

Application of Case Teaching in the Construction of Curriculum Ideology and Politics in Innovation and Entrepreneurship Education

Lubin Zhou^{1, a}, Hong Li¹

¹School of Information, Yunnan Normal University, Kunming, 650500, China

^a985359843@qq.com

Abstract

Case teaching method is an important teaching method widely used in the classroom at present. It is also frequently used in innovation and entrepreneurship education and ideological and political education. However, there are few studies on how to integrate ideological and political elements into innovation and entrepreneurship education. Through sorting out and analyzing the application steps of case teaching in innovation and entrepreneurship education and ideological and political education, the general organization and implementation process of case teaching in innovation and entrepreneurship education "curriculum ideological and political" is summarized and illustrated with cases. To contribute to the construction of ideological and political courses in colleges and universities.

Keywords

Curriculum ideology and politics; Case teaching; Innovation and entrepreneurship education.

1. Introduction

In the report of the 19th National Congress of the Communist Party of China, General Secretary Xi Jinping proposed to "inspire and protect entrepreneurship, and encourage more social subjects to join in innovation and entrepreneurship". Under the background of the new era, "mass entrepreneurship and innovation" has become one of the important strategies of national development, and the demand for dual-creative talents has further increased. As a talent training base, colleges and universities undertake the important mission of innovation and entrepreneurship education. [1] In addition, universities, society and government pay more attention to innovation and entrepreneurship education, and reach a consensus on accelerating innovation and entrepreneurship reform. At the same time, as the reserve army of future social development, college students' comprehensive literacy level will not only affect their personal development, but also be of great significance to the development of society and country. However, there are many entrepreneurs whose ability and morality do not match. These entrepreneurs fail to cultivate correct values and methodology and do some behaviors that damage social development. All innovation and entrepreneurship reforms in colleges and universities should be integrated into ideological and political education, which is the focus of innovation and entrepreneurship education in the new era.

2. The Necessity of Curriculum Ideological and Political Education in Innovation and Entrepreneurship Education

The purpose of education is not only to impart knowledge, but also to establish the correct three views of the educated object and cultivate good moral character. The construction of ideological

and political courses can improve college students' ideological and moral character and political quality, and help them to establish a correct world outlook and methodology. Entrepreneurship education itself has a strong era, and it needs the latest trends of entrepreneurship policies and forms. Ideological and political education can formulate innovative entrepreneurship education according to the development needs of individuals, society and the country, which is in line with the current era background of vigorously cultivating innovative and entrepreneurial talents. Combining ideological and political education with curriculum in innovation education can not only promote the teaching of basic knowledge and skills of innovation and entrepreneurship, but also guide college students to better combine the pursuit of innovation and entrepreneurship with the mainstream value pursuit of the country and society, and realize the effective connection between knowledge teaching and value shaping. [2] At the same time, ideological and political content runs through the teaching of innovation and entrepreneurship course, guiding college students to buckle the first button of life, carrying forward the spirit of entrepreneurship and artisans, helping college students to cultivate the excellent quality, knowledge ability and comprehensive quality that innovative and entrepreneurial talents should possess, and promoting their all-round development. However, in the construction of ideological and political courses in colleges and universities, there are some teaching methods that teaching designers can't master skillfully, and how to integrate ideological and political elements with professional knowledge. The construction of curriculum ideological and political education in innovation and entrepreneurship education should not only pay attention to the teaching of professional knowledge, but also pay attention to the cultivation of students' ideology and morality. If this knowledge is only about theory, it will inevitably be empty and powerless. With the help of representative cases, abstract knowledge can be made concrete, obscure theories become popular, and empty truths become images, making the classroom more grounded and convincing. Case teaching, as an important method to teach theoretical knowledge, enhance teacher-student interaction and create situational experience, has been widely used in ideological and political theory courses, achieved remarkable results and accumulated a lot of experience. [3]

Case teaching refers to a teaching method in which educators present teaching contents in the form of cases, organize educational objects to study independently or discuss with each other, grasp and think about cases, deepen the understanding and digestion of knowledge by educational objects and cultivate their related qualities and abilities in the process of analyzing and solving problems. [3]

3. The Organization and Implementation of Case Teaching Method in the Ideological and Political Course of Innovation and Entrepreneurship Education

Innovation and entrepreneurship education course in colleges and universities is the main channel and position for systematically imparting innovation and entrepreneurship knowledge to college students. This course not only pays attention to the explanation of theoretical knowledge, but also emphasizes the importance of practical activities. At the same time, the main places for colleges and universities to cultivate innovative and entrepreneurial talents must strictly control the innovation and entrepreneurship education curriculum reform, and emphasize the joint role of talent cultivation and ideological and political education. To apply the case teaching method to the ideological and political construction of innovation and entrepreneurship education courses, we should not only follow the general rules of case teaching, but also put forward different requirements for the application of this case teaching method according to the nature of the ideological and political course. In-depth discussion, case

teaching method in the ideological and political teaching of innovation and entrepreneurship education courses can follow the following steps:

3.1. Select Appropriate Cases

Case is the center in case teaching, and the quality of case will directly affect the teaching effect. Therefore, the choice of cases is particularly important, and the selected cases need to be authentic, relevant and enlightening.

3.1.1. The Authenticity of Case Selection

Case teaching is characterized by presenting abstract theories through practical application in real cases, and bringing rigid teaching contents to life through human practical activities in specific cases. At the same time, the indoctrination teaching of theoretical knowledge is boring and difficult to arouse students' interest, so it can't play an educational role in the ideological and political education of students in the process of imparting innovation and entrepreneurship knowledge. Selecting real cases is one of the effective ways to deal with this problem. Real cases not only attract students' attention, but also guide them to think about the moral ideas behind them.

