

An empirical Analysis of the Teaching Effect of Course for Ideological and political Education of Innovation and Entrepreneurship Simulation Experiment

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ABSTRACT

The construction of course for ideological and political education is the focus of college course construction in the new era, but at present, the ideological and political construction is still in the initial stage of exploration, whether the actual teaching can achieve the expected effect remains to be explored. Based on the teaching practice of the course of innovation and entrepreneurship simulation experiment in S University, this paper constructs the theoretical model of teaching effect of course for ideological and political education and empirically analyses the influences of different variables on the teaching effect of course for ideological and political education, in order to provide reference for colleges and universities to further promote the construction of the course for ideological and political education.

Keywords: Course for ideological and political education, Innovation and entrepreneurship, Simulation experiment

1. INTRODUCTION

Since the 18th National Congress of the Communist Party of China, socialism with Chinese characteristics has entered a new stage of development. According to the notice issued by the Ministry of Education on "the Guidance Outline for Construction of Course for Ideological and Political Education for Colleges and Universities (2020)", the fundamental issues of education are who are to be cultivated and how to cultivate them and for whom to cultivate. The effectiveness of moral education is the fundamental standard for examining all the work of colleges and universities, so value shaping, knowledge imparting and ability training must be integrated and inseparable. Colleges and universities as the main field of talent cultivation, must clarify the fundamental issues such as the direction of education development, strengthen the construction of course for ideological and political education, perfect curriculum the evaluation system in quality for course for ideological and political quality education, form a good atmosphere of course for

ideological and political education, and comprehensively improve the quality of talent cultivation.

2. LITERATURE REVIEW AND RESEARCH QUESTIONS

2.1. Literature Review

2.1.1. Related Research Of Course For Ideological And Political Education

Since the concept of "Course for ideological and political education" was proposed and promoted in "the Reform Plan about Comprehensive Education of Shanghai (2014-2020)" in 2014, the discussion on it in colleges and universities has been continuing. In order to innovate the educational mode of "Ideological and political education plus" and realize the fundamental goal of moral education, colleges and universities should first clarify the intention of "Course for ideological and political education".

Deyi Gao and Aidong Zong (2017) put forward that "Course for ideological and political education is a kind of course view in essence[1]. It is not to add a course or an activity, but to integrate ideological and political education in colleges and universities into every link and aspect of course teaching and reform, so as to achieve moral education silently." Weiguang Qiu (2017) proposed a new direction of the intention of course for ideological and political education, namely, a new idea of ideological and political work — "Course carrying ideological and political education" and "Ideological and political education contained in course"[2]. This idea not only emphasizes the combination of explicit education and implicit education, but also emphasizes the integration of humanities and natural sciences. Wei Luo (2018) believed that course for ideological and political education means to fully explore the elements of ideological and political education of each course, effectively integrates ideological guidance and value shaping into the teaching process of each course, and makes each course play an educational role[3].

On the basis of literature review, this paper holds that course for ideological and political education is an educational idea that fully excavates the elements of ideological and political education in professional courses, goes along with ideological and political course, and tries to achieve the educational idea of the goal of "San Quan Education"(Three-aspected Education). The intention of course for ideological and political education should be improved by time and different from curriculum[4].

2.1.2. Related Research Of Ideological And Political Teaching Of Innovation And Entrepreneurship Simulation Experiment

Under the background of "Internet plus education", the integration of innovation and entrepreneurship education and ideological and political education is not only the top priority of educational work currently, but also an inexhaustible driving force to promote the development of social politics, economics, science and technology. The ideological and political teaching of innovation and entrepreneurship simulation experiment aims to cultivate innovative and entrepreneurial talents of new era with noble sentiments and correct values as well as rich knowledge and strong ability of innovation and entrepreneurship.

