



Dual-Driven: Design of A Multifaceted Teaching Model for the "Innovation and Entrepreneurship Program" Course on Ideology and Politics

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Abstract. In today's higher education landscape, innovation and entrepreneurship education has emerged as a focal point of educational reform. This article aims to explore how to integrate ideological and political education into the teaching mode design of the "Innovation and Entrepreneurship Course" based on the OBE (Outcome-Based Education) concept. By reviewing the current research status of ideological and political education in innovation and entrepreneurship education based on the OBE concept, the significance and requirement of ideological and political education in innovation and entrepreneurship education have been made clear. The article elaborates on the connotation and significance of ideological and political education in the design of innovation and entrepreneurship education courses, emphasizing the important role of ideological and political education in cultivating students' ideological and moral qualities and innovation and entrepreneurship abilities. Furthermore, a comprehensive scheme is proposed, namely the overall teaching plan of ideological and political education under the coordination of the theoretical perspective of "OBE educational concept + innovation and entrepreneurship education + ideological and political education + labor education + professional education", aiming to promote students' comprehensive development through diversified teaching content and methods. At the same time, this article also discusses the integration model constructed within this framework, emphasizing the importance of collaborative cooperation between different disciplines for ideological and political education. The research results are summarized, future development directions are prospected, and the significant importance of integrating ideological and political education into the design of innovation and entrepreneurship teaching mode under the "dual-drive" approach is emphasized. In conclusion, this article provides a new teaching model for integrating ideological and political education into innovation and entrepreneurship education based on the OBE concept, and offers beneficial suggestions for future educational reforms.

Keywords: Dual Drive; OBE Concept; Ideological And Political Education; Innovation And Entrepreneurship Course; Teaching Mode

1 Introduction

General Secretary Xi Jinping in the national ideological and political work conference of colleges and universities clearly pointed out that "use the main channel of classroom teaching, ideological and political theory courses must adhere to the improvement in the improvement, enhance the affinity and relevance of the ideological and political theory courses to meet the needs of students' growth and development. And with an eye to, other courses must guard a section of the canal, plant a good responsibility field, so that all kinds of courses, ideological and political theory courses are accompanied by the same effect, forming a synergy effect." The important path of the fundamental issue of training people^{[1][2]} Curriculum ideology is a comprehensive educational concept that requires teachers to make full use of the main platform of classrooms to penetrate the ideological and political concepts throughout all aspects of teaching. Teachers must continue to practice and reflect on improving their own ideological and political teaching ability in teaching practice to achieve the goal of cultivating students with comprehensive development of morality, intellectual, physical and labor. This teaching method not only pays attention to the teaching of knowledge, but also pays attention to the comprehensive quality training of students. Modern higher education is not only to cultivate students 'professional skills, but also pay attention to students' ideological politics, professional literacy and moral quality. Construction of this system not only helps students achieve excellent achievements in the professional field, but more importantly, to cultivate students to become new era talents with a sense of social responsibility and moral sentiment. Through online and offline teaching, teachers can better use various teaching resources and interaction methods, encourage students to actively think, be brave to explore, and cultivate their innovative spirit and social responsibility.

Therefore, it is important to integrate the elements of curriculum ideas into professional courses. This integration is not only to add the content of ideological and political education to professional courses, but to fully integrate in teaching design to make the two complement each other. Through this organic combination, teachers can not only teach professional knowledge, but also guide students to establish a correct outlook on life, values and social responsibility. This article proposes an innovative and entrepreneurial curriculum ideological and political integration method based on Objective-Based Education (OBE). It is of great significance for the study of the integration method of innovation and entrepreneurial curriculum ideological and politics, and provides a reference for future education reform.

