, students not only learn how to create economic value, but also understand the national conditions and people’s sentiments in the process of solving real social problems, temper their will, achieve the simultaneous growth of intelligence, mental strength and physical strength, and become complete people with both political integrity and talent.

(2) Practical value: serving the region and driving high-quality local development

This is the foundation and development foundation of local application-oriented universities. Mass entrepreneurship and innovation education must proactively anchor regional economic development strategies, industrial transformation and upgrading directions, and unique cultural resources, and closely align talent training, scientific research, and social services with local needs. Its value is reflected in providing the region with applied innovative talents that can be “used, retained and developed well”, providing scientific and technological achievements that can solve practical technical problems, boosting industrial upgrading, and nurturing new business formats and new models with local characteristics.

These two value dimensions are not separate, but complement each other. “Cultivating people with moral integrity” provides the “service area” with a talent base with correct values and lasting internal drive; while the “service area” provides a real and vivid practice field and channel for value realization for “cultivating people with moral integrity”. The two together constitute the top-level design and meta-goal of the theoretical framework of mass entrepreneurship and innovation education, guiding the direction of all instrumental activities.

2.2. Instrumental Rationality Support Layer: Design an Implementation System of “Multi-Dimensional Integration and Capability Advancement”

Under the guidance of value rationality, it is necessary to transform macro-goals into operable and evaluable educational practices through precise and effective instrumental design and arrangements. This level constitutes the “body” and “muscles” of the theoretical framework, which mainly includes four interrelated core subsystems:

The deeply integrated curriculum system of “Tongzhuanchuang” is the key to breaking the “two skins” of mass entrepreneurship education and professional education.

The curriculum system should have a gradient and modular structure: General enlightenment level: open to all students, through compulsory or core general courses, popularize innovative thinking methods, basic entrepreneurial knowledge, business ethics and social responsibility, focusing on stimulating interest, shaping awareness, and broadening horizons. Professional integration layer: This is the core link. It is required to deeply integrate the concepts, knowledge and methods of mass entrepreneurship and innovation into the syllabus, case design and assessment of each professional course. For example, engineering majors can focus on technological innovation and product development, economics and management majors can focus on business model design and market operations, and liberal arts majors can focus on cultural creativity and social innovation (Wu Yuanzheng et al., 2024). The course content needs to be closely integrated with the cutting-edge trends of regional leading industries and emerging industries. Practical improvement level: For students with strong will and potential, high-level courses and training camps based on projects and studios are offered. The course content is directly derived from real corporate projects, teachers' scientific research transformation projects, or regional development pain points independently discovered by students. It emphasizes "learning by doing" to complete training from creativity to prototypes and then to market solutions.

The "industry-university-research-innovation" integrated training model is the main way to achieve the connection between theory and practice and the connection between campus and society. The model emphasizes the participation of multiple subjects and the infiltration of the whole process: project-driven learning: guided by real problems in regional industries, an interdisciplinary student team is formed, and under the joint guidance of on-campus tutors and corporate tutors ("dual tutor system"), long-cycle project practice is carried out from research, design, R&D to road shows and incubation. Competition training platform: Actively organize and participate in high-level subject competitions such as "Internet +" and "Challenge Cup". The competition is not only a test of learning results, but also a high-intensity, comprehensive innovative practice process that can greatly train students' comprehensive abilities and effectively connect market and capital resources. The spiral "creation-training-competition-transformation" path: draw on the experience of Changchun University of Traditional Chinese Medicine to build a practical path that runs through the entire university: lower grades focus on "creating" awareness and "training" on basic skills; middle grades hone their will and test results by participating in competitions; senior grades and graduation stages focus on project incubation and "transformation" of results to achieve a seamless connection between education and industry.

Thirdly, "Dual-qualified and dual-skilled" structured teaching staff. Teachers are practitioners of educational concepts. It is necessary to build a "double-qualified" team that combines "full-time teachers on campus + industry and enterprise experts". Improvement of on-campus teachers: Establish a system to encourage and support professional teachers to regularly work in companies, participate in technology research and development, and accumulate practical experience; at the same time, strengthen training for teachers in mass entrepreneurship education methods and project guidance capabilities. Introduction of corporate mentors: Flexible introduction of successful entrepreneurs,

technical backbones, investors, etc. as part-time mentors or industry professors, bringing the most cutting-edge market information, practical experience, and industry standards into the classroom (Shi Rong et al., 2025). Community building: Promote on-campus teachers and corporate mentors to form teaching teams to jointly develop courses, guide projects, and evaluate students to form a stable collaborative community.

