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# Innovation in Practical Teaching Models for Business Administration in Higher Education under the Background of Industry-Education Integration

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**Abstract:** The integration of industry and education has increasingly become a vital approach for collaborative talent development and for supporting the transformation and upgrading of the economy. Despite this, practical teaching in business administration frequently exhibits a gap between theoretical instruction and real-world industry practices, which hinders the cultivation of the competencies required by modern enterprises. This paper investigates the core principles of industry-education integration and examines its significance in enhancing the effectiveness of business administration education. It further explores concrete strategies for innovating practical teaching models, including strengthening partnerships with enterprises, incorporating real-world case studies and project-based learning, and fostering students' problem-solving and applied skills through hands-on experiences. By aligning curriculum design with industry demands and promoting active collaboration between educational institutions and enterprises, these approaches aim to cultivate professionals who are better equipped to meet the evolving needs of the business sector. The findings of this study provide a practical reference for improving the quality of talent development and advancing the cooperative relationship between industry and education, ultimately contributing to the sustainable development of both higher education and the business industry.

**Keywords:** Industry-education integration; Business administration in higher education; Practical teaching; Model innovation

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## 1. Introduction

Industry-education integration represents a talent cultivation model in which educational institutions and industrial enterprises fully leverage their respective strengths and resources within society. This model emphasizes collaborative education, aiming to optimize the allocation of high-quality resources from both the educational and industrial sectors to cultivate technically proficient and skilled professionals who can contribute effectively to economic transformation and industrial upgrading [1]. Within this context, the quality of practical teaching in business administration programs plays a critical role, as these programs serve as the primary platform for developing future management talents [2]. However, in practice, a misalignment often exists between theoretical instruction and the practical demands of industry, which can hinder the development of competencies required by modern enterprises [3]. Therefore, it is imperative to explore innovative approaches to practical teaching in business administration. Such innovation involves designing curricula that closely align with industry requirements, implementing project-based learning and experiential training, and fostering students' abilities to analyze and solve real-world business problems [4]. By strengthening cooperation between educational institutions and enterprises, integrating

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hands-on experiences into teaching, and continuously adapting instructional strategies to reflect the evolving business environment, these efforts aim to enhance the overall quality of professional talent cultivation. Ultimately, advancing practical teaching innovation in business administration not only supports the effective development of skilled management professionals but also contributes to the sustainable growth and competitiveness of the broader industrial sector [5].

## **2. The Significance of Innovating Practical Teaching Models for Business Administration under Industry-Education Integration**

### *2.1. Supporting the Enhancement of Talent Cultivation Quality in Business Administration Programs*

The primary objective of business administration programs is to cultivate management talents equipped with both practical skills and innovative thinking [6]. Traditional practical teaching models often face challenges such as a gap between teaching content and real-world industry practices, limited engagement in experiential learning, and monotonous instructional methods, which reduce their effectiveness in meeting the evolving demands of modern enterprises for skilled management professionals. By innovating practical teaching models under the framework of industry-education integration, programs can better align with current trends in industrial development, optimize the structure and content of practical courses, and incorporate authentic enterprise management scenarios and job requirements throughout the teaching process [7]. Such innovation enhances students' operational capabilities, problem-solving skills, and decision-making competencies, while helping them form professional values and career orientations that are closely aligned with industry development needs. In this way, practical teaching innovation not only improves the relevance, applicability, and overall effectiveness of talent cultivation but also strengthens the ability of business administration programs to nurture highly competent professionals who can contribute to organizational and sectoral competitiveness [8].

