

# Exploring the Construction of Curriculum Standards for Innovation and Entrepreneurship Education in Higher Education Institutions Based on Curriculum Ideology and Politics

Aihong Wang\*, Yueming Zhan, Yuqing Yang, Mingli Chen

Chongqing Energy College, Chongqing 402260, China

\*Corresponding author: Aihong Wang, aileen433@163.com

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**Abstract:** Curriculum ideology and politics is an effective method to reform innovation and entrepreneurship education in the new era. Students in higher education institutions have high expectations and recognition of the integration of innovation and entrepreneurship education with civics education. However, currently, the phenomena of poor integration, mechanical application, and confusion between innovation and entrepreneurship education and civics education exist. This paper reconstructs the curriculum standards of innovation and entrepreneurship education from the perspective of curriculum ideology and politics, deeply integrates ideological and political elements into teaching objectives, design, and evaluation, reshapes teaching modules, improves teaching methods, and perfects the multiple evaluation and assessment system, so as to enhance the innovation spirit, creative consciousness, and entrepreneurial ability of higher vocational students.

**Keywords:** Curriculum ideology and politics; Innovation and entrepreneurship education; Curriculum standards; Higher education

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## 1. Introduction

In December 2016, the National Conference on Ideological and Political Work in Colleges and Universities stressed that higher education should focus on the establishment of moral education, use classroom teaching as the main channel, and integrate ideological and political theory courses into all types of curriculums, so as to nurture people in an all-round manner. The Conference also stressed that in order to enhance the affinity and relevance of ideological and political education, other types of courses should progress in the same direction as ideological and political theory courses to form a synergistic effect. The Ministry of Education's "Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Higher Education" stated that deepening the reform of innovation and entrepreneurship education in higher education is an important measure to promote the comprehensive reform of higher education as well as higher quality entrepreneurship and employment for college graduates. In June 2020, the Ministry of Education promulgated the "Guidelines for the Construction of Curriculum Ideology and Politics in Higher Education," which also pointed out that the innovation and entrepreneurship education curriculum should focus on enabling students in "breaking through and creating" as well as to enhance the spirit of innovation, creativity, and entrepreneurial ability through participation.

Innovation and entrepreneurship education is a key aspect in the talent cultivation system of universities, and the reform and practice of innovation and entrepreneurship courses in the context of curriculum ideology and politics is a hot topic of research for many scholars. In the context of curriculum ideology and politics around the education of students' innovation consciousness, fully exploiting ideological leadership and political elements in innovation and entrepreneurship activities can lead to the construction of the foundation of innovation and entrepreneurship education, strengthen the sense of mission and responsibility of entrepreneurship among students in the new era, as well as improve the ideological and political quality and moral quality of students in the new era.

## 2. Literature review

Curriculum ideology and politics has become a hot topic among academic circles in recent years, and many experts and scholars in related fields have published many academic papers on its theoretical basis, purpose, and function, the relationship between various courses in colleges and universities, as well as the analysis of key and difficult problems in the implementation of ideological and political education. The main research focuses on tracing back to the source and identifying the problems of curriculum ideology and politics. Many scholars have carried out research and practice on specific curriculum construction. At present, there are many related studies, but they all focus on the construction of the curriculum system and the integration of ideological and political elements; moreover, most of them are qualitative descriptions of specific practices. In view of the differences in subject characteristics, student groups, curriculum system, and other components, the conclusions from these studies are not standardized. Hence, it is necessary to reform and explore feasible solutions in line with specific curriculum construction. Although the concept of curriculum ideology and politics has been deeply rooted in the hearts of people, there are still many challenges in its implementation process. First, it is difficult to construct the evaluation system. The curriculum ideological and political assessment system is based on the steady growth of society, teaching, ideological direction, physical and mental health, knowledge transmission, and other latitudes. It is no longer the responsibility of individual departments or specialties <sup>[1]</sup>. Second, it is difficult to unify the teaching standards. The ideological and political curriculum needs to be designed from the aspects of the curriculum system, teaching objectives, teaching content, and teaching evaluation with systematic thinking. Many teachers lack experience in implementing it <sup>[2]</sup>. Third, it is difficult to form a teaching team; additionally, teachers in higher vocational colleges have heavy workload, the ideological and political construction of courses does not produce results easily, and the assessment and reward mechanism is not keeping up with it, which affects the enthusiasm of teachers <sup>[3]</sup>.