2 Based on Obe Concept, The Current Status of Ideological and Political Research of Innovation and Entrepreneurship Education

Currently, many scholars are dedicated to researching and advancing entrepreneurial education curriculum systems. Professor Wang Xueying from Shenyang Normal University emphasized the importance of improving reform and entrepreneurship education in colleges and universities by enhancing training programs and strengthening the

curriculum system. She highlighted the integration of entrepreneurial skills throughout the talent development process. The key strategies also include designing an innovative entrepreneurial curriculum system, enriching resources in various professional courses, and continuously optimizing teaching methods and evaluation mechanisms^[3]. Meanwhile, Xiao Qian, a doctoral candidate from Henan Open University, reevaluated the core aspects of curriculum connotations, theoretical applications, and fundamental characteristics, proposing practical approaches such as addressing people's needs, confronting real challenges, and aligning teaching processes^[4]. To enhance innovation and entrepreneurship objectives, it is essential to standardize teaching methods, conduct effective evaluations, and refine the design and implementation of ideological and political teaching. Moreover, Zhang Yaping, an associate professor at Taizhou Vocational and Technical College, introduced the "Six Fusion" model that emphasizes six dimensions including consciousness, quality, knowledge, skills, thinking, and spirit^[5]. This model focuses on establishing a comprehensive "six-level, end-to-end" innovation and entrepreneurship curriculum system, serving as a valuable reference for the reform and advancement of innovation and entrepreneurship education in higher vocational institutions.

In the Wanfang database, the number of literatures including keywords including "curriculum ideology" and "innovation and entrepreneurship curriculum" is 1367. Most of the literature began to increase after 2020. The number of literatures of the search keywords is "OBE Concept" and "Innovation and Entrepreneurship Course". There are only 286 articles. At the same time, there are only 32 literatures involving keywords such as "curriculum ideology and politics", "OBE concept" and "innovation and entrepreneurship courses". At present, the development of my country's innovation and entrepreneurship education courses is relatively late. The teaching model is still in the exploration stage. It is mainly concentrated in the relatively single model of integrating OBE concepts and curriculum ideology. Most of the literature content is mainly to share or simple studies of experience. Under the OBE concept, the research on the ideological and political model of ideological and political education, labor education and professional education in ideological and political education has not yet made more progress.

Therefore, this article will explore how to integrate ideological and political education, labor education and professional education, and adopt a hybrid teaching method. Under the premise of OBE concept, design a teaching mode that combines curriculum ideological politics and innovation and entrepreneurship courses.

3 The Connotation of the Design of the "Obe+Course Political Political Concepts" Design of Innovation and Entrepreneurial Education Course

3.1 Innovation and Entrepreneurship Education Course "OBE+Course Political Political Concepts" training goals consistency

Curriculum ideology, as an educational model, aims to integrate ideological and political education into curriculum teaching to cultivate students' ideological and moral

quality and social responsibility. In the context of the current higher education, the application of curriculum ideology and politics in innovation and entrepreneurship is of great significance and far-reaching influence. Outlet-oriented education (OBE) is an educational concept that focuses on learning effects. It is widely adopted in international engineering education certification^{[6][7]}. The educational approach focuses on students' learning objectives, with teachers functioning as facilitators who continuously enhance their teaching methods through problem-based and task-driven approaches. OBE underscores the identification of students' attainable goals, the rationale behind these goals, and effective strategies to assist students in achieving their desired learning outcomes. In educational implementation, OBE emphasizes guiding learning outcomes to develop students' fundamental literacy and skills, enabling them to apply their knowledge practically and engage in lifelong learning. Curriculum ideologies and policies shape the curriculum and teaching practices to steer students towards adopting a positive life outlook, values, and an ideological perspective, while fostering their moral and social responsibilities. Integrating OBE principles with curriculum ideologies and policies can enrich and enhance the education system. By establishing clear learning objectives and assessment criteria (OBE), educators can incorporate ideological and political education standards into curriculum development and execution, guiding students not only to acquire knowledge and skills, but also to embrace sound values and social responsibilities. This fusion encourages students to focus not just on personal growth, but also on societal obligations and holistic development, cultivating well-rounded individuals with comprehensive literacy skills.

When it comes to education, the primary objective of college students' innovation and entrepreneurship education is to enhance their overall quality and practical skills in innovation and entrepreneurship. This transformation aims to mold students into assets for social productivity, thereby spurring economic and social progress. Ideological and political education in colleges and universities is crucial for instilling high ethical and moral standards in students. Through innovative courses and ideological content, colleges strive to nurture specific qualities, spirits, and ideological beliefs among students. Ultimately, the essence of education lies in fostering well-rounded talents. In the midst of our country's economic restructuring, the central goal of fostering innovation and entrepreneurship in students is to cultivate their innovative and entrepreneurial qualities, boosting their capacity for creativity. Consequently, the overarching aim of innovation and entrepreneurship education for college students is to mold them into trailblazers for overall advancement in innovation and entrepreneurship.

