

# From "Knowing" to "Doing": A Summary of the Integration of Ideological and Political Education into Innovation and Entrepreneurship Courses

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DOI: <https://doi.org/10.5281/zenodo.10699938>

Published Date: 24-February-2024

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**Abstract:** This study focuses on the educational reform of the "Everyone is Their Own Entrepreneurship Mentor" course at a university in Guangdong Province. Through theoretical frameworks and literature review, it explores the development background of innovation and entrepreneurship education, particularly the role of ideological and political education in cultivating students' innovative spirit and social responsibility. The reform includes a shift from theoretical knowledge to practical skills, adjustments in course content and teaching methods, aiming to strengthen ideological and political education and develop students' innovative abilities. The results show significant improvements in students' theoretical and practical aspects, with the integration of ideological and political education into innovation and entrepreneurship education effectively enhancing students' dual-creation abilities and positively impacting personal growth and career development. The study also discusses the successes and challenges of the reform, proposing future improvements including enhanced teaching facilities and practical approaches, and teacher development. This research underscores the importance and practical value of integrating ideological and political education into innovation and entrepreneurship education, significantly enhancing educational quality and student learning experiences.

**Keywords:** Innovation and Entrepreneurship Education; Ideological and Political Education; Educational Reform; Practical Skills; Personal Student Growth.

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## 1. INTRODUCTION

In today's era, innovation and entrepreneurship have become key drivers of social progress and economic development. Especially in China, with the rise of the "Mass Innovation and Entrepreneurship" trend, higher education faces unprecedented challenges and opportunities. The "Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Higher Education Institutions" issued by the State Council Office and the Guangdong Provincial Department of Education further emphasize the importance of innovation and entrepreneurship education in universities. Responding to this trend, this study explores the educational reform outcomes of the "Everyone is Their Own Entrepreneurship Mentor" course, a compulsory course for all freshmen, designed to pave the way for entrepreneurship. The course reflects the university's active response to national policies and contemporary trends, recognizing the central role of innovation and entrepreneurship education in nurturing students' future competitiveness. Having undergone three significant reforms over

nine years, the course aims to continuously meet students' developmental needs. This study summarizes the experiences and outcomes of these reforms, focusing on the integration of ideological and political education, a novel approach to embedding political education into professional teaching. This integration is crucial for students' comprehensive development, transitioning from theoretical learning to practical application.

## **2. THEORETICAL FRAMEWORK AND LITERATURE REVIEW**

### **2.1. Development Background and Current Status of Innovation and Entrepreneurship Education**

Innovation and entrepreneurship education has become an integral part of higher education in the context of globalization. Recent studies indicate various challenges and opportunities in this field. Research by Liu and Yu (2021) shows that university students' understanding of mass entrepreneurship and innovation is improving, reflecting China's national development strategy. However, they also note that despite 19.86% of students having a comprehensive understanding of innovation and entrepreneurship, only 9.93% are interested in these activities. Additionally, most students (79.67%) find innovation and entrepreneurship courses simplistic and unrelated to their majors, highlighting challenges such as insufficient teaching staff and a lack of entrepreneurial atmosphere. Hui Wang's (2023) research examines the current educational framework and collaborative systems, highlighting the prospects and importance of industry-education integration for applied institutions. This integration positions applied universities at the forefront of educational reform, bridging academia and industry, theory and practice. Mingfeng Lv et al. (2022) analyze the state of innovation and entrepreneurship education at Chinese technical universities, suggesting deeper industry-education integration to balance the supply of higher education talent with industrial development demands. These studies indicate that innovation and entrepreneurship education is undergoing transformation and facing challenges in the global context. Chinese higher education institutions need to continuously innovate and adjust educational strategies to cultivate talents with innovative spirits and entrepreneurial abilities.

### **2.2 Theoretical Basis and Educational Value of Ideological and Political Education**

Ideological and political education, as a new model integrating political education into professional teaching, plays a significant role in Chinese higher education, especially in entrepreneurship education. Lili Li's (2023) research discusses the integration of undergraduate ideological and political education with "Mass Entrepreneurship and Innovation" practical education. This integration is believed to cultivate well-rounded, high-quality talents meeting societal development needs and continuously improving students' innovation levels and abilities. Pengwang He's (2021) study highlights the importance of the coordinated development of ideological and political education and innovation and entrepreneurship education in developing students' entrepreneurial skills and knowledge. Yu-le Jin's (2022) research analyzes entrepreneurship education and entrepreneurial psychological qualities of university students from the perspective of ideological and political education, proposing the integration of entrepreneurship education into ideological and political education to promote coordinated development of multidisciplinary courses. These studies show that the role of ideological and political education in Chinese higher education is not limited to traditional political education but also plays a significant part in nurturing students' innovative spirits and entrepreneurial abilities. Combining political education with professional teaching effectively promotes students' comprehensive development and sense of social responsibility.

