

# Exploring the Integration and Development of Civic Education and Innovation and Entrepreneurship Education in Higher Education

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**Abstract:** The integration of ideological and political education with innovation and entrepreneurship education is an important part of higher education, and the fusion and development of the two have significant implications for cultivating high-quality talents with comprehensive development in moral, intellectual, physical, aesthetic, and labor aspects. Based on literature research and case analysis, this article explores the current status, existing issues, and solutions regarding the integration and development of ideological and political education and innovation and entrepreneurship education in universities. The study indicates that the integration and development of ideological and political education with innovation and entrepreneurship education in universities requires the establishment of a comprehensive, diverse, and open education model. It should focus on nurturing students' values, innovative spirit, and practical abilities. Additionally, it is necessary to strengthen the construction of the faculty team and evaluation system, and create an educational atmosphere where the entire school community of teachers and students can actively participate.

**Keywords:** Civic education in higher education, Innovation and entrepreneurship education, Integrated development. Education model.

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## 1. Introduction

As an important place for cultivating high-quality talents, universities bear the important mission of inheriting Chinese civilization and nurturing future elites. In recent years, ideological and political education and innovation and entrepreneurship education have become integral parts of higher education. However, there is a certain gap and contradiction between ideological and political education and innovation and entrepreneurship education in universities. How to integrate and develop the two has become an important issue in higher education. This article will explore the current status, problems, and solutions of the integration and development of ideological and political education with innovation and entrepreneurship education from the perspective of universities. It aims to provide some reference and inspiration for the educational work in higher education institutions.

## 2. Analysis of the Current Situation

As two different types of education, ideological and political education and innovation and entrepreneurship education have certain differences in their goals and content. Ideological and political education in universities focuses on students' ideological and political education and values cultivation. On the other hand, innovation and entrepreneurship education emphasizes the development of students' practical abilities and innovative spirit. However, in reality, there exists a certain gap and disconnection between ideological and political education and innovation and entrepreneurship education in universities. On one hand, the traditional model of ideological and political education often focuses too much on theoretical indoctrination while neglecting practical education, resulting in a lack of practical skills among students [1]. On the other hand, innovation and entrepreneurship education is often seen as an independent

educational system that is not well integrated with ideological and political education, leading to a lack of students' sense of responsibility and mission towards society, the country, and the people.

## 3. Existing Problems

### 3.1. Ideological divide

The goals and ideological orientations of ideological and political education and innovation and entrepreneurship education in universities have certain differences, which greatly affect the integration and development between the two. Ideological and political education emphasizes ideological and political education and values cultivation, while innovation and entrepreneurship education focuses on the development of practical skills and innovative spirit. This difference exists in terms of goals and ideological orientations, leading to a certain gap and disconnection between the two. Therefore, in the process of integration and development, it is necessary to effectively address this ideological gap and organically integrate ideological and political education with innovation and entrepreneurship education [2].

### 3.2. Fragmentation in teaching content

The traditional model of ideological and political education focuses on theoretical indoctrination while neglecting practical education. On the other hand, innovation and entrepreneurship education prioritizes the development of practical skills but lacks the content of ideological and political education. This situation often results in students only being exposed to traditional classroom teaching methods when receiving ideological and political education and innovation and entrepreneurship education, without diverse teaching formats and practical opportunities. Therefore, universities need to innovate in terms of teaching content, emphasizing the organic integration of ideological and

political education with innovation and entrepreneurship education to achieve comprehensive coverage of teaching content.

### **3.3. Singularity in teaching format**

When students receive ideological and political education and innovation and entrepreneurship education, they often only experience traditional classroom teaching methods, lacking diverse teaching formats and practical opportunities. This situation leads to a lack of experiential and practical opportunities for students to connect with society, resulting in a deficiency of necessary skills and abilities in practical operations. Therefore, universities need to innovate in teaching methods, establish diverse teaching models, and provide more practical opportunities for students. This allows students to continuously accumulate experience and improve their abilities through practical experiences [3].

### **3.4. Difficult to combine**

The ideological and content differences between ideological and political education and innovation and entrepreneurship education make it difficult to integrate the two. The traditional model of ideological and political education focuses too much on theoretical indoctrination while lacking practical education. On the other hand, innovation and entrepreneurship education emphasizes the development of practical skills but lacks the content of ideological and political education. This disconnection and gap create certain contradictions, making it challenging to integrate and develop both aspects. Therefore, universities need to explore new ways in teaching design and practices to organically integrate ideological and political education with innovation and entrepreneurship education, achieving better integration and development [4].

