

Exploration of Teaching Reform in Innovation and Entrepreneurship Courses in Applied Universities

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Abstract. This article explores the problems and dilemmas of innovation and entrepreneurship courses in applied colleges and universities under the background of civics curriculum, including the insufficiency of theoretical research on civics curriculum teaching, the singularity of teaching methods and approaches, and the tendency of polarisation of course evaluation methods. In response to these problems, the article proposes the exploration of teaching reform with four focal points, including the construction of a two-way intercommunication teaching reform model in the four dimensions of information processing, interpersonal relationship, personality development and behaviour control. The article stresses that under the guidance of curriculum ideology, innovation and entrepreneurship courses must expand the theoretical research of curriculum ideology teaching, increase the variety of teaching methods, improve the evaluation method, fully inspire the tacit knowledge of college students, timely update the teaching content and establish a new course evaluation system, etc., in order to realise the goal of higher education to cultivate morality and nurture people.

Keywords: ideological and political classroom, entrepreneurship education, application-oriented, curriculum reform

1. Introduction

The Ministry of Education's Guidelines for Civic and Political Construction of Higher Education Courses state that civic and political thinking should be integrated into classroom teaching and made an important part of the curriculum, syllabus review, and lesson plan evaluation. [1] The integration of this approach should be evident in the design of course objectives, syllabus revisions, selection of teaching materials, preparation of lesson plans and courseware, and should be implemented throughout all aspects of classroom lectures, teaching seminars, experimental training, homework papers, and other related activities. It is important to note that innovation and entrepreneurship courses often contain ideological and political elements. Therefore, it is necessary to promote ideological and political reform in these courses and explore new teaching methods that focus on cultivating morality and educating individuals. [2]

2. Current Situation Analysis

2.1. Insufficient Depth of Course Research

Applied colleges and universities typically prioritize 'dual-competence' in their faculty, emphasizing their ability to teach professional practice in order to cultivate undergraduates' practical application skills. However, the theoretical construction of teaching theory courses is often relatively weak, and the teachers are mostly part-time. Additionally, the concept of innovation and entrepreneurship is not strongly emphasized. [3] Regarding teaching theory, there is often a tendency to reference existing theories from other courses, while neglecting the latest theoretical research findings related to innovation and entrepreneurship courses and curriculum ideology. The role and cognition of teachers in dual-creation courses is often limited to that of classroom knowledge transmitters. They may believe that completing classroom teaching tasks is sufficient, while ignoring the theoretical research, understanding, and demands of students for innovation and entrepreneurship in the second classroom, disciplinary competitions,

and industry-university-research project research. The teaching content of courses on innovation and entrepreneurship should be fully integrated with multidisciplinary teaching knowledge and theories. Therefore, it is necessary to conduct in-depth research and excavation of teaching theories. The theoretical research on dual-creation teaching is insufficient in depth and breadth, which prevents the core essence of course ideology from being condensed. This limitation results in the effectiveness of course ideology remaining at a shallow level.

2.2. Single Teaching Method

Local colleges and universities offering applied courses are experiencing a shortage of education funding. The construction of well-equipped classrooms is still in its early stages, and the implementation of smart classrooms is still being explored. Innovation and entrepreneurship courses, which are typically taught in large classes, suffer from a lack of interaction and engagement, resulting in a monotonous learning environment. Due to the large number of students in the classroom, teachers have limited access to modern educational technology. This makes it difficult to implement activities such as group teaching, group discussion, brainstorming, and scenario simulation. Even if novel teaching methods are added, the number of students who can participate is very small. This teaching mode is based on teachers' lectures and analyses of cases, with limited student participation and can be monotonous. Teaching methods and approaches are often limited to displaying courseware, case analysis, and imparting knowledge. This can lead to a lack of engagement in the classroom and may impact the teacher's responsibility to effectively teach. To address this issue and create a more dynamic and engaging classroom environment, it is important to introduce new teaching methods and media that can stimulate students' enthusiasm for learning and encourage teachers to take greater responsibility for their teaching.