In the ideological and political education of colleges and universities, its overall goal is to achieve the comprehensive improvement of the comprehensive quality of college students' moral, intellectual, physical and labor, labor and labor, in order to improve their comprehensive literacy and establish a correct "three views". Regardless of the educational goals or from the perspective of educational goals, these education is carried out to improve people's overall quality. From the perspective of educational goals and content, the two have inherent consistency and are committed to cultivating innovative talents with comprehensive quality and comprehensive development characteristics. The integration of ideological and political education and innovation and entrepreneurship education can not only provide the correct worldview and methodology for

the cultivation of the comprehensive quality of college students, but also ensure the correct direction and spiritual support for the correct values of college students. Therefore, the cultivation goal of the "OBE+Course Thoughts" of Innovation and Entrepreneurship Education Course is consistent.

3.2 Curriculum Ideology and Politics Have A Motivated Development Role for Innovation and Entrepreneurial Education Curriculum

Ideological and political education incentives are a social practice activity. When conducting ideological and political education incentives, the focus is always on the cultivation and development of people. Therefore, the incentive activity shows a dominant position, which is a process of working together to achieve their goals to achieve their goals. Secondly, ideological and political education incentives are a process of cycle. As one of the incentive activities, ideological and political education incentives have continued to adjust the content of education by understanding the educated thoughts, ideas and behaviors, and flexibly adjusted according to the changes of the educator. Ideological and political education incentives are regarded as a complex system, including educators and educators. The two have different ideological states, behavioral habits, etc. These attributes will continue to evolve over time. The effective development of innovation and entrepreneurship education in colleges and universities needs to be enhanced by the theory of ideological and political education infiltration^[8]

In the realm of entrepreneurship, ideological and political aspects can permeate the realm of innovation and entrepreneurship in colleges and universities. By incorporating theoretical and political education, a connection can effectively be established between innovation and entrepreneurial education and ideological and political education. This fusion allows for the integration of ideological and political education into innovation and entrepreneurship education, enabling the advancement of innovative and entrepreneurial endeavors, leveraging the pivotal role of ideological and political work in progression, and ultimately bolstering the ongoing development of rules, policies, and regulations within innovation and entrepreneurship education. The principles of fervor, decisiveness, and stability are not only fundamental responsibilities for college students, but also serve as fundamental guiding principles for innovation and entrepreneurial education. These principles must align closely with the content of ideological and political education, embodying an extension of ideological and political education and an educational philosophy that resonates with the contemporary landscape. The objective of innovation and entrepreneurial education is to stimulate proactive thinking among students and foster a pioneering and innovative mindset. Furthermore, innovation and entrepreneurial education prioritizes the cultivation of students' practical abilities, encapsulating a more concrete form of ideological and political education. Consequently, through the guidance of OBE concepts and curriculum ideologies, students are equipped not only with innovative capabilities and entrepreneurial expertise, but also with skills in handling interpersonal relationships, management, and marketing. Enhancing these multifaceted qualities is imperative for students to thrive as successful entrepreneurs in the future. By designing an innovative and entrepreneurial course that conforms to the OBE concept, it can provide students with a good platform for the

comprehensive development of students. This educational model can not only cultivate students' creative thinking and entrepreneurial ability, but also help them establish correct values and sense of social responsibility, and lay a solid foundation for their future career. Therefore, curriculum ideology and political politics have a motivated development effect on innovation and entrepreneurial education courses.