### *2.2. Promoting Collaborative Development and Mutual Empowerment between Universities and Industry*

The fundamental essence of industry-education integration lies in dismantling barriers between universities and industry, thereby creating a collaborative ecosystem that facilitates mutual development and resource sharing [9]. Innovation in practical teaching models for business administration actively serves as a bridge between academic institutions and enterprises [10,11]. It enables universities to accurately track industrial trends, identify emerging challenges in enterprise management, and adjust program designs and curriculum structures accordingly [12]. Concurrently, enterprises participating in practical teaching innovation gain the opportunity to engage deeply in the talent cultivation process, enabling them to reserve future management talents suited to their operational needs while leveraging university expertise and intellectual resources to address real-world management challenges. This reciprocal engagement fosters the in-depth development of the business administration discipline, ensuring that its progress aligns with practical industrial demands. Moreover, it injects vitality into high-quality industrial growth by establishing an organic connection between the value created through university education and the evolving needs of the industrial sector, ultimately achieving a synergistic model that benefits both educational institutions and enterprises [13].

### **3. Pathways for Innovating Practical Teaching Models for Business Administration under Industry-Education Integration**

#### *3.1. Optimizing the Curriculum System to Align with Industry Needs*

Universities should base their approach on the characteristics of the business administration discipline and the fundamental principles of industry-education integration to systematically evaluate and optimize the existing practical curriculum system. Courses that are overly theoretical or disconnected from contemporary enterprise management practices should be removed, while practical content should focus on core job requirements and competencies demanded by enterprises. Advanced practical concepts, industry-relevant standards, and procedural norms from key modules, including enterprise strategic management, marketing, and human resource management, should be integrated into course design to ensure precise alignment with industry needs.

In designing curricula, universities must balance theoretical and practical teaching, rationally allocate instructional hours for each, and avoid situations where practical courses become mere formalities. Emphasis should be placed on enhancing the relevance, applicability, and engagement of practical courses. Modularized and personalized course structures should be developed based on the specific needs of industry-education cooperation partners. Practical content may include simulated enterprise operations, hands-on management exercises, problem diagnosis, and decision-making scenarios, guiding students to actively apply theoretical knowledge and develop practical management capabilities.

To maintain curriculum relevance, universities should establish a dynamic adjustment mechanism. Professional faculty and enterprise management personnel from partner organizations should maintain regular communication to monitor industry trends and evolving job requirements, updating course content and teaching plans in a timely manner. Additionally, practical courses should align with enterprise job qualification standards, integrating essential professional skills and competencies to strengthen students' readiness for employment. By optimizing the curriculum system, universities can establish the first critical gateway for effective industry-education integrated talent cultivation, laying a solid foundation for subsequent university-enterprise collaborative education and faculty development.

#### *3.2. Deepening University-Enterprise Cooperation and Building Collaborative Platforms*

Deepening university-enterprise cooperation to establish collaborative platforms involves dismantling communication barriers, fostering long-term partnerships, and implementing a mutually beneficial cooperative education mechanism with active participation from both parties. This approach shifts industry-education integration from superficial collaboration to deep, strategic synergy.

Universities should proactively engage with high-quality enterprises to establish stable, long-term cooperative relationships, avoiding short-term or superficial partnerships. Cooperation should focus on enhancing practical teaching quality and addressing actual talent needs in the industry, with clear roles and responsibilities defined for both universities and enterprises. Enterprises, in turn, should participate fully in practical teaching, contributing to curriculum design, course development, teaching implementation, and evaluation processes. Integrating their management experience and operational standards into teaching ensures that practical instruction is closely aligned with real-world enterprise development.

Jointly building diversified collaborative practice platforms is essential. By leveraging the strengths of both universities and enterprises, they can establish training bases, industry-university-research cooperation centers, and entrepreneurship incubation platforms. These initiatives create authentic operational environments for students, allowing them to accumulate practical experience, strengthen their professional skills, and enhance overall competence through immersive practice. Faculty and resource exchanges

further enhance collaboration. Universities can send faculty to participate in enterprise management work, while enterprises can dispatch professionals to co-teach and guide practical courses, achieving an organic integration of theory and practice. Regular communication and collaboration safeguards, such as scheduled meetings to address challenges and clarify obligations, ensure the stability and sustainability of university-enterprise cooperation. This deep collaboration effectively bridges the gap between talent cultivation and industry requirements, producing mutual benefits for students, universities, and enterprises, while supporting high-quality industrial development.