3.1.2. Relevance of Case Selection

Using real cases close to students' life to attract students' attention is to better impart knowledge and ideas. The primary purpose of applying cases is to serve students to better absorb knowledge. If the selected cases and teaching contents are not suitable, no matter how vivid the cases are, they cannot be used. Therefore, in the preparatory work, we should pay attention to collecting and sorting out cases related to teaching content, and carefully check and screen them. In any case, you can't use cases that don't match the teaching content. Therefore, in the process of innovation and entrepreneurship education, it is necessary to collect and sort out cases around the determined teaching content. Then discover the ideological and political elements contained in the mining cases, so as to screen the collected related cases.

3.1.3. The Inspiration of Case Selection

If a real and vivid case related to the teaching content is used, it can arouse students' interest and impart relevant knowledge at the same time. Compared with the traditional indoctrination teaching, the teaching efficiency has improved a lot, but the situation of the knowledge that students finally master by the two methods is similar, and only stays at the level of identifying memory. Therefore, it is necessary to cultivate students' thinking ability of using and transferring knowledge points in the teaching process. The purpose of case teaching is to cultivate students' ability to analyze and solve problems. Therefore, the selected cases should contain a certain amount of practical problems, leave students with a certain thinking space, promote students to think about problems extensively, and achieve the purpose of training and improving students' thinking ability. [4] Therefore, in the early screening of cases, select inspiring cases to meet the training and improvement of students' thinking ability.

Take the course of "Innovation and Entrepreneurship Education" as an example. When talking about the identification of entrepreneurial opportunities, we can use the teaching case of "Hungry?", which is indispensable for most young people in real life. Zhang Xuhao, the founder of "Hungry?", found the pain point problem in the trivial matters of life, and proposed that innovative solutions should be compatible with the knowledge points "demand" and "pain point" of identifying entrepreneurial opportunities in innovation and entrepreneurship education. Inspire students to think with their brains by digging problems, and improve their thinking ability.

3.2. The Presentation and Explanation of the Case

The selection of appropriate cases before class is a good course start, but excellent cases are the tools to assist teaching after all, and cannot determine the final teaching effect. How to make good use of cases is the key to improve the teaching effect, so the presentation and explanation of cases are very important. The first requirement of presenting cases is that teachers should express them in accurate language. At the same time, pay attention to the vividness of language and try to create an immersive feeling for students. In the process of presentation, appropriate multimedia means can be used to assist case presentation. In the process of presenting cases, many cases need to be explained. At this time, we should remember to set questions in suitable places, bring students into the problem situation and arouse their positive thinking.

With the appropriate case selected before, show the students how Zhang Xuhao, the founder of "Hungry?", came up with the idea of ordering food online and delivering it to the door offline because he was hungry in his bedroom at school. I started delivering takeaways with my roommates and classmates, and then I got the well-known "Hungry" and truly hungry business. It is easier to arouse students' resonance and interest with real cases close to students' life, which provides good conditions for the next teaching content. Analyze how Zhang Xuhao, who is "hungry", identifies entrepreneurial opportunities in his life, and points out the knowledge points of pain points and needs for explanation.

3.3. The Case Is Discussed and Summarized

As the leader and organizer of case discussion, teachers should pay attention to several problems in this process: first, arouse students' enthusiasm, encourage students to speak boldly and express their ideas bravely. Second, we should always grasp the students' ideological trends. Students should think independently, supplemented by teachers' guidance, to guide students' thoughts to innovative thinking and moral cultivation. Third, the guidance of students' thinking, in the process of thinking, it is inevitable that students will deviate from the main problem or seize an unimportant point, so teachers should guide students to the correct track of thinking. Although case teaching is mainly based on students' independent analysis, participation in discussion and induction of theories contained in cases, the summary of cases is the key link that must be completed by teachers. Teachers need to do the following work in this link:

First, comment on the situation of students' discussion. Summarize the views of students' speeches, which can give students an overall overview of their discussions. Analyze the questions raised by students and give objective evaluation and suggestions. Secondly, let students understand the answer. The answer is not simply presented to the students, but the reasons need to be explained clearly. For questions without standard answers, it is necessary to express teachers' views on the questions, which should be deep and high. Finally, the purpose of ideological and political case teaching in the course of innovation and entrepreneurship education is to enable students to better master relevant theories, and at the same time, to promote students to establish a correct world outlook and outlook on life. After discussing the case, students can understand the theory contained in the case in the process of solving the problem. On the basis of this, teachers can get twice the result with half the effort by properly summarizing and explaining. After the students understand and think about the case to some extent, teachers need more in-depth guidance and ask the question of what changed "Hungry?" Teachers guide students to find out that "hungry" is originally transformed from the "pain point" that they are hungry but don't want to go too far or too tired to go out and the "demand" that they can eat without going out. Then put forward and teach the needs, what are the pain points and their importance in identifying entrepreneurial opportunities. In order to better consolidate and migrate knowledge points, we throw out questions again, and what needs and pain points exist in life. At this time, teachers should guide students to realize how important it

is to have the thinking of finding problems in daily life and study. Then let the students think about how "hungry" meets this demand, and what is the difference between the method and the traditional one. Guide students to realize that you need innovative solutions besides needs and pain points. Then explain the importance of innovation. After that, let students put forward reasonable solutions to the needs and pain points they think of, so as to consolidate and apply knowledge. Finally, let's ask a further question. There are so many pain points in learning life, but few people can accurately identify opportunities and seize them like Zhang Xuhao who is hungry. Guide students to summarize the main sources of entrepreneurial opportunities and how to identify entrepreneurial opportunities, and at the same time, guide students to find out what excellent qualities are worth learning in "Hungry?" Zhang Xuhao.

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