Xin Peng and Xiaotong Huang (2021) combined the teaching characteristics of local colleges and universities to carry out related research from the perspectives of the target positioning, faculty strength and practice platform of ideological and political teaching of innovation and entrepreneurship. Xinxin Cang (2017), from the perspective of innovation and entrepreneurship, analyzed the shortcomings of teaching practices and concepts of ideological and political education in

colleges and universities, and proposed strategies to improve the quality of ideological and political teaching in colleges and universities by strengthening the idea of ideological and political education, optimizing teaching faculty, enriching the content of ideological and political teaching and expanding practical activities. Chao Yan etc. (2020) pointed out that the effectiveness of the implementation of "Course for ideological and political education" is ultimately based on the effect of students' moral education[5], which can not only detect the degree of students' mastery of experimental knowledge, but also further test the degree of students' satisfaction with the ideological and political education of experimental courses and the improvement of their moral level. The teaching of innovation and entrepreneurship simulation experiment and ideological and political teaching are mutually permeated and influenced. The deep integration of the two is not only conducive to the effective promotion of the construction of course for ideological and political education in colleges and universities, but also conducive to the creation and realization of personal value of students.

2.1.3. Related Research Of The Teaching Effect Of Course For Ideological And Political Education

In China, Xiamen University is one of the earliest universities to carry out the construction of course for ideological and political education. It promotes the construction of course for ideological and political education by establishing special investigation and action groups and carrying out demonstration courses. It cultivates students' good morality of integrity, hard work and innovation, and promotes students' all-round development. Combined with the situation of course for ideological and political education in different colleges and universities and disciplines, scholars have studied the deficiency of the construction of course for ideological and political education and put forward relevant suggestions.

Huanhuan Sun (2021) pointed out the problems existing in the integration of course for ideological and political education with management teaching: unclear objectives of course for ideological and political education, insufficient refinement of the elements of ideological and political education and teachers' lack of accurate cognition. Yong Li and Jingwen Qiu (2021) put forward that the construction of course for ideological and political education in colleges and universities needs to enhance teachers' awareness of organizational construction in the aspect of course for ideological and political education, and meanwhile improve teachers' ability of ideological and political education. Guang Shen and Yiming Hong (2019) pointed out that experimental courses in colleges and universities should

be planned and promoted as a whole from three aspects: teachers of experimental teaching, content of experimental teaching and environment of experimental education, put forward specific paths, and give full play to the important practical role of laboratories in the process of course for ideological and political education[6].

2.2. Proposal Of Research Questions

According to the report of the 18th National Congress of the Communist Party of China, China should build itself into an innovative country and increase support for the talent cultivation of innovation and entrepreneurship. The course of innovation and entrepreneurship simulation experiment is the main component of innovation and entrepreneurship education. It integrates enterprise management, marketing, accounting, finance and other multidisciplinary knowledge and realizes