Scholars in China have conducted a lot of research on the integration of curriculum ideology and entrepreneurship education, mainly focusing on the relationship between ideological and political education and innovation and entrepreneurship education, as well as the path or mode of their integration and development. In terms of the relationship between the two, Qian Na believes that the two are “symbiotic, interactive, optimally dovetailing, value-compatible, and synergistic” <sup>[4]</sup>. Chen Ke pointed out that investigating the relationship between the two can promote the development of their respective theories and practices <sup>[5]</sup>. Feng Jianye, Chen Biao, and Li Min claimed that ideological and political education is a way to implement entrepreneurship education, which is an inherent requirement to improve the former <sup>[6]</sup>. In terms of the path or mode of the integration and development of the two, Liu Xuewei believes that the synergy of ideology and innovation should be constructed through four paths: strengthening the value leadership of dual-creative education, strengthening the construction of teachers, building a platform for dual-creative education, and improving the quality of dual-creative students <sup>[7]</sup>. Kang Liying believes that innovation and entrepreneurship education should be carried out based on the Marxist worldview, outlook on life and values, as well as the implementation of an online and offline hybrid learning mode <sup>[8]</sup>. The

building of an ecological education model based on the trinity of school, family, and society has been advocated by Zhu Yabin, Zhu Qingfeng, and Wang Yaobin<sup>[9]</sup>. Tang Lin, Zhu Wei, and Shi Kaibo suggested that the integration of the two should be based on updating educational concepts, building educational platforms, forming teacher teams, and establishing integration mechanisms<sup>[10]</sup>. Yang Bingyue, Peng Liang, and Shen Xia proposed a hierarchical model of collaborative education based on the analysis of the relationship between the two<sup>[11]</sup>. Qiu Lixia discussed on the collaborative education of ideology and innovation and proposed the building of a new model of innovation and entrepreneurship education oriented by higher education ideology and politics, the creation of an online and offline hybrid learning mode, the expansion and extension of teaching contents, the encouragement of implementing innovation and entrepreneurship education, the exploration of resources for introducing innovation and entrepreneurship materials based on local conditions, as well as the use of situational teaching method, so as to open up an innovative and practical space for deepening the reform of innovation and entrepreneurship education as well as the education mode. The new path is rich in innovative meaning and space for practice<sup>[12]</sup>.

Many scholars have also discussed the reform of curriculum standards under the perspective of curriculum ideology and politics. Chen Genhong believes that it is necessary to enrich educational contents, optimize curriculum standards, carry out collaborative education, and clarify the standards for integration<sup>[13]</sup>. Wu Dongping believes that the ideological and political elements should be integrated into the curriculum standards, classroom teaching, and assessment indices<sup>[14]</sup>. Wang Chuanhui believes that it is important to promote top-level design and integrate the concept of ideology and politics into professional talent training programs<sup>[15]</sup>.

### **3. Connotation of curriculum ideology and politics**

Curriculum ideology and politics refers to a comprehensive education concept that takes “building moral and political education” as the fundamental task of education by building an all-staff, all-round, and all-curriculum education pattern, with all kinds of courses and ideological and political theory courses advancing in the same direction and forming a synergistic effect. Both, innovation and entrepreneurship education and ideological and political education, have the same core and anchor point of nurturing people, and both are important forms and means of education for cultivating qualified builders and successors for the cause of socialism with Chinese characteristics; furthermore, they embody the same direction in terms of talent training objectives, the same root and origin in terms of worldview, and the same methodology.