4 In The Perspective of Collaborative Theory, "Obe Education Concept+Innovation and Entrepreneurship Education+Course Political Political Politics+Labor Education+Professional Education" Course Thoughtful Teaching General Plan

4.1 Design Curriculum Thoughts and Politics Teaching Plan with the Perspective of Collaborative Theory

In OBE-based innovation and entrepreneurship education, the design of curriculum ideology and politics holds great significance. By utilizing collaborative theoretical perspectives in the development of curriculum ideology and political teaching programs, students' overall growth can be better supported, fostering their ideological and moral virtues as well as their innovation and entrepreneurship skills. Through interdisciplinary collaboration, curriculum ideology and political teaching schemes rooted in collaborative theory perspectives can offer students a more diverse and extensive learning experience, emphasizing cross-disciplinary cooperation and integration. For instance, by integrating ideological and political education with innovation and entrepreneurship and creating interdisciplinary project tasks, students can hone their innovative abilities while enhancing their moral grounding. Pairing labor education with innovation and entrepreneurship knowledge establishes a dual-drive approach, combining target-driven learning objectives with student-driven learning processes. For example, implementing practical studies involving social projects allows students to apply innovation and entrepreneurship concepts in real-world settings. Personalized learning tasks, such as scenario-based teaching methods, encourage students to explore their unique talents and strengths within the realm of innovation and entrepreneurship, facilitating individualized growth. The use of collaborative theoretical perspectives to design curriculum ideological and political teaching programs can better promote the integration of innovation and entrepreneurial education and ideological and political education, and cultivate students' comprehensive quality and innovation and entrepreneurial ability. This teaching model aims to achieve the comprehensive development of students and lay a solid foundation for their future career and social responsibility.

In the teaching design of the course "Innovation Thinking and Entrepreneurship Education", it adheres to the concept of results-oriented education and prominent. The purpose of teaching is to ensure that all kinds of teaching goals are promoted and interacted in the process of hybrid teaching to ensure that the OBE concept runs through the entire teaching process. In hybrid teaching design, the concept of results played a key role, as shown in Figure 1 as a diagram of OBE education concept. Based on OBE

education concepts, combined with the experience of ideological and political teaching reform in related courses, the overall idea of the reform of the course of ideological and political teaching is shown in Figure 2:

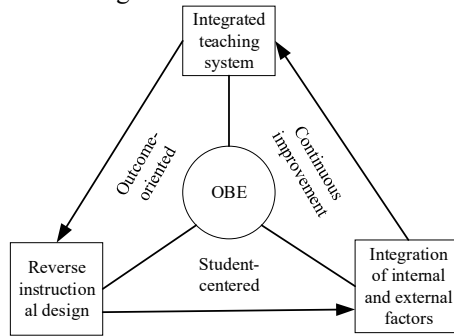


Fig. 1. Schematic diagram of OBE education concept

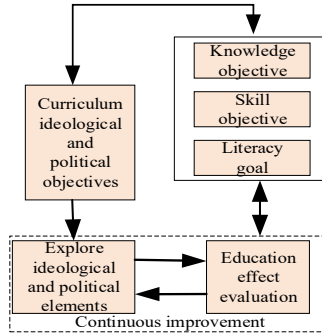


Fig. 2. Curriculum ideological and political teaching reform overall thought graph

4.2 The Ideological and Political Elements of Integrating Labor Education and Professional Education Based on OBE Concept

In the innovation and entrepreneurial education course based on OBE concept, it is of great significance to integrate the ideological and political elements of labor education and professional education. Labor education is an important way to cultivate students' practical ability, hands-on ability and vocational skills, while professional education is a learning platform for students to provide professional knowledge and skills. Organic integration of the two with ideological and political elements can not only promote the comprehensive development of students, but also guide students to form a correct outlook on life and values.

Labor education plays a crucial role in developing students' practical and hands-on skills. By engaging in hands-on activities, students can learn how to work collaboratively, solve real-world problems, and recognize the significance of labor. Integrating labor education into innovation and entrepreneurship courses enables students to experience the authenticity and challenges of these fields firsthand, enhancing their

understanding and application of knowledge. Professional education equips students with the necessary expertise and skills for successful entrepreneurship. Through professional training, students acquire a solid foundation in relevant knowledge and skills, essential for their future entrepreneurial endeavors. By combining professional education with ideological and social factors, students not only gain professional skills but also cultivate their values and social responsibilities, aiding them in their entrepreneurial journey. Establishing an integrated educational system that incorporates