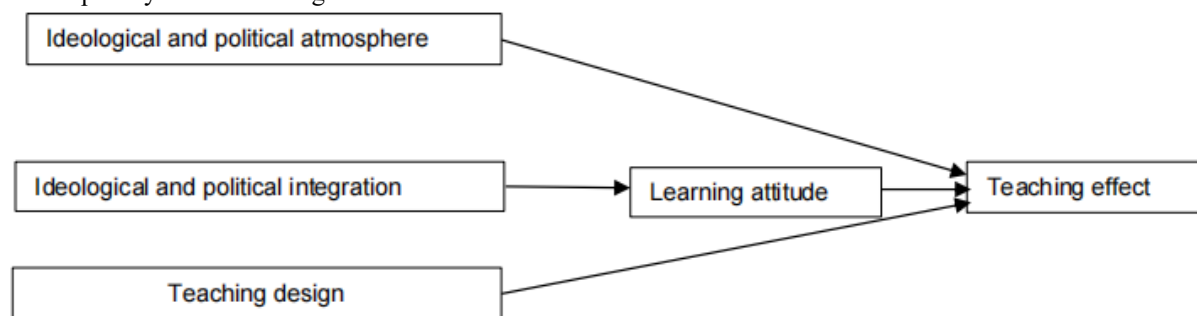


Figure 1 Concept Model of the Research

Suniversity has set up the course called "Innovation and Entrepreneurship Simulation Experiment for College Students", which is committed to improving the ability of innovation and entrepreneurship of college students in an all-round way, as well as cultivating students' sense of integrity and social responsibility. This course actively explores a new teaching mode integrating innovative and entrepreneurial course with the elements of ideological and political education, and guides students to establish a correct outlook on life and values. Combined with the elements of ideological and political education of "Integrity, Innovation and Practice" in the course of "Innovation and Entrepreneurship Simulation Experiment for College Students", this paper empirically analyses the teaching effect of course for ideological and political education through questionnaire survey, in order to enrich the research results of course for ideological and political education, and put forward guidance and suggestions for the experimental teaching of course for ideological and political education in colleges and universities.

interdisciplinary integration, which is conducive to the composite application of students' professional knowledge and can play a more integrated effect of education of "Course for ideological and political education".

At present, the construction of course for ideological and political education in colleges and universities in China is still in its initial stage, and the ideological and political exploration of innovation and entrepreneurship simulation experiments is even less. In a few literatures, scholars' research on course for ideological and political education of innovation and entrepreneurship simulation experiment focuses on how to explore the elements of course for ideological and political education and implement them into education and teaching, while the influencing factors and effectiveness evaluation of ideological and political teaching effect are not deeply explored.

3. THEORETICAL MODEL AND RESEARCH HYPOTHESIS

3.1. Theoretical Model

Based on the literature review and combined with the teaching practice of innovation and entrepreneurship simulation experiment, this paper constructs a conceptual model of the teaching effect of course for ideological and political education of innovation and entrepreneurship simulation experiment, as shown in Figure 1. In this conceptual model, the main factors affecting the teaching effect of course for ideological and political education are: ideological and political atmosphere, teaching design, ideological and political integration and learning attitude. Teaching design includes teaching objectives, teaching contents and teaching methods, which are direct factors affecting the teaching effect of course for ideological and political education; ideological and political atmosphere is the embodiment that the school attaches importance and implements to the teaching of course for ideological and political education; learning attitude is the degree of students' acceptance of course teaching and the intermediary variable of ideological and political

integration affecting the teaching effect of course for ideological and political education.

3.2. Research Hypotheses

Ideological and political atmosphere, teaching design, ideological and political integration, learning attitude are closely related to the teaching effect of course for ideological and political education of innovation and entrepreneurship simulation experiment. This research hypotheses are as follows.

Research Hypothesis 1: Ideological and political atmosphere has a positive impact on teaching effect.

Ideological and political atmosphere is the overall teaching atmosphere of course for ideological and political education created by the school in the form of meeting, organizing and mobilizing, revising training plan, etc. Its essence reflects the effectiveness of the construction of course for ideological and political education at the school level, and will have an impact on the various courses' teaching effect of course for ideological and political education in the school.

Research Hypothesis 2: Ideological and political integration has a positive impact on teaching effect through the intermediary variable of learning attitude.

Ideological and political integration refers to the integration degree of the elements of ideological and political education and course preparation, course implementation, course summary and feedback in course teaching activities. It reflects the integration of the elements of ideological and political education and course teaching, and makes knowledge imparting, ability training and value shaping run through the whole process of teaching activities. From the perspective of influence path, ideological and political integration indirectly affects teaching effect by affecting students' learning attitude.

Research Hypothesis 3: Teaching design has a positive impact on teaching effect.

Teaching design is that teachers integrate ideology and politics into the course, redesign the teaching contents, methods and models, and organically integrate the elements of course for ideological and political education with professional knowledge, so as to improve the teaching effect. From the relationship between teaching design and teaching effect, the rationality and effectiveness of teaching design directly affect the teaching effect of the course.