What's more, an open practice platform that combines virtuality and reality. The platform is a physical and virtual space for resource aggregation and value creation. Physical platform: Build and operate university science parks, entrepreneurial incubators, industrial colleges, collaborative innovation centers, etc. These platforms should have the complete chain function of "maker space-incubator-accelerator" and provide one-stop services such as space, equipment, funds, legal, and consulting for student teams and start-up enterprises. Virtual platform: Utilize information technologies such as big data, artificial intelligence, and virtual reality to build online course resource libraries, project docking platforms, digital twin experimental systems, etc., to break the limitations of time and space and achieve ubiquitous sharing of educational resources and intelligent expansion of teaching scenarios.

2.3. System Ecological Aggregation Layer: Create a Collaborative and Symbiotic Ecosystem of "Government, Industry, Academia, Research and Innovation"

The effective operation of the instrumental subsystem is inseparable from an open, collaborative and sustainable external ecological environment. The highest level of the theoretical framework is to build an ecosystem with universities as the core hub and multiple entities such as government, industry (enterprises), scientific research institutions, financial capital, intermediary organizations, etc. deeply interacting, complementing resources, and creating value together.

(1) The role of the government is that of "guide"

By formulating regional industrial development plans and talent policies, issuing a demand list; establishing special funds for mass entrepreneurship and innovation, providing tax incentives and subsidy support; building a public service platform, optimizing the business environment, and providing institutional guarantees and coordination services for school-site and school-enterprise cooperation.

(2) The role of industry (enterprises) is that of "demanders"

They propose real technologies and talent needs and participate in the formulation of talent training plans; provide internship training positions, practical projects and R&D funds; jointly build R&D centers with universities, share experimental facilities, and jointly carry out technical research.

(3) The role of colleges and universities is to be "talent and knowledge providers".

By adjusting the setting of disciplines and majors according to regional needs and reforming training models; exporting high-quality graduates and transformable scientific research results; opening up intellectual resources to provide local decision-making consultation, technical services and employee training.

(4) The role of other entities (finance, intermediaries, etc.) is as a "catalyst".

Venture capital and angel funds provide capital support; legal, accounting, intellectual property and other

intermediaries provide professional services; industry associations and industry alliances promote information exchange and standard formulation.

In this ecosystem, innovation elements such as information, talent, technology, and capital flow freely and are efficiently allocated. Based on common goals and interests, each subject forms a symbiotic relationship of "you are among me, and I am among you." Mass entrepreneurship education in colleges and universities is no longer a closed "ivory tower" activity, but is deeply embedded in regional innovation networks and has become an active node driving its development. The health of the ecosystem directly determines the practical effectiveness of mass entrepreneurship education and the innovative vitality of the regional economy.

3. Analysis of Coupling Mechanism: Dynamic Interaction and Symbiotic Logic between Mass Entrepreneurship and Innovation Education and Regional Economic Development

"Coupling" was originally a physics concept, which refers to the phenomenon in which two or more systems influence each other through various interactions. Introducing this concept into the field of education economy aims to deeply reveal the complex dynamic relationship of interdependence, mutual penetration and mutual promotion between the mass entrepreneurship and innovation education system of local applied universities and the regional economic system. This coupling relationship is not a simple linear cause and effect, but a nonlinear, cyclically reinforcing symbiotic evolution process. Its internal mechanism is mainly reflected in the following three dimensions:

3.1. Factor Flow Mechanism: Circulation and Value-Added of Talents, Knowledge, and Capital

The coupling between systems is first manifested in the two-way and multi-way flow and circulation of key production factors. This flow breaks organizational boundaries and enables resource recombination and value appreciation.

(1) "Blood transfusion" and "feedback" of talent flow is the core flow

The regional economic system provides a broad employment and entrepreneurship market for college graduates (potential innovative talents) and completes the initial allocation of talents. At the same time, regional entrepreneurs and technical experts have flowed into the university education system as part-time tutors, bringing practical wisdom. On the other hand, the university system continues to deliver applied talents with innovative abilities and professional skills to the region through training ("blood transfusion"). After these talents enter the enterprise, they promote technological progress and management innovation; some talents directly establish new enterprises to increase market vitality. More importantly, successful entrepreneurs or corporate executives may, as alumni, "feed back" to their alma mater through donations, scholarships, cooperative research and development, etc., forming a virtuous talent cycle of "cultivation-output-feedback-re-cultivation".

(2) "Spillover" and "Internalization" of Knowledge Flow

Colleges and universities are important centers of knowledge production. The explicit and tacit knowledge generated by it, such as scientific research results, patented technologies, and decision-making consulting reports, "spills over" to the regional industrial system through channels such as technology transfer, cooperative research and development, jointly built laboratories, and think tank services. Enterprises absorb and internalize this new knowledge and apply it to product improvement, process optimization and service upgrades, thereby improving productivity and competitiveness. At the same time, the demand information, technical problems and practical experience captured by enterprises at the front end of the market will also be fed back to universities to stimulate new research topics, adjust teaching priorities, and make knowledge production in universities more application-oriented. This two-way flow of knowledge has greatly promoted the increase in regional innovation density.