### **3.5. Inadequate faculty development**

The integration and development of ideological and political education and innovation and entrepreneurship education in universities require an excellent team of faculty to support them. However, in reality, there are inadequacies in the faculty construction of ideological and political education and innovation and entrepreneurship education in universities. On one hand, some ideological and political education teachers lack practical experience and innovative thinking. On the other hand, some innovation and entrepreneurship education teachers lack the foundation of ideological and political education. Therefore, universities need to strengthen the construction of their faculty, improve the comprehensive qualities and abilities of teachers, and provide strong support for the integration and development of ideological and political education and innovation and entrepreneurship education.

### **3.6. Inadequate evaluation system**

The integration and development of ideological and political education and innovation and entrepreneurship education in colleges and universities need an effective evaluation system to support them. However, in reality, the evaluation system of Civic and Political Education and Innovation and Entrepreneurship Education in colleges and universities is not perfect, which makes it difficult to evaluate the comprehensive quality and ability level of students in ideological and political education and practical ability cultivation. Therefore, colleges and universities need to

establish a perfect evaluation system to organically combine the evaluation contents of ideological and political education and innovation and entrepreneurship education, and comprehensively evaluate the comprehensive quality and ability level of students [5].

### **3.7. Insufficient investment of resources**

The integration and development of college Civic Education and Innovation and Entrepreneurship Education needs a large amount of resource input to support. However, in reality, some colleges and universities have not invested enough resources in Civic and Entrepreneurship Education and Innovation and Entrepreneurship Education, resulting in the quality of education cannot be effectively improved. Therefore, colleges and universities need to increase the resource investment in Civic Education and Innovation and Entrepreneurship Education, including teaching facilities, teaching materials and practice funds, so as to provide sufficient resources for the integration and development of education.

## **4. Solutions for Integrated Development**

### **4.1. Establish a comprehensive, diversified and open education model**

With the development and progress of society, the demand for talent cultivation is increasing, and the education model in universities also needs continuous improvement and innovation. Establishing a comprehensive, diverse, and open education model is an inevitable trend in the education work of universities. A comprehensive, diverse, and open education model can provide students with comprehensive education, diverse training, and an open perspective during the learning process, enabling them to better adapt to the development and changes in society. Firstly, a comprehensive education model requires universities to achieve comprehensive coverage in terms of educational content, forms, and methods. Educational content should include disciplinary knowledge, skill development, ideological and political education, innovation and entrepreneurship education, and other aspects, enabling students to comprehensively master knowledge and skills while developing correct values and life perspectives [6]. Educational forms should include traditional classroom teaching, practical teaching, social practice, scientific research practice, and other forms, allowing students to learn, practice, and explore in different environments, thereby obtaining more comprehensive training. Educational methods should include lectures, discussions, demonstrations, experiments, inquiries, and other teaching methods, enabling students to learn and understand knowledge through different methods and fully stimulating their interest in learning and innovative abilities. Secondly, a diverse education model requires universities to pay attention to the personalized development needs of students during the education process. Different students have different characteristics and needs, and universities should provide personalized training and development opportunities based on student differences. For example, for students in the field of innovation and entrepreneurship, universities can provide opportunities for entrepreneurial practice, entrepreneurship courses, entrepreneurship competitions, and more. For students in the field of arts and literature, universities can provide opportunities for artistic practice, literary creation, art

competitions, and more. A diverse education model allows students to discover their potential and strengths in different fields and achieve comprehensive development. Lastly, an open education model requires universities to establish close cooperation with external institutions such as society and enterprises, providing students with an open, diverse, and practical education environment. Universities should actively establish cooperative relationships with enterprises, social organizations, research institutions, and more, jointly conducting various forms of practical activities and research projects, allowing students to have better access to society, understand society, and integrate into society. Students can also discover and solve social problems more effectively, improving their comprehensive qualities and competitiveness.

#### **4.2. Focus on developing students' values, innovation and practical skills**

The goal of talent cultivation in universities is to cultivate high-quality individuals with innovative and practical abilities. This requires universities to pay attention to cultivating students' values, innovation spirit, and practical abilities. Here are the specific aspects: Firstly, universities should focus on cultivating students' correct values. Students' values serve as guiding principles for their thoughts and behaviors, which have a significant impact on their future development and social responsibilities. Universities should cultivate students' correct values through various forms of education and practical activities. For example, offering courses on ideology and politics, organizing social practice activities, and promoting volunteer services can help students understand society, care for others, and develop the right values. Secondly, universities should emphasize cultivating students' innovation spirit. Innovation is the driving force behind social progress and an essential quality for talent development. Universities should cultivate students' innovative thinking, ability, and spirit through education and practical activities. For example, offering courses on innovation and entrepreneurship, organizing innovation and entrepreneurship competitions, and conducting research projects can help students understand the importance of innovation and enhance their innovative abilities. Lastly, universities should focus on cultivating students' practical abilities. Practice is an important way for talent development and the key to transforming theoretical knowledge into practical skills. Universities should cultivate students' practical abilities through education and practical activities. For example, offering practical courses, organizing social practice activities, promoting cooperation between universities and enterprises, and providing internship opportunities can help students learn, explore, and enhance their practical abilities. By emphasizing values, innovation, and practical abilities, universities can better prepare students for the challenges of the future and contribute to the development of society.