4. RESEARCH DESIGN

4.1. Sample Selection

Aiming at the research on the teaching effect of course for ideological and political education, this paper

selects the students who have taken the course of innovation and entrepreneurship simulation experiment in S University as the research object. The students cover many majors such as economics, management, law, literature, art and so on. Based on the previous literature review and combined with the research topics, this research revised and improved the questionnaire through expert interviews and pre-test, and determined the final questionnaire. Teachers and teaching assistants are responsible for the distribution and sorting of formal questionnaires. From April 20th, 2021 to May 15th, 2021, electronic questionnaires are distributed through the Wenjuanxing platform(wjx.cn), and a total of 297 valid questionnaires are received.

4.2. Research Variables And Measurements

This questionnaire measures the teaching of course for ideological and political education from five variables including ideological and political atmosphere, teaching design, ideological and political integration, learning attitude and teaching effect.

4.2.1. Ideological And Political Atmosphere

The teaching effect not only depends on how teachers teach and how students learn, but also depends on teaching environment. The variable of ideological and political atmosphere in this questionnaire included three question items, involving the construction of course for ideological and political education of school, the integration of ideological and political education and talent cultivation, and the teaching goal of moral education.

4.2.2. Teaching Design

The teaching design of innovation and entrepreneurship simulation experiment pays attention to students' innovation consciousness and ability, and cultivates innovative talents with both morality and ability. The variable of teaching design in this questionnaire included four question items, involving the ability of course faculty, the teaching carrier, the teaching environment and the teaching contents.

4.2.3. Ideological And Political Integration

In the innovation and entrepreneurship simulation experiment, the intention of ideological and political education in the training process is deeply explored, and the elements of ideological and political education of "Integrity, Innovation and Practice" are extracted. The variable of ideological and political integration in this questionnaire included three question items, involving the integration degree of the elements of ideological and political education of innovation, integrity and practice.

4.2.4. Learning Attitude

Learning attitude affects students' learning behaviour, and also directly affects the teaching effect. Therefore, active learning attitude is one of the important criteria to measure the teaching effect. The variable of learning attitude in this questionnaire included three question items, involving students' familiarity with course for ideological and political education, learning immersion and learning enthusiasm.

4.2.5. Teaching Effect

Teaching effect is the educational effectiveness achieved through a series of teaching activities. The consideration of teaching effect is helpful to the reflection and improvement of work of course teaching. The variable of teaching effect in this questionnaire included three question items, involving students' satisfaction level with effectiveness of course, quality of course, ideological and political teaching.

4.3. Research Tools And Methods

This research takes both the quantitative and qualitative methods, compiles a questionnaire based on literature review, collects data through the questionnaire, uses SPSS22 software to analyse the data quality, and perform the structural equation model analysis using AMOS22 software.

5. EMPIRICAL ANALYSES AND CONCLUSIONS

5.1. Reliability And Validity Of Data

In this research, the quality of questionnaire data was tested by SPSS22, the reliability was evaluated by calculating the value of Cronbach's α of question items, and the structural validity was evaluated by KMO and Bartlett's sphericity test through exploratory factor analysis. The results showed that the reliability and validity met the requirements (show in Table 1).

Table 1. Reliability and convergent validity tests of data

Variables	Quantity of question items	Cronbach's α	KMO	Significance of Bartlett's sphericity test	Extracted factors	Cumulative variance ratio
Teaching design	4	0.831	0.788	0.000	1	66.932%
Ideological and political atmosphere	3	0.821	0.713	0.000	1	73.796%
Ideological and political integration	3	0.845	0.728	0.000	1	76.388%
Learning attitude	3	0.730	0.621	0.000	1	65.903%
Teaching effect	3	0.852	0.691	0.000	1	77.435%

5.2. Structural Equation Model Analyses

In this research, AMOS22 software was used to perform the structural equation model analyses of the research model. The results showed that the fit indexes

of the research model reached and exceeded the critical value, indicating that the fit validity of the research model was good (show in Table 2).

The regression coefficients and testing indicators of each path of the research model are shown in Table 3.