(3) "Leverage" and "Catalysis" of Capital Flow

Capital is the link that binds other factors. Through special fiscal projects and the establishment of guidance funds, the government invests public capital into the construction of mass entrepreneurship and innovation platforms in universities and seed-stage projects to play a leveraging role. Industrial capital (corporate investment) and financial capital (venture capital, angel investment) in the region flow to high-potential entrepreneurial projects hatched from universities based on market prospects. This capital not only solves the financial bottleneck of start-up enterprises, but also brings market resources and management experience. The capital return and reinvestment after the project is successful will attract more social capital to pay attention to and invest in regional innovation fields, forming a "government-guided, market-led" capital agglomeration effect and catalyzing the prosperity of the entire innovation ecosystem.

3.2. Collaborative Mechanism for Talent Training: Demand Traction and Dynamic Adjustment of The Supply Side

Talent is the most active element in coupling, and the training process itself is a reflection of the deep collaboration between the two systems. The key to this collaborative mechanism is to establish an agile "demand-supply" response and adaptation loop.

(1) Transmission and identification of demand signals

The upgrading of the industrial structure of the regional economic system, the emergence of new business formats, and technological change trends constitute dynamic demand signals for talent specifications, types, and quantities. These signals are transmitted to universities through a variety of channels: industrial planning and talent white papers issued by the government, corporate feedback from the School-Enterprise Cooperation Committee, graduate employment quality tracking reports, industry seminar information, etc. Colleges and universities must establish an institutionalized demand monitoring and analysis mechanism to keenly identify and interpret these signals.

(2) Flexible adjustment on the supply side

Sexton and Kasarda have outlined the goals of entrepreneurship education across four levels: preparing students for life, enhancing their capacity for sustainable learning, helping them achieve personal aspirations, and strengthening their sense of social responsibility. On the basis of identifying needs, the supply side of talent training in

colleges and universities needs to make a series of flexible and forward-looking adjustments: Dynamic optimization of professional settings: establish a professional early warning and adjustment mechanism, add new majors that are closely connected with regional emerging industries (such as big data, artificial intelligence, biomedicine), transform and upgrade traditional professional connotations, and eliminate majors that seriously lag behind market demand. Collaborative formulation of training programs: Industry and enterprise experts are invited to deeply participate in the revision of talent training programs for each major, and job competency requirements are transformed into specific course objectives, teaching content and competency standards to ensure that the program is aligned with professional standards and production processes. Rapid updates of course content: Integrate the latest industry technologies, standards, and cases into textbooks and classroom teaching in a timely manner, and offer flexible courses such as micro-majors, cutting-edge lectures, and workshops to keep the teaching content current and cutting-edge. In-depth interaction in the teaching process: Through "order classes", "modern apprenticeships", corporate internships and other methods, some teaching links are extended to real corporate scenarios to achieve the integration of "teaching and doing". This kind of adjustment makes the talents exported by universities no longer "standard parts", but "customized parts" and "innovative parts" that can quickly adapt to and even lead the development of regional industries.

3.3. Resource Integration and Symbiosis

Mechanism: Platform Co-construction and Value Co-creation

Deep coupling goes beyond the exchange of factors and moves towards the deep integration of resources and capabilities, creating shared value under a common goal. Its carrier is various collaborative platforms, and the result is value symbiosis.

(1)The convergence effect of physical and virtual platforms

Physical platforms such as university science parks, industrial innovation alliances, and collaborative innovation centers, as well as online cloud platforms, are hubs for resource integration. They aggregate resources such as laboratories, instruments and equipment, data information, and expert wisdom scattered in governments, universities, enterprises, and scientific research institutes, and provide open and shared services for regional common technology research and development, key product research, and innovation and entrepreneurship projects. The platform reduces the cost and threshold for individual entities to obtain creative resources, and promotes cross-organization and cross-field cooperation.

(2)Institutional cooperation at the strategic level

Moving from short-term project cooperation to long-term strategic alliance is a sign of deepening coupling. For example, the school and the local government jointly build an "Industrial College", implement board governance, jointly invest resources, jointly manage and operate, jointly assess and evaluate, and truly realize joint school running. Schools and enterprises jointly build "enterprise-named laboratories" or "R&D centers" to carry out forward-looking research around the long-term technological needs of the industry. This institutional bundling makes the interests of both parties highly consistent and makes cooperation more stable and in-depth.

