Research Article

Effective Integration of College Courses: Ideological and Political Education in Entrepreneurship Curriculum*

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Abstract

The curriculum integration has become more important in the practice of college education. However, the general law of curriculum integration is not systematic grasped in the research. This paper studied the ideological and political education of entrepreneurship curriculum to explore the feasible path of effective curriculum integration. The key and core of effective curriculum integration is to find out the point of convergence, establish a constructive internal fit relationship in a seamless and organic way, and build a WWHF integration framework based on the steps and logic of "Why to integrate→ What to integrate→ How to integrate→ Effect Feedback", which provides reference for the practice of curriculum integration.

Keywords

Curriculum Integration • Ideological and Political Education in Curriculum • Entrepreneurship

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The curriculum integration has become more important in college education. For various reasons, many courses need to integrate other courses: (1) Give more teaching functions to the original course, e.g., ideological and political education in curriculum(Gao & Zong, 2017), so as to let the professional curriculum play the role of ideological and political education; integration of professional quality and professional curriculum (Wang, 2012), so as to let the professional curriculum play the role of quality education; integration and complement of national defense education and other courses(Hu & Kang, 2010), so as to let the national defense education integrated with the education of other courses. (2) Give a more reasonable knowledge link to the original curriculum. For example, multi-curricular integration teaching (Zhu *et al*., 2016), so as to solve the problem of artificially separation of organically linked knowledge caused by independent preparation of courses and teaching; the integration of humanities education and science education (Mo & Liu, 2010), so as to achieve better comprehensive quality education. (3) Give the original curriculum innovative teaching technique. For example, the integration of e-learning technology in the course (Carbonaro *et al*., 2008), the integration of information technology in the course (Cui & Li, 2016) etc. The integration of these courses can achieve the complementary advantages of the courses, play better teaching function of the integrated curriculum and realize the teaching purpose, so it is getting more attention.

However, the current research on curriculum integration focuses on the elaboration of specific curriculum integration, while ignoring the systematic grasp of the general rules of curriculum integration. Curriculum integration is a systematic project. The division of disciplines in colleges and universities is complex, and each profession has its unique subject attributes and knowledge systems (Qiu, 2017). How to effectively combine the two types of courses that seem to be irrelevant, and sum up the general law, are important for study of curriculum integration.

This paper studies the ideological and political education of entrepreneurship courses, and explores the implementation path and method of effective curriculum integration based on the curriculum perspective (Lu, 2018). According to the author's practice of ideological and political education of entrepreneurship course, we believe that the key and core of the effective curriculum integration is to find the right point of convergence, and establish a constructive internal fit relationship in a seamless and organic way (Lu, 2018). For effective curriculum integration, we must understand the basis of the integration, that is, why they can be integrated; then, it is necessary to clarify the ways and means of integration, that is, what content can be merged and in what way; Finally, we need to design an effective monitoring method, that is, in the process of curriculum integration, it is necessary to obtain feedback on the integration effect in time, so as to modify the teaching design, form a good teaching interaction and obtain good teaching and learning cycle.

Based on this, this paper constructs a WWHF integration framework for effective curriculum integration based on the steps and logic of "Why to integrate (Why) → What to integrate (What) → How to integrate (How) → Effect Feedback (Feedback)", which provides reference for the practice of curriculum integration.

Why to Integrate: Clarify the basis of effective curriculum integration

The consistent objective is the basis of integration (Li & Dang, 2018). Prior the curriculum integration, it is necessary to clarify the basis of curriculum integration and consolidate the foundation to guide integration content and methods.

For specific ideological and political education in entrepreneurship curriculum, we can find that entrepreneurial theory and Marxist theory are consistent in world views and values by theoretical combing:

(1) It is believed by entrepreneurial thinking and logic that we all live in a highly uncertain environment and difficult to make accurate predictions about the future. Successful entrepreneurs must make decisions using effect logic instead of causal logic, that is, based on losses rather than expected returns. Entrepreneurs need to make full use of the resources at hand to act timely, take a small step, and try many times to create their unique entrepreneurial path. This is consistent with the view of practice of Marxist theory. The view of practice is the primary and basic point of Marxist philosophy. We must test and develop the truth in practice. The effect logic is essentially the logic of practice.

(2) By entrepreneurial thinking and logic, it is believed that the creative process of entrepreneurial opportunities is also the process of human growth. The entrepreneurial process has two lines: the opportunity creation line and the human growth line (Figure 1). This is also consistent with the view of values of Marxist theory. Marxist theory holds that the purpose of transforming the world is human liberation and all-round development. As Engels said: to summarize Marxism in one sentence, it is everyone's freedom and all-round development
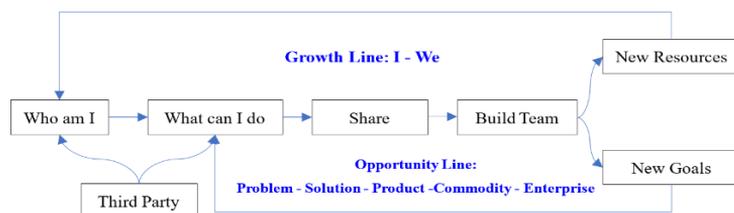
Figure 1. Opportunity line and growth line of the entrepreneurial process

After clarifying the basis of the integration, we can design the content, method and timely feedback mechanism of the integration based on both lines.