### **2.3 Domestic and International Research Overview on the Integration of Ideological and Political Education with Innovation and Entrepreneurship Education**

Recent studies emphasize the necessity and value of integrating ideological and political education with innovation and entrepreneurship education. Nan Lin and Yanqing Lin's (2021) research discusses the integration of innovation and entrepreneurship education with ideological and political education in universities in the internet era. They note that this integration helps better cultivate students' entrepreneurial awareness and innovative spirit. Wei Wu's (2021) study explores the integration paths of ideological and political education with innovation and entrepreneurship education among university students, proposing five methods to promote this integration. Zhujun Jiang's (2022) research emphasizes the importance of ideological and political education in promoting the development of university innovation and entrepreneurship education. Shanshan Ji, Weicong Li, and Xianbing Zhu's (2021) research explores the bidirectional integration of innovation and entrepreneurship education with ideological and political education. Jiayu Wang's (2021) study discusses the organic combination of ideological and political education with innovation and entrepreneurship education in universities,

highlighting that this combination not only promotes the development of ideological and political education but also provides effective guidance for student entrepreneurship. In summary, innovation and entrepreneurship education is becoming increasingly important in the context of globalization and national development strategies. Ideological and political education, as a new educational model, holds significant theoretical value and plays a crucial role in practice in nurturing students' innovative spirits and sense of social responsibility. Domestic and international research indicates that effectively combining ideological and political education with innovation and entrepreneurship education is key to enhancing educational quality and student capabilities.

### 3. IMPLEMENTATION PROCESS OF EDUCATIONAL REFORM

#### 3.1 Reform Goals: From Theoretical Knowledge to Practical Skills

The reform aims to transition from traditional theoretical teaching to a more practice-oriented teaching model. This goal is intended to help students better understand the relationship between entrepreneurship and employment, personal career development, and establish a scientific view of "triple creation" (innovation, entrepreneurship, and creativity), preparing them for future entrepreneurial practices. The course aims to cultivate students' entrepreneurial skills and proactive spirit, transforming them from job seekers to job creators. Through the reform, students are expected to better understand the requirements for dual-creation talents in the new era, actively adapting to national economic and social development and comprehensive human development.

#### 3.2 Reform Measures: Adjustments in Course Content, Teaching Methods, and Evaluation System

3.2.1 Course Content Adjustment: The course content has been redesigned to include knowledge objectives, ability objectives, quality objectives, and ideological and political objectives. These objectives aim to equip students with the basic knowledge required for entrepreneurial activities, necessary entrepreneurial abilities, and to establish an independent personality and strong self-identity during the teaching interaction process.

3.2.2 Innovation in Teaching Methods: The "WWH" three-step task-driven method is adopted, along with flipped classrooms, to create a blended online and offline teaching model. Through case studies and action learning methods, individual real projects are mimicked and business optimization iterations are promoted.

3.2.3 Adjustment of the Evaluation System: The evaluation method combines quantitative and qualitative approaches, emphasizing the integration of process evaluation and outcome evaluation. Assessment methods include offline regular grades, online learning grades, and final practical exam grades.

#### 3.3 Implementation Steps: Description of the Specific Implementation Process

3.3.1 Pre-class Preparation: Task resources from project modules are used to digitally display students' individual differences and diverse needs.

3.3.2 In-class Implementation: Based on big data results, diverse blended teaching methods are used to precisely address learning difficulties and bottlenecks. Classroom interaction methods that resonate with students are designed to inspire them from a mental model perspective, guiding their thinking and behavior.

3.3.3 Post-class Consolidation: A variety of training question banks are used to stimulate students' autonomous learning and reinforce foundational knowledge.

3.3.4 Personalization of the Teaching Model: The teaching philosophy centers around the student, with a task-driven approach that focuses on "student-centered" learning.

3.3.5 Contextualization of Teaching Content: Comprehensive use of information technology in the classroom is implemented, starting from the students' audio-visual experiences to provide a good learning experience.

3.3.6 Effectiveness of Peer Learning: Various classroom activities, such as seminars, discussions, and brainstorming sessions, are conducted to leverage the promoting role of peer examples.