(3)Value co-creation and achievement sharing

On integrated resources and platforms, various entities collaborate around clear regional development goals (such as overcoming technological bottlenecks in a certain industry and building a characteristic industrial cluster). Universities contribute intelligence and talents, enterprises contribute market and engineering capabilities, and governments contribute policies and coordination. The final value generated is diverse: universities obtain high-quality teaching results, scientific research funding and academic reputation (educational value); enterprises obtain core technologies, outstanding talents and competitive advantages (economic value); regions obtain industrial upgrading, economic growth and employment promotion (social value). These values are not a zero-sum game, but are constantly created and amplified in a symbiotic relationship, forming a synergistic effect of "1+1>2", thereby realizing the advanced form evolution of mass entrepreneurship education and regional economy from "synergy" to "integration" to "symbiosis".

4. Conclusion and Outlook

This study attempts to construct an integrated theoretical analysis framework to address the "disconnect" and "weakness" problems existing between innovation and entrepreneurship education in local applied universities and regional economic development, and deeply analyzes its inherent coupling and interaction mechanism. The main conclusions are as follows:

First, the high-quality development of mass entrepreneurship and innovation education in local applied universities must adhere to the dialectical unity of instrumental rationality and value rationality. The theoretical framework constructed in this article clearly takes "cultivating people with moral integrity and serving the region" as the value core, and takes this as the meta-goal to lead the direction of the entire education system; using the implementation system (curriculum, model, teachers, platform) of "multi-dimensional integration, ability progression" as tool support, the value goals are transformed into operable practices; ultimately, all this needs to be placed in a collaborative and symbiotic ecosystem of "government, industry, academia, research and creation", relying on the interaction of multiple subjects and the effective allocation of resources to ensure its sustainable operation. This three-layer framework of "value-tool-ecology" provides a relatively complete theoretical model for the systematic review and design of mass entrepreneurship and innovation education.

Second, there is a complex and dynamic coupling mechanism between the mass entrepreneurship and innovation education system and the regional economic system. The two are not a simple relationship between serving and being served. Instead, they have formed a symbiotic relationship of interdependence, mutual shaping, and collaborative evolution through a factor flow mechanism (a two-way cycle of talent, knowledge, and capital), a talent cultivation collaboration mechanism (dynamic adjustment of the supply side driven by demand), and a resource integration symbiosis mechanism (platform co-construction and value co-creation). This coupling relationship makes the education process and the economic development process deeply intertwined. Colleges and universities have become the endogenous power source of regional innovation, and the region has become the "training ground" and value "touchstone" of college education reform.

Third, the key to promoting the deep integration of mass entrepreneurship education and regional economy is to break institutional and conceptual barriers and build a stable and institutionalized collaborative governance structure. This requires local governments to play the role of "guides" and "servers", universities to take the initiative to "open their schools" to connect with industries, and enterprises to participate in educating people with a long-term perspective, ultimately forming a community of shared destiny with shared goals, shared responsibilities, shared resources, and shared results.

Looking to the future, relevant research and practice can be further deepened in the following directions: First, empirical testing and adaptation of the theoretical framework. In the future, local application-oriented universities in different regions and types can be selected to conduct case studies or large-sample surveys to verify the applicability of this framework and refine its components and relationship paths according to the actual situation. The second is dynamic modeling and simulation of the coupling mechanism. We can try to use methods such as system dynamics to quantitatively analyze the feedback relationships between variables such as talent flow, knowledge flow, and capital flow, and simulate the evolution trend of coupled systems under different policy interventions to provide a more accurate reference for decision-making. The third is research on new coupling forms empowered by digital technology. Digital technologies such as the Metaverse and generative artificial intelligence are profoundly reshaping the form of education and industry. The future mass entrepreneurship and innovation education ecology may be a fusion of virtual and real, and the coupling mechanism will show broader connections, smarter matching and more immersive interactive features, which urgently needs forward-looking exploration by the academic community. The fourth is research on classification guidance strategies under regional differences. The eastern, central and western regions of China have different development stages and resource endowments, so their coupling models and priorities of mass entrepreneurship education and regional economy are bound to be different. Comparative research needs to be strengthened to explore unique coordinated development paths suitable for different regional types such as old industrial bases, resource-based cities, and ethnic minority areas.

In short, promoting the deep coupling of innovation and entrepreneurship education in local application-oriented universities with the regional economy is a systematic project and long-term task. Only by continuously deepening theoretical understanding, constantly innovating practical models, and improving institutional guarantees can we effectively stimulate the vitality of symbiosis and co-prosperity between the two, and inject strong and lasting momentum into the connotative development of higher education and the high-quality development of regional economy and society.

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