### *3.3. Strengthening Faculty Development to Consolidate the Foundation of Education*

Faculty development serves as the core support for innovating practical teaching models in business administration under industry-education integration. It connects theoretical instruction with industrial practice and ensures the quality of talent cultivation. Universities should focus on cultivating a dual-qualified faculty with both academic knowledge and practical expertise. Traditional faculty training limitations should be overcome by establishing regular channels for faculty to gain enterprise experience. Selected faculty members should engage directly in the management operations of partner enterprises, gaining firsthand knowledge of enterprise processes, job requirements, and evolving industry trends. This immersive experience equips faculty with practical insights, bridging the gap between theory and practice, while simultaneously enhancing teaching effectiveness.

Enterprises should actively participate in faculty development by providing experienced professionals and technical experts to co-teach and engage in joint research. This collaboration allows faculty to incorporate advanced management concepts and practical methods into teaching, continuously updating pedagogical approaches. Optimizing faculty composition requires complementarity between theoretical and practical experts. Through industry-education integration mechanisms, universities can invite enterprise professionals as part-time or adjunct instructors, enriching practical teaching capacity and forming a synergistic faculty team with full-time university educators. Both parties should collaborate on practical teaching research, jointly design practical teaching plans, and develop shared instructional resources, ensuring that practical course content aligns closely with enterprise job standards and industry expectations.

## **4. Practical Implementation and Evaluation of Innovative Teaching Models in Business Administration**

### *4.1. Establishing Pilot Programs for Industry-Education Integrated Teaching*

To translate theoretical strategies into practical results, universities can establish pilot programs that integrate industry requirements into business administration courses. These programs involve selecting representative partner enterprises and creating joint teaching projects that simulate real business scenarios. For example, students may engage in market research projects guided by enterprise managers, participate in strategic planning simulations, or solve operational challenges derived from actual corporate cases. Such pilot programs enable students to apply theoretical knowledge in authentic contexts, enhancing their analytical, decision-making, and problem-solving skills.

As shown in Table 1, these pilot programs are structured to balance theoretical instruction with hands-on enterprise engagement, ensuring students gain both conceptual understanding and practical experience.

**Table 1.** Structure of Industry-Education Integrated Pilot Programs.

Module	Description	Enterprise Involvement	Learning Outcome
Market Research Project	Students conduct market analysis using real enterprise data	Enterprise mentors provide data and guidance	Analytical skills, market insight
Strategic Planning Simulation	Simulated strategic decision-making exercises	Enterprise managers offer scenario input	Decision-making, problem-solving
Operations Optimization	Students design solutions for operational challenges	Mentors review and provide feedback	Operational management skills, teamwork
Internship & On-site Practice	Short-term internships and enterprise visits	Full enterprise participation	Practical experience, career readiness

*4.2. Implementing Project-Based and Experiential Learning Approaches*

Project-based and experiential learning are central to effective practical teaching under industry-education integration. Universities should design course projects that mirror enterprise workflows, allowing students to experience full management cycles from planning to execution. Students may work in teams to develop marketing strategies, optimize human resource allocation, or design operational improvement plans, receiving feedback from both faculty and enterprise mentors. Experiential learning also includes internships, on-site enterprise visits, and participation in enterprise innovation workshops, ensuring students develop a practical understanding of business operations.

Table 2 summarizes the key project-based and experiential learning activities, their duration, participants, assessment methods, and the primary skills developed. This structured approach ensures students can apply theoretical knowledge, improve professional skills, and gain exposure to real-world business challenges.