What to Integrate: Defining the specific content of the effective curriculum integration

To achieve effective curriculum integration, the two courses must be closely linked in content, and enhance the attraction and appeal of education and teaching via shape dispersing but spirit concentrating (Gao and Zong, 2017).

For specific ideological and political education in entrepreneurship curriculum, we must comb various aspects of the professional curriculum, focusing on the world outlook, outlook on life, view of values, the basic

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principles of human life, the requirements of socialist core values, and the ideals and responsibilities to realize the great rejuvenation of the Chinese nation, explore the ideological and political education elements of professional courses in-depth, strengthening the connotation and orientation of ideological and political education while focusing on the theoretical, academic, practical and cutting-edge content of professional courses (Liu, 2018).

Table 1
Contents and Methods of Ideological and Political Integration in Entrepreneurship Courses

Course modules	Knowledge point		Integration method
	Entrepreneurship	Ideological and political education	
Entrepreneurship and Life Development	Background of the University's Entrepreneurship Base Course	Proposal of Mass Entrepreneurship and Innovation	Proposal, Discussion and Special Exhibition
	The Choice of Entrepreneurship and Life Paths	Discussion on "The County is Prosperous if The Youth is Prosperous, and The Country is Strong if the Youth is Strong" in the Report to the 19th CPC National Congress	Animation
	Entrepreneurship Guidance and Encouraging Policy	Discussion on "The whole party should care for and protect the youth and set the stage for them to achieve their lives" in the Report to the 19th CPC National Congress	Thematic inquiry
Entrepreneurial thinking and logic	Uncertainty environment	Marxism's elaboration of communism	Game interaction, role playing
	Effect reasoning	Deng Xiaoping's theory of Cross the River by Feeling the Stones	Game interaction, role playing
	Two lines: opportunity creation line and human growth line	Two lines: practice and human liberation and development	Question and discussion, typical case
	Five Principles of Entrepreneurial Thinking	Test and Develop Truth through Practice; Dialectics	Question and discussion, typical case
Opportunity Identification and Evaluation	Connotation of Opportunity	Marxist Values	Game interaction
	Empathy	Specific analysis of specific issue	Role playing
Business model	Business model canvas	The primary stage of socialism; Xi Jinping: The Governance of China	Design presentation, thematic inquiry
Entrepreneur and entrepreneurial team	Entrepreneur Personality	Background of revolutionary predecessors	Thematic inquiry
	Principle of formation of entrepreneurial team	Formation process of the Communist Party of China	Thematic inquiry
	Characteristics of an excellent entrepreneurial team	Characteristics of the Communist Party of China	Thematic inquiry

After preliminary combing, it is believed that the entrepreneurship curriculum can be closely integrated with the ideological and political content in the modules of entrepreneurship and life development, entrepreneurial

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thinking and logic, opportunity identification and evaluation, business model, entrepreneurship team etc. (Table 1).

(1) In the entrepreneurship and life development module, to bring student's interest in the course and the desire to learn entrepreneurship, it is necessary to introduce the origin of the innovation and entrepreneurship curriculum in colleges and universities, and the necessity and importance of innovation and entrepreneurship. This is naturally integrated with the introduction of Mass Entrepreneurship and Innovation in the ideological and political courses. By telling the introduction of Mass Entrepreneurship and Innovation and the historical background of the compulsory courses of the university entrepreneurship course, students can fully understand the importance of entrepreneurship to their career development and the country's economic and social development, and fully feel the heartfelt intention of the national leaders for the country's development and long-term stability.

Similarly, the content of the relationship between entrepreneurial policy, entrepreneurship and life development in the entrepreneurial class is also in the same direction as the spirit of the Report to the 19th CPC National Congress.

(2) In the entrepreneurial thinking and logic module, the premise of entrepreneurial thinking - the logic of the content of a highly uncertain environment is consistent with the Marxist theory of communism. Both believe that the future cannot be accurately predicted, and the actor is not a fortune teller. The environment that entrepreneurs facing features Volatility, Uncertainty, Complexity and Ambiity, and unpredictable and unknowable. Therefore, entrepreneurs cannot accurately predict what the entrepreneurial outcome will be and it can only be created through entrepreneurial activities. So, the logic of entrepreneurship is not the logic of prediction, but the logic of creation. Marxism is also logic of creation. We can't accurately predict what the communism is and what it is like. We can only create it by our practice. In 1918, Lenin said: "The wisdom of millions of creators will create something that is much more brilliant than the greatest genius foresight." In 1927, Mao Zedong pointed out in Sparks of Fire can Start a Prairie Fire: "Marxists are not fortune-tellers. We can only tell the direction for future development and changes, which should not and cannot be mechanically prescribed."

The connotation of effect reasoning is in fact consistent with Deng Xiaoping's assertion of Cross the River by Feeling the Stones, which is a more visual interpretation of the creation logic, and it is possible to simultaneously explain the practical knowledge points of Marxist theory. When we tell students about the content of this module, we can let students compare the development path and great difference between China's reform and opening up and Russia's shock therapy, and further understand the profound connotation of effect reasoning and the significant effects produced, feeling Deng Xiaoping's far-sighted vision and wise decision-making in-depth, and enhancing students' national pride and self-confidence.

(3) Empathy is a key content in the opportunity identification and evaluation module. In the identification of entrepreneurial opportunities, empathy is an important way to gain insight into customer needs, an important way of thinking. We can only feel the true feelings of our customers by standing at the customer's point of view, to solve the problems and meet the needs of customers, and seize the entrepreneurial opportunities. With the interpretation of Marxist theory, empathy is to put concretely into the specific problems.

(4) In the business model module, we can use Business Model Canvas as an effective tool to describe, modify and design business models, applying it in the primary stage of socialism in the ideological and political curriculum, and explaining Xi Jinping's Thoughts on Governing the Country (Figure 2). Students can use business model canvas to describe and evaluate these business models and compare them with other ideas and logics, such as policy content of US President Trump and Russian President Vladimir Putin. By using the theoretical tool of business model canvas, the explanation of ideological and political content becomes more comprehensive and interesting, and the students' interest in learning is improved. It is also possible to deepen the exploration and integration of the connotation of ideological and political education in the process of theoretical speculation and analysis of opinions (Liu, 2018).

Figure 2. Example of canvas painting of Xi Jinping's Governance & Thought

(5) In the entrepreneurial and entrepreneurial team module, the development process and successful experience of the older generation of revolutionaries of the Communist Party of China are the typical examples and lively presentations of contents such as what qualities and spirits should entrepreneurs have, how should the entrepreneurial team be formed, and what characteristics should the outstanding entrepreneurial team have. It is possible to let students review these revolutionary histories in the form of subject inquiry, sum up successful experiences, and summarize the entrepreneurial abilities that entrepreneurs need, and the characteristics of successful entrepreneurial teams, which are much more interesting and effective than simple theoretical narratives.

By comprehensively combing the content of the integration of entrepreneurship and ideological and political courses, we can broaden the integration, incorporate value-building and shape genetically into entrepreneurship courses (Lu, 2018), transmit the correct value pursuit and ideal beliefs effectively to students in the "run silent"

form (Gao and Zong, 2017), and realize the hidden ideological and political education of entrepreneurship courses (Lu, 2018).

How to integrate: Choose an effective teaching method for curriculum integration

The effective curriculum integration means that the two contents cannot be brought together with force. Therefore, we have determined the policies of natural integration of the content and the form of interesting integration, to attract students' interest and attention using flexible teaching methods, so that students can learn in the classroom and accept with pleasure, cleverly embodying the essence of socialist core values to diversified classroom teaching, and achieve educational goals in a fascinating and subtle way (Gao, 2017).

For specific ideological and political education in entrepreneurship curriculum, you can use a variety of teaching methods such as questioning and discussion, game interaction, role playing, animation, design presentation and thematic inquiry etc. The integration methods to be adopted at each integration point are shown in the following table:

Effect Feedback: Timely feedback and effective evaluation for exploring the effective curriculum integration

The integration effect requires correct evaluation indicators, methods and tools, timely and accurate feedback from students, and a virtuous cycle development system for curriculum integration. The purpose of evaluation is to discover the implementation effect of the curriculum integration and its impact on students, in order to improve the design and system of curriculum integration (Lu, 2018).

Feedback on the integration effect should be based on the principles of timely, objective, comprehensive and evaluative implementation. Feedback timely to get the students' learning status in time, and modify the teaching methods, content and design, so that students can get good learning results; Feedback objectively to pass the correct signals to teachers, so as to form a good interactive cycle; Feedback comprehensively to avoid prejudice and misunderstanding, giving teachers the right direction; To get timely, objective and comprehensive feedback, all evaluators must be willing to feedback, and feedback their true thoughts.

In order to help teachers, get timely, objective and comprehensive feedback on the integration effect: (1) The assessment methods and tools, such as as *mita*, barrage, rain class public number and other interesting Internet tools are used to collect and organize the integration results and opinions in a timely manner. The use of these Internet tools can help teachers manage the classroom, record the students' attendance, observe the students' real reaction to the teaching content in real time, and activate the classroom atmosphere to make students more interested in the classroom. (2) On the subject of evaluation, multi-subject evaluation should be used to avoid subjective or one-sided feedback. Self-assessment, student assessment and supervision evaluation can be adopted for comprehensive assessment of the integration effect to increase the objectivity and credibility of the evaluation. (3) Concerning the evaluation indicators and contents, the teaching objectives, content,

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methods, knowledge points, ideological and political mapping points, skills and abilities, target expression, content combination and performance display should be comprehensively evaluated.

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