### **4. Connotation of curriculum standards**

“Curriculum standards” refer to a guiding document that stipulates the curriculum orientation, design ideas, curriculum objectives, and teaching implementation. In China, the construction and development of innovation and entrepreneurship education curriculum is later than that of traditional professional courses, and it is only in recent years that innovation and entrepreneurship education has been implemented in colleges and universities. From the actual situation of innovation and entrepreneurship education in higher education institutions, there are still problems such as immature curriculum construction, relatively weak teachers, flawed top-level design, and poor integration between innovation and entrepreneurship education with other majors. The original innovation and entrepreneurship education model can no longer meet the actual needs of students, especially with the changing characteristics of these students. As a guiding document for innovation and entrepreneurship education, the curriculum standards should be reconstructed in the context of curriculum ideology and politics.

### **5. Research results**

A questionnaire survey was conducted to investigate students’ current expectations toward innovation and

entrepreneurship education courses in higher vocational colleges and universities in Chongqing Energy Vocational College. The questionnaires were distributed to 275 students, in which 273 questionnaires were valid. Among the 273 students, 183 were male students (66.55%) and 90 were female students (32.73%); 167 were freshmen (60.73%), and 97 were juniors (35.27%); 163 (60%) were science and technology students, while 90 (40%) students were enrolled in medicine, arts, or other courses. In response to the multiple-choice question “What kind of knowledge are you expecting to gain from this course?”, 74.55% of the students wanted to gain practical knowledge of dual innovation, while 68.73% wanted to obtain information on the current situation of dual innovation policies. In response to the question “Have you ever participated in innovation and entrepreneurship competitions or social activities?”, 53.82% of the students said they had never participated in any. As for the question “Do you think it is necessary to include the ideological and political elements in the course?”, 52% of the students thought it is highly necessary.

The results showed that most of the students wanted to gain practical knowledge from innovation and entrepreneurship courses, and they are concerned about international and national current affairs; however, more than half of the students had never participated in innovation and entrepreneurship competitions or related social activities. On the other hand, it is encouraging to note that more than half of the students strongly agreed that the curriculum should be integrated with ideological and political elements. Therefore, it is of significance to investigate how innovation and entrepreneurship education can be integrated into ideological and political education without being rigid and mechanical or changing the ideology of the original curriculum.

## **6. Construction of curriculum standards**

### **6.1. Teaching objectives**

The fundamental questions of education are what kind of people to cultivate, how to cultivate people, and for whom to cultivate. In order to implement the fundamental task of cultivating people with moral values, it is crucial to integrate value shaping, knowledge transmission, and ability cultivation. The construction of curriculum ideology and politics should be guided by values in imparting knowledge and ability training as well as helping students shape correct world views, outlook on life, and values, which should be the direction of talent training.

Students will be more familiar with the process and management of new start-ups; additionally, they will be able to improve their overall quality and ability to establish and manage businesses, learn the necessary entrepreneurial skills, establish a scientific outlook on entrepreneurship, adapt to the country’s economic and social development as well as the needs of overall human development, understand the relationship between entrepreneurship and career development, consciously follow the laws of entrepreneurship, and actively engage in entrepreneurial practice.

Innovation and entrepreneurship bring valuable innovative ideas to the ground through practical entrepreneurial activities. Innovation and entrepreneurship embody a method of thinking and form of practice for Marxists in the new era to understand and transform the world. The fundamental purpose of innovation and entrepreneurship education in China’s higher education system is to cultivate innovative thinking, creative spirit, and entrepreneurial ability, while encouraging university students to share their entrepreneurial ideals and carry out entrepreneurial practice, thus contributing to the realization of the Chinese dream of the great rejuvenation of the Chinese nation.

### **6.2. Teaching design**

#### **6.2.1. Curriculum ideology and politics concept**

The content of the course focuses on strengthening students’ ideals and beliefs as well as their love for the Party, country, and the people, in addition to political identity, family sentiment, cultural literacy, awareness

of the rule of law, and moral cultivation, in order to cultivate and practice the core values of socialism, strengthen the education on excellent traditional Chinese culture, and deepen the education on professional ideals and ethics.