Table 2. The fit indexes of structural equation model of the research

Fit indexes	GFI	NFI	IFI	CFI	PGFI	RMSEA	CMIN/DF
Recommended value	>0.85	>0.9	>0.9	>0.9	>0.5	<0.08	<3
Inspection value	0.889	0.908	0.938	0.938	0.634	0.08	2.887

Table 3. Test table for regression coefficients of each path of the research model

Paths	Estimate	S.E.	C.R.	P
Ideological and political integration → Learning attitude	0.812	0.076	10.616	***
Learning attitude → Teaching effect	0.413	0.052	8.000	***
Ideological and political atmosphere → Teaching effect	0.073	0.078	0.937	.349
Teaching design → Teaching effect	0.521	0.108	4.837	***

As can be seen from table 3, the influence of ideological and political atmosphere on teaching effect has not passed the test, and all other paths have passed

the test. Teaching design and learning attitude have a positive impact on teaching effect, and the impact of teaching design is greater than learning attitude.

Ideological and political integration has a significantly positive impact on learning attitude, and it has a significantly positive impact on teaching effect through the intermediary role of learning attitude.

5.3. Research Conclusions

5.3.1. Research Conclusion 1

The influence of ideological and political atmosphere on teaching effect did not pass the test in this research. It shows that the construction of course for ideological and political education of innovation and entrepreneurship in colleges and universities has just started, and the corresponding measures need to be further improved. With the implementation of multi-dimensional programs of course for ideological and political education and the accumulation of time, the ideological and political atmosphere will gradually become better.

5.3.2. Research Conclusion 2

Ideological and political integration has a significant impact on teaching effect, which is mainly realized by affecting the intermediary variable of students' learning attitude. It shows that the refining of the elements of ideological and political education in innovative and entrepreneurial teaching and the deep integration with the professional contents of the course can effectively improve students' learning enthusiasm, so as to improve the teaching effect and achieve the goal of talent cultivation.

5.3.3. Research Conclusion 3

Teaching design has a significantly positive impact on teaching effect, and the direct impact effect is the largest. It is the key factor affecting the teaching effect of course for ideological and political education of innovation and entrepreneurship. The teaching design of course for ideological and political education of innovation and entrepreneurship is the basis of ideological and political teaching, which depends on teachers' deep understanding of course for ideological and political education and transforming it into the innovative design of teaching contents and methods.

6. CONCLUSIONS

The course of innovation and entrepreneurship simulation experiment is an important component of innovation and entrepreneurship education in colleges and universities. Considering the requirements of the construction of course for ideological and political education of nation in the new era, it is necessary to construct the course of innovation and entrepreneurship simulation experiment that is suitable for different

majors, with interdisciplinary contents and distinct ideological and political characteristics. Based on the teaching practice of S university, this paper found various factors affecting the teaching effect of course for ideological and political education of innovation and entrepreneurship, which is helpful for colleges and universities to improve the quality of the construction of course for ideological and political education. Due to the limited size of sample and the limitation of the analyses of teaching effect of a cross-disciplinary course, it is inevitable that there are shortcomings. In the future, we can compare the teaching effect of course for ideological and political education of different colleges and universities and different types of courses, and the research conclusions will be more objective and accurate.

ACKNOWLEDGMENTS

This study was financially supported by Key projects of Shandong Province Education and Teaching Research Project "Research on the construction of financial simulation experiment teaching team"(Grant No.2020JXZ008), The Ministry of Education Project of New Liberal Arts Research and Reform Practice "Development and practice of course of innovation and entrepreneurship simulation experiment under the background of new finance and economics", Shandong University of Finance and Economics 2021 Project of Graduate Education and Teaching Reform Research "Research and practice of blended simulation experiment improving MBA professional development ability", The Ministry of Education Project of University-Industry Collaboration and Collaborative Education" The research of construction and sharing of course of innovation and entrepreneurship simulation experiment for college students".

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