2.3. Unclear Assessment Criteria

Under the pressure of course assessment objectives, teachers and students encounter various challenges. Unfortunately, dual-credit course assessment tends to evaluate students' theoretical learning and active practice using a single criterion. Although the core objective of education is to train individuals, the existing assessment methods have several issues. At the theoretical level, assessment forms such as entrepreneurial plans and business plans are too homogenised. At a practical level, while there are opportunities for practice in the on-campus entrepreneurship park and online platforms, the theoretical knowledge presented in the classroom is too simplistic and uniform. This fails to accurately reflect the degree of mastery of the students. If the assessment is based solely on theory, the standardised business plan template may not effectively differentiate between levels of student knowledge. Although the practical results of the assessment method are limited in scope, only a few students can truly benefit from it. Therefore, there is a need to improve the existing assessment methods to more comprehensively evaluate students' knowledge and abilities.

2.4. Insufficient Organizational Support System

The quality of education and teaching in higher education is heavily reliant on the organisational support system. To achieve organisational goals, colleges and universities establish a spiritual contract between teachers and schools through professional and institutional support, material support, organisational atmosphere, and organisational culture. However, the current innovation and entrepreneurship courses suffer from insufficient attention and inadequate organisational support. Colleges and universities should aim to enhance their institutional level, campus atmosphere, faculty, teaching theory, and dual-creation practice. It is important to avoid subjective evaluations and biased language, and to use precise subject-specific vocabulary when appropriate. The text should also adhere to conventional academic structure and formatting, with clear and concise language and a logical flow of information.

2.5. Cognitive Biases in the Existing Curriculum

As a dual-credit course in the general education curriculum, teachers focus primarily on the rules and procedures for operating the course and transferring knowledge to students. However, the theoretical study of the course may not be in-depth due to teachers' cognitive bias towards deeper values such as moral, creative, and critical thinking values. Curriculum knowledge embodies reason, science, and innovation, as well as moral values. To achieve the goal of moral education, it is essential to fully consider the moral awareness and needs of both subjects and objects. Insufficient understanding of the moral and other values of the dual-creation course by teachers may lead to inadequate theoretical research and innovation in integrating curriculum thinking into the course. This integration is subject to the cognitive bias of the teacher's subject, which ultimately affects the teaching effect. [4] In the classroom lecture system, the informative teaching method has achieved significant and efficient results and is therefore widely used in modern schools. However, this method fails to pay sufficient attention to students' original knowledge systems, resulting in fragmented and vague value judgement standards before they come into contact with the dual-credit curriculum. Consequently, newly acquired knowledge exists in a fragmented form within students' knowledge systems, making it difficult to integrate into a complete and meaningful cognitive structure. This seriously hinders the cultivation of innovative talent. Limiting ourselves to informative knowledge transfer without value analysis and judgement guidance can hinder students from effectively reconstructing

knowledge, making it difficult for them to understand and grasp the essence of the dual-creation curriculum. This, in turn, can impede the nurturing of the spirit of innovation.

3. Optimisation Measures

3.1. Building Course Value

In the era of mobile internet and information explosion, college students often struggle with selecting relevant information. As the main educators, teachers should be proficient in information processing and act as effective gatekeepers. It is essential for teachers to teach students the principles and methods of dealing with a wide range of information and encourage their internal drive to learn. When designing teaching, teachers should collect and analyse information about the learning situation, process the teaching information effectively, and design teaching materials that are clear, concise, and necessary. In the classroom, teachers need to explore the intrinsic value of subject expertise and curriculum elements and incorporate them into their teaching. In the classroom, teachers should aim to broaden students' understanding of professional knowledge and highlight the inherent value and power embedded within it. This includes promoting socialist core values. It is important to avoid monopolising knowledge and instead encourage a more collaborative approach to learning. In scientific research, teachers should possess a high level of information integration and reproduction ability. This will enable them to unify the humanistic value of the knowledge system and the curriculum value in shaping the three views of college students. This, in turn, will help achieve the teaching goal of curriculum Civics. At the same time, teachers should fully analyse the elements of Civic and Political Science in the living world and integrate the spirit of innovation and entrepreneurship into the understanding of life. This will help form a unique knowledge-generating system for college students.