### 6.2.2. Curriculum ideology and politics content

In order to integrate ideological and political elements into the curriculum standards of innovation and entrepreneurship education, it is necessary to determine the objectives of the curriculum that integrate the elements of ideology and politics, expand the teaching content based on the objectives, and integrate political identity, national sentiment, cultural literacy, awareness of the rule of law, and moral cultivation into the curriculum content for classroom teaching, so that the education is not only about ideology and politics, but also vivid and natural, which can be easily accepted by students.

Taking the curriculum standards of Chongqing Energy Vocational College's innovation and entrepreneurship education as an example, the extension of its teaching content is shown in **Table 1**.

**Table 1.** Extension of the teaching content in each topic

Topic	Task	Teaching content	Extension to curriculum ideology
I Basic entrepreneurial awareness	Task 1.1	(1) Overview of innovation and entrepreneurship education	This section shows that innovation is the soul of a nation's progress and is related to the fate of nations, enterprises, and individuals. Summary: (1) Cultivating a sense of innovation is a necessary preparation and guarantee for realizing the all-round development of students, and it is necessary for students to achieve all-round development (2) Cultivating innovative abilities requires adherence to Marxist views on education and talent; that is the adherence to the principle of practicability
	Overview of innovation and entrepreneurship	(2) Recognizing innovation	
		(3) Reasons for starting a business	
	(4) Innovation and entrepreneurship in the new era		
II Identification of entrepreneurial opportunities and analysis of entrepreneurial environment	Task 1.2	(1) Fostering a spirit of innovation	This section shows that the road to entrepreneurship is challenging and that in order to succeed, perseverance is required. Summary: (1) Entrepreneurship is a subjective consciousness that can only transform the world through the objective practical activity of perseverance and hard work (2) The entrepreneurial activities carried out by university students should be subordinated to conform to the national development strategy, serve the local economic development, and benefit the country and the people
	Psychological preparation before starting a business	(2) Developing and maintaining a passion for entrepreneurship	
		(3) Persistence and effort	
		(4) Cultivating an entrepreneurial mindset	
II Identification of entrepreneurial opportunities and analysis of entrepreneurial environment	Task 2.1	(1) Overview of entrepreneurial opportunities	This section shows that the road to entrepreneurship is challenging and that in order to succeed, perseverance is required. Summary: (1) Entrepreneurship is a subjective consciousness that can only transform the world through the objective practical activity of perseverance and hard work (2) The entrepreneurial activities carried out by university students should be subordinated to conform to the national development strategy, serve the local economic development, and benefit the country and the people
	Entrepreneurial opportunity identification	(2) Identification and selection of entrepreneurial opportunities	
		(3) Assessing and seizing entrepreneurial opportunities	
	(4) Cultivating an entrepreneurial mindset		
Task 2.2	Analysis of the entrepreneurial environment	(1) Blue oceans of markets and blue ocean strategies	
		(2) Analysis of the entrepreneurial environment	