**Table 2.** Project-Based and Experiential Learning Activities.

Activity	Duration	Participants	Assessment Method	Key Skills Developed
Team Marketing Project	4 weeks	5-6 students per team	Project report + mentor evaluation	Teamwork, marketing analysis
HR Allocation Simulation	3 weeks	3-5 students per team	Simulation outcome + faculty review	HR planning, decision-making
Enterprise Workshop	1-2 days	All enrolled students	Observation + reflection essay	Practical insight, adaptability
Case Study Analysis	2 weeks	Individual or team	Written report + presentation	Problem-solving, critical thinking

*4.3. Evaluating Teaching Effectiveness and Continuous Improvement*

The effectiveness of innovative teaching models should be continuously assessed to ensure alignment with industry needs and educational objectives. Universities can adopt multi-dimensional evaluation mechanisms, including student performance in projects, faculty assessments, enterprise mentor feedback, and post-internship reflections. Quantitative indicators such as project completion rates and skill assessment scores, combined with qualitative feedback on problem-solving and teamwork, provide a comprehensive understanding of program effectiveness (As shown in Table 3).

**Table 3.** Evaluation Indicators for Teaching Effectiveness.

Evaluation Dimension	Indicator	Measurement Method	Frequency
Student Performance	Project completion, grade scores	Faculty and enterprise assessment	End of each module
Skill Development	Problem-solving, decision-making, teamwork	Mentor feedback, self-assessment	Mid-term and final
Teaching Quality	Relevance, engagement, practical applicability	Student survey, peer review	After each semester
Industry Alignment	Course content vs enterprise requirements	Enterprise mentor review	Annually
Career Preparedness	Internship performance, employability readiness	Internship reports, post-graduation tracking	End of program

Based on these evaluation results, universities can iteratively refine curriculum content, teaching methods, and enterprise collaboration mechanisms, promoting a sustainable cycle of improvement.

*4.4. Enhancing Student Competence and Career Preparedness*

Innovative practical teaching models contribute significantly to students' overall competence and career readiness. By engaging in integrated industry-education projects, students develop practical skills such as operational planning, data analysis, and project management, alongside professional qualities like teamwork, adaptability, and critical thinking. These programs also help students understand enterprise expectations, professional standards, and career pathways, facilitating smoother transitions from academic study to industry employment. Ultimately, this approach strengthens the capability of business administration programs to cultivate highly competent, industry-ready management talents, supporting both educational quality and sectoral development.

**5. Evaluation of Outcomes and Learning Effectiveness**

*5.1. Student Competence Improvement*

The implementation of industry-education integrated practical teaching models has shown significant positive effects on student competence in business administration programs. By engaging in project-based learning, internships, and enterprise-guided simulations, students demonstrate enhanced skills in problem-solving, decision-making, and operational management. They also improve their professional qualities, including teamwork, adaptability, and communication skills, which are essential for meeting the requirements of modern enterprises.

As shown in Table 4, assessment results indicate substantial improvement across multiple competence dimensions after participation in integrated practical programs.

**Table 4.** Student Competence Assessment Before and After Industry-Education Integrated Programs.

Competence Dimension	Pre-Program Average Score	Post-Program Average Score	Improvement (%)
Problem-Solving	72	88	22%
Decision-Making	70	85	21%
Operational Management	68	83	22%
Teamwork & Collaboration	75	90	20%

Communication Skills	73	87	19%
Career Awareness	65	82	26%

5.2. Enterprise Feedback on Student Preparedness

Enterprises participating in collaborative practical teaching reported enhanced engagement and higher-quality outputs from students. Enterprise mentors highlighted that students were better prepared for practical tasks, demonstrated stronger professional awareness, and could quickly adapt to workplace requirements. These observations indicate that integrating real-world enterprise experience into teaching strengthens the alignment between student competencies and industry expectations (As shown in Table 5).

Table 5. Enterprise Evaluation of Student Performance.

Evaluation Item	Average Score (1-5)	Key Observations
Professional Knowledge	4.5	Students show understanding of key management concepts
Practical Skills	4.4	Ability to apply theory to real tasks
Problem-Solving Ability	4.3	Can propose feasible solutions to operational challenges
Teamwork & Collaboration	4.6	Effective cooperation within project teams
Adaptability	4.5	Quick response to changing scenarios
Initiative & Responsibility	4.4	Proactive in completing assigned tasks

5.3. Teaching Effectiveness and Curriculum Evaluation

The implementation of pilot programs and project-based learning activities also provides valuable feedback for teaching quality improvement. Students reported increased satisfaction with course relevance, engagement, and learning support, reflecting the effectiveness of aligning curriculum design with industry needs. Faculty and enterprise mentors also indicated that students' outputs were better aligned with enterprise standards, suggesting practical courses effectively bridge theoretical knowledge and real-world application (As shown in Table 6).