Through these reform measures and implementation steps, the course aims to achieve a transition from traditional theoretical teaching to practical skills teaching, while strengthening ideological and political education, cultivating students' innovative spirit and social responsibility, and laying a solid foundation for their future innovation and entrepreneurship practices.

#### 4. ANALYSIS OF EDUCATIONAL REFORM OUTCOMES

##### 4.1 Improvement in Students' Theoretical Knowledge and Practical Skills

The educational reform has led to significant progress in students' theoretical knowledge. They have gained a deep understanding of the basic concepts and theories of innovation and entrepreneurship and have acquired relevant practical skills. In terms of practical skills, students have enhanced their abilities to seize opportunities and integrate resources through participation in simulated projects and case analyses. They have become more proficient in applying their knowledge to real-world scenarios, such as writing business plans and managing new enterprises. The reform has strengthened students' critical thinking and problem-solving abilities, enabling them to better adapt to changes in their future careers and demonstrate innovative capabilities.

##### 4.2 Effective Integration of Ideological and Political Education with Innovation and Entrepreneurship Education

The integration of ideological and political education with innovation and entrepreneurship education has successfully enhanced students' dual-creation abilities, while also reshaping their mental and behavioral models. Course cases cover various aspects such as worldview, outlook on life, and values, not only imparting knowledge and skills but also shaping students' perspectives, constructing their thinking, and achieving intellectual breakthroughs. Through this integration, students have not only learned professional knowledge in innovation and entrepreneurship but also cultivated scientific spirit, entrepreneurial spirit, and entrepreneurial mindset, laying a solid foundation for their personal growth and career development.

##### 4.3 Impact of Educational Reform on Students' Innovative Spirit and Practical Abilities

The educational reform has significantly enhanced students' innovative spirit. During the learning process, students have not only acquired entrepreneurial knowledge but more importantly, learned innovative thinking and methods. Students' practical abilities have been significantly improved. Through participation in practical activities within the course, students have been able to transform their theoretical knowledge into practical operational skills, effectively applying them in entrepreneurial projects. The reform has also promoted students' personal growth and career development. Through course learning, students have not only improved their professional skills but also strengthened their self-awareness, better planning their future career paths.

#### 5. DISCUSSION AND REFLECTION

##### 5.1 Successes and Challenges of Educational Reform

###### 5.1.1 Successes

The educational reform, by integrating ideological and political education with innovation and entrepreneurship education, has successfully enhanced students' innovative spirit and practical abilities. Through practical activities and case studies, students have been able to apply theoretical knowledge to real-world situations, thereby gaining a better understanding of the importance of innovation and entrepreneurship.

###### 5.1.2 Challenges

Despite significant achievements, the course still requires the establishment of more comprehensive teaching conditions, such as entrepreneurship simulation training labs, entrepreneurship simulation teaching software, and entrepreneurship information resource libraries. The lack of these resources may limit the further enhancement of students' practical abilities.

##### 5.2 Suggestions and Prospects for Future Educational Reform

Future reforms will focus on implementing entrepreneurship simulation training labs, entrepreneurship simulation teaching software, and entrepreneurship information resource libraries to provide richer and more practical learning resources. Effective practical approaches will be further expanded, such as designing on-campus and off-campus entrepreneurship projects, organizing entrepreneurship plan competitions, entrepreneurship club activities, entrepreneur interviews, and company founding, to strengthen the integration of classroom knowledge with entrepreneurial practice. Learning exchanges will be organized to enhance teachers' classroom control, insight, adjustment, and guidance abilities, ensuring that classroom teaching effectively enhances students' scientific spirit, entrepreneurial spirit, and entrepreneurial mindset. Deeper

## International Journal of Novel Research in Education and Learning

Vol. 11, Issue 1, pp: (68-72), Month: January - February 2024, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

exploration and innovation will be conducted in teaching framework design, methodology and tool application, case selection, and the introduction of diversified classroom methods and teaching activities to activate classroom atmosphere and improve learning effectiveness.

### 6. CONCLUSION

The main outcomes of this educational reform include a significant enhancement of students' innovative spirit and practical abilities, successful integration of ideological and political education with innovation and entrepreneurship education, and a positive impact on students' personal growth and career development. The reform emphasizes the importance and practical value of integrating ideological and political education into innovation and entrepreneurship education, significantly improving educational quality and student learning experiences. Future educational reforms will continue to focus on enhancing teaching conditions, expanding practical approaches, improving teacher capabilities, and innovating teaching methods to further improve teaching quality and student learning experiences.

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