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<b>Topic</b>	<b>Task</b>	<b>Teaching content</b>	<b>Extensions to curriculum ideology</b>
III Entrepreneurial team building	Task 3.1 Formation and management of entrepreneurial teams	(1) Meet the entrepreneurial team (2) Entrepreneurial team spirit	This section shows that in order to truly grasp entrepreneurial opportunities, it is necessary to gain in-depth understanding of one's own current innovation and entrepreneurship environment. Summary: (1) Although innovation is subjective, it is derived from objective realities, such as personal experience, research, and educational environment (2) The identification of entrepreneurial opportunities requires specific problem analysis (3) Entrepreneurship involves risks; hence, preparation and dialectical risk analysis are required
	Task 3.2 Hands-on: forming a startup team	(1) Forming a team	
IV Entrepreneurial finance and entrepreneurial risk	Task 4.1 Innovative entrepreneurial finance	(1) Overview of entrepreneurial finance (2) Innovative sources of financing for entrepreneurship	This section shows that the overall quality and ability of entrepreneurs are important factors in driving the growth of startups and a good team is essential for the success of a business. Summary: (1) Entrepreneurs need to have good ideological and moral qualities, take the country's wealth and strength, national revitalization, as well as people's happiness as their lifelong pursuit, consciously act in accordance with the Party's guidelines and policies, safeguard the interests of the people and the country, and they should also be physically active (2) Entrepreneurial teams need to have shared values, unified goals, and also focus on ideological work
	Task 4.2 Entrepreneurial risks	(1) Concept, sources, and classification of entrepreneurial risk (2) Assessment, identification, and prevention of entrepreneurial risks (3) Analysis and management of entrepreneurial risks among contemporary university students	
V Business plan	Task 5.1	(1) Concept and role of an entrepreneurial plan (2) Ways to justify an entrepreneurial plan (3) Writing an entrepreneurial plan (4) Presenting an entrepreneurial plan	This section shows that a business plan is a blueprint for the development of entrepreneurial activities, guiding entrepreneurial behaviors and preparing for financing.

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<b>Topic</b>	<b>Task</b>	<b>Teaching content</b>	<b>Extensions to curriculum ideology</b>
V Business plan	Task 5.2	(1) Project roadshow 1 (2) Other projects	<p>Summary:</p> <p>(1) Completing a complex project requires systematic and in-depth thinking; hence, university students should dedicate their hearts and minds to thinking before starting a business and be grounded when starting a business</p> <p>(2) The writing of a business plan is a logical, objective, and rational thinking process, and students should approach entrepreneurial activities in a scientific and rigorous manner</p> <p>(3) Project roadshows are the concentrated manifestations of the comprehensive quality of entrepreneurs, in which they require good basic skills; university students need to pay attention to improving their comprehensive quality and exercise their abilities through various activities</p>
	Task 5.3	(1) Project roadshow 2 (2) Project market analysis	
	Task 5.4	(1) Project roadshow 3 (2) Marketing, teams, financial analysis, risks, and responses	
			<p>This section shows that entrepreneurs need to go through a formal process to obtain a reasonable legal identity for their businesses and that entrepreneurs should be aware of the basics of new business startups.</p> <p>Summary:</p>
VI New business startups	Task 6.1 Starting new businesses	(1) Creation of new businesses (2) Building a new corporate system and culture	<p>(1) There are rules for handling new enterprises, and university students should be disciplined in dealing with people while studying and working</p> <p>(2) Newly established enterprises should build systems in an ideal manner and establish a realistic and feasible enterprise system, so as to ensure their development in the long run; university students also need to plan their own career development</p>

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Topic	Task	Teaching content	Extensions to curriculum ideology
VI New business startups	Task 6.2 Business management of new businesses	<ul style="list-style-type: none"> <li>(1) Employee relations management</li> <li>(2) Customer relationship management</li> <li>(3) Marketing management</li> <li>(4) Financial management</li> <li>(5) Integrity management</li> </ul>	<p>This section shows that business management is a systematic project that requires entrepreneurs to perform well in all aspects of business management, including employee-customer relations, marketing, finance, and integrity.</p> <p>Summary:</p> <ul style="list-style-type: none"> <li>(1) Integrity management should be practiced by enterprises, and students should also practice integrity</li> <li>(2) Products and businesses have life cycles; university students should cultivate the habit of seeing the bigger picture and thinking systematically to solve problems in their entrepreneurial activities</li> <li>(3) Manage staff and customer relationships effectively, and encourage individuals to take initiative</li> </ul>
	Task 6.3 Innovation and growth in business	<ul style="list-style-type: none"> <li>(1) Innovation in business management</li> <li>(2) Corporate product innovation</li> <li>(3) Enterprise technology innovation</li> <li>(4) Enterprise business model innovation</li> <li>(6) Corporate culture innovation</li> </ul>	<p>This section shows that continuous innovation is required even after the establishment of a business and entrepreneurs need to continuously innovate in terms of management, product, technology, business model, and corporate culture.</p> <p>Summary:</p> <ul style="list-style-type: none"> <li>(1) Enterprise innovation needs to start from different aspects and links to promote quality and quantitative changes; university students should also enhance their capabilities in all aspects to grow and develop in an all-round manner</li> <li>(2) Innovation is difficult, but there are ways to do it; as long as human initiative is maximized, the ways of implementation will always outweigh the challenges</li> </ul>