3.2. Diversified Education

The term 'information cocoon' refers to the uniform and consistent information that students receive through algorithmic push in the intelligent era. This can lead to shallow knowledge reserves and a solidified cognitive system. It is important to avoid relying solely on this type of information and to seek out diverse sources to broaden one's understanding. To fully utilise the benefits of collaborative education, college students should engage with innovators and entrepreneurs in enterprises to combine theory with reality. This will help to reinforce the effectiveness of teaching beyond the limitations of the classroom. In addition to classroom knowledge, it is important for professionals to establish and maintain relationships with key individuals, such as entrepreneurs and researchers. This can be achieved through interviews and project visits, which can help to enhance tacit knowledge and overcome information barriers.

3.3. Interactive Teaching

The Marxian theory of personality development emphasises the importance of shifting the focus of talent training from intellectual development to complete human development. This promotes the all-round development of individuals. Modern teaching aims to enrich the spiritual world of students in line with this concept. The Chinese teaching theory of 'Teaching for the sake of learning' advocates for full teacher-student interaction in the classroom, emphasising the main role of students. To achieve this, teachers should create a classroom environment that combines political principles with classroom content, allowing students to experience emotions, attitudes and values, and enhancing their appreciation of the programme's value. To enhance higher education in China, it is necessary to surpass the constraints of Western education and foster talents that are better suited to the development of socialism with Chinese characteristics. Emphasis should be placed on spiritual cultivation and practical skills. The enrichment of college students' spiritual dimension and the development of value-based leadership and social symbiosis are crucial. The life world serves as the source, and the disciplinary basin serves as the stream, with the latter being subordinate. The life world guided by socialist core values serves as a source for innovation and entrepreneurship. Rigorous and standardized discipline construction should be rooted in this life world and serve it.

3.4. Enriching Teaching Formats

To enhance the learning effect of Civics, teachers should constantly innovate their teaching design and methods. This can be achieved by creating various classroom situations centred on students' needs, which will stimulate their interest and encourage active participation. It is important to avoid traditional teaching methods and instead focus on a student-centred approach. For instance, Civics education can be made more engaging through the use of diverse teaching methods, such as heroes in the classroom, scenario reenactment, role-playing, value auction, a letter to the future, and psychological debates. Simultaneously, teachers should conduct pre-course research and post-course counselling to comprehend students' confusion and feedback. They should select teaching content and methods in a targeted manner and encourage positive interaction in Civic and Political Education.

3.5. Frustration Education

Frustration education should be integrated into the teaching of behaviour experience. The theory of self-attribution and expectation in psychology may lead to insufficient preparation for failure. Therefore, frustration education is an important starting point for ideological and political education in the innovation and entrepreneurship curriculum. The reasons for teaching failure are difficult for students to discern, resulting in poor teaching outcomes. Research indicates that experiencing failure can motivate individuals to improve themselves. In the classroom, elements of ideological and political education related to failure should be incorporated using an integrated approach to teaching and display methods. Additionally, psychological and behavioural training should be provided to help individuals develop a better understanding of failure and their tolerance for it. This will enable them to select appropriate modes of coping with failure and strengthen their psychological and behavioural control. This will result in a unified theoretical understanding of failure. The mature motivation training of coping with failure will form a coping mode.

4. Conclusions

The paper concludes that a comprehensive teaching reform is necessary for the innovation and entrepreneurship curriculum of application-oriented colleges and universities under the guidance of curriculum ideological and political. This includes broadening the theoretical research of curriculum ideological and political teaching, adding a variety of teaching methods, improving the assessment method, fully inspiring the students' tacit knowledge, timely updating the teaching content, and establishing a new curriculum evaluation system. The goal is to achieve higher education moral education.

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