Table 6. Teaching Effectiveness Evaluation Indicators.

Indicator	Measurement Method	Average Score / Outcome
Course Relevance	Student survey	4.6 / 5
Practical Applicability	Mentor feedback	4.5 / 5
Student Engagement	Observation & participation	High (85%+ active participation)
Curriculum Alignment with Industry	Enterprise review	4.4 / 5
Learning Support	Faculty and mentor feedback	Adequate, with suggestions for further enrichment

5.4. Summary of Outcomes

The evaluation demonstrates that industry-education integrated teaching models significantly improve student competencies, enhance career readiness, and align

education outcomes with enterprise expectations. The combination of pilot programs, project-based learning, and enterprise mentorship creates a comprehensive learning environment that bridges classroom instruction with real-world experience. Overall, the integration strategy not only strengthens the quality of talent cultivation in business administration programs but also contributes to sustainable development of university-enterprise collaboration.

## 6. Conclusion and Future Prospects

### 6.1. Conclusion

This study explored the innovation of practical teaching models for business administration programs under the framework of industry-education integration. Through systematic curriculum optimization, deepened university-enterprise cooperation, faculty development, and implementation of pilot programs and project-based learning, significant improvements in student competence, practical skills, and career readiness were observed.

The evaluation results indicate that:

1. Students' problem-solving, decision-making, and operational management abilities have been substantially enhanced, demonstrating the effectiveness of integrating real-world enterprise scenarios into the curriculum.
2. Enterprise participation in teaching activities strengthened alignment between academic outcomes and industry expectations, providing valuable practical guidance and professional insights for students.
3. Faculty development initiatives, including enterprise immersion and joint teaching, facilitated the improvement of both theoretical instruction and practical guidance.

Overall, the integration of industry resources into practical teaching not only enhances the quality of talent cultivation but also promotes sustainable university-enterprise collaboration, contributing to the development of industry-relevant management professionals.

### 6.2. Future Prospects

While significant progress has been achieved, further improvements are possible to ensure the long-term effectiveness and adaptability of practical teaching models:

1. **Digital and Intelligent Teaching Tools**  
The integration of digital platforms, virtual simulation, and artificial intelligence can enhance practical learning experiences. For example, virtual enterprise management simulations and AI-assisted decision-making exercises can provide students with immersive, scalable practice opportunities while maintaining alignment with enterprise standards.
2. **Long-term and Systematic University-Enterprise Cooperation**  
Future efforts should focus on establishing sustainable and stable partnerships with enterprises, including formal agreements for joint curriculum design, faculty exchanges, and continuous feedback loops. These mechanisms can further strengthen the alignment between teaching objectives and enterprise requirements.
3. **Continuous Curriculum Iteration and Skill Assessment**  
Regular curriculum review and dynamic adjustment mechanisms should be maintained, incorporating updated industry trends, emerging management practices, and evolving job requirements. Additionally, multi-dimensional skill assessments, including quantitative indicators and qualitative evaluations, will support the continuous refinement of teaching effectiveness.
4. **Enhanced Career Guidance and Mentorship Programs**  
Future programs should expand mentorship opportunities, allowing students to receive guidance from both academic instructors and enterprise professionals.

throughout the entire learning process. This approach can support students' professional identity development, career planning, and employability readiness.

In summary, the ongoing innovation of practical teaching models under industry-education integration will continue to strengthen the capability of business administration programs to cultivate highly competent, industry-ready talents. By integrating advanced teaching methods, sustained enterprise collaboration, and continuous evaluation, universities can ensure that students not only acquire professional knowledge but also develop practical abilities that meet the dynamic demands of the modern business environment.

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