### 6.2.3. Curriculum ideology and politics implementation

The course content should be closely integrated with vocational ideals, professional ethics, quality, and craftsmanship using various teaching methods, such as discussion-based teaching, case teaching, contextual teaching, and role-playing, to improve students' ideological and moral qualities and their professional ethics, as well as to cultivate their innovative spirit, creative consciousness, and entrepreneurial ability.

For example, under the topic of entrepreneurial teams, students can be divided into smaller groups, and each group members can roleplay based on the roles in an entrepreneurial team, such as the technical leader, marketing leader, financial leader, and project leader. Under the topic of entrepreneurial plans, students can



be taught by using more case studies and exposing them to the business plans of winning projects from previous “Internet +” Innovation and Entrepreneurship competitions.

### 6.3. Teaching evaluation

In order to reconstruct the evaluation system under the perspective of curriculum ideology and politics, it is necessary to establish and improve the teaching evaluation system of innovation and entrepreneurship education courses guided by socialist core values; additionally, the assessment objectives of innovation and entrepreneurship education courses should include both, innovation and entrepreneurship knowledge and skills as well as ideological and moral qualities.

In addition to summative assessment, innovation and entrepreneurship education courses should also focus on process assessment. Process assessment refers to the evaluation of students’ learning attitude, classroom performance, and assignments; summative assessment, on the other hand, refers to a written assessment of students based on the objectives of each topic and its ideological and political extension. The evaluation of curriculum ideology and politics in innovation and entrepreneurship education should focus on the diversity of assessment and assess students’ attendance, homework, participation in group tasks, attitude towards classmates and teachers, and other components, in order to promote the overall development of students.

Taking the course assessment standards of Chongqing Energy Vocational College’s innovation and entrepreneurship education for students as an example, the course assessment can be modified as shown in **Table 2**.

**Table 2.** Comparison of course assessment standards

Content	Original course assessment standards	Assessment standards under curriculum ideology and politics
1	Absent for more than 1/3 of the total hours in the semester disqualifies the student from the examination.	Absent for more than 1/3 of the total hours in the semester disqualifies the student from the examination.
2	Usual attendance contributes 15% of the total grade.	(1) Knowledge skills (30% of the total grade): knowledge objectives (15% of the total grade) and competence objectives (15% of the total grade)
3	In-class performance in project activities contributes 15% of the total grades.	Process assessment (60% of the total grade) (2) Moral character (30%): attendance (10%), usual homework (10%), participation in group tasks (5%), and attitude towards peers and teachers (5%)
4	Class work contributes 30% of the total grade.	Summative assessment (40% of the total grade) Project presentations in small groups: project plan (15%), PPT (15%), roadshow (10%)
5	Final examination contributes 40% of the total grade.	

### 7. Conclusion

In conclusion, reconstructing the curriculum standards of innovation and entrepreneurship education under curriculum ideology and politics is an effective approach to reforming innovation and entrepreneurship education as well as achieving comprehensive education. By aligning the teaching objectives of ideological and political education with innovation and entrepreneurship education, redesigning the teaching design,

expanding the teaching content, adopting various teaching methods, as well as improving the teaching evaluation with multiple assessment and evaluation indicators, the innovation and entrepreneurship education curriculum is seamlessly linked to ideological and political education, which will help achieve the effect of collaborative education of ideology and politics with innovation and entrepreneurship.

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