#### **4.3. Strengthen the faculty**

The teaching staff is the backbone of higher education, and their quality and abilities have a significant impact on the educational work at universities. Therefore, strengthening the construction of the teaching staff is an important measure to improve the quality of education and the level of nurturing students in higher education. The following are the specific aspects: Firstly, universities should focus on the professional competence and teaching abilities of teachers. The

professional competence of teachers is the basis for their teaching abilities, and teaching abilities are the key to achieving educational goals. Universities should continuously improve the academic level, teaching skills, and educational concepts of teachers to enhance their professional competence and teaching abilities. For example, conducting teacher training, organizing teaching seminars, and implementing teaching reforms allow teachers to constantly improve their professional competence and teaching abilities, thereby better fulfilling their role in nurturing students. Secondly, universities should emphasize the educational concepts and educational sentiments of teachers. Educational concepts and sentiments are the spiritual pillars of teachers' educational work [7]. Universities should guide teachers to establish correct educational concepts and educational sentiments through educational and practical activities. For example, conducting ideological and political education, organizing educational practices, and holding educational forums can help teachers understand the significance and value of nurturing students, thereby enhancing their educational sentiments and awareness of nurturing students. Lastly, universities should pay attention to the career development and incentive mechanisms for teachers. Career development and incentive mechanisms are essential to ensure the enthusiasm and creativity of teachers' work. Universities should establish sound career development and incentive mechanisms to stimulate teachers' enthusiasm and innovative spirit. For example, establishing evaluation mechanisms for research projects and teaching achievements, implementing promotion systems for teachers' professional titles, and introducing incentive policies for salary can enable teachers to achieve full development and motivation in their work. Strengthening the construction of the teaching staff is an important measure to improve the quality of education and the level of nurturing students in higher education. Universities should focus on the professional competence and teaching abilities of teachers, their educational concepts and educational sentiments, as well as their career development and incentive mechanisms. This requires universities to establish a scientific system for teacher training and development, formulate reasonable policies for teacher evaluation, promotion, and incentives, enhance the professional reputation and social status of teachers, attract more outstanding talents to join the field of higher education, and provide stronger support for the work of nurturing students at universities.

#### **4.4. Establish a sound evaluation system**

Establishing a comprehensive evaluation system is an important guarantee for the educational work in universities, as it can promote effective development and continuous improvement of educational work. Here are the specific aspects: Firstly, universities should establish a diversified and scientific evaluation indicator system. The evaluation indicators should include multiple aspects such as students' knowledge level, moral character, creativity, practical abilities, etc. It is important to focus not only on students' academic level but also on their comprehensive qualities. At the same time, the evaluation indicators should be scientifically reasonable, operationally feasible, and comparable, reflecting the true learning and development of students. Secondly, universities should establish a comprehensive and multi-level evaluation system. The evaluation system should be divided into internal and external

evaluations. Internal evaluation refers to the self-evaluation conducted by the universities themselves, including evaluations of teaching quality, student evaluations, etc. External evaluation refers to the evaluation conducted by external experts or evaluation institutions on the educational work in universities, including evaluations by educational departments, industry associations, employers, etc. By combining internal and external evaluations, universities can have a comprehensive understanding of the educational work and identify problems for timely improvements. Lastly, the evaluation system should focus on outcome orientation and process monitoring. The evaluation system should not only pay attention to students' learning outcomes but also to their learning process. The evaluation system should set reasonable goals and standards, quantitatively measure students' learning outcomes, while also incorporating attention to students' learning attitudes, study methods, and other aspects. Problems should be identified and adjusted in a timely manner. In conclusion, establishing a comprehensive evaluation system is an important guarantee for the educational work in universities. The evaluation system should include a diversified and scientific evaluation indicator system, a comprehensive and multi-level evaluation system, and should emphasize outcome orientation and process monitoring. Additionally, the evaluation system should be continuously improved and optimized according to the actual situation in universities, in order to promote the effective development and continuous improvement of educational work.

## 5. Conclusion

The integration and development of ideological and political education and innovation and entrepreneurship education in universities is an important direction for the educational work in higher education institutions. It is also an inevitable trend in response to current educational reforms and developments. Universities should pay attention to the integration and development of ideological and political education and innovation and entrepreneurship education. They should establish a comprehensive, diverse, and open educational model, focusing on cultivating students' values, innovative spirit, and practical abilities. It is essential to strengthen the construction of the teaching staff and the evaluation system, create an educational atmosphere where all faculty and students can participate, and ultimately improve the quality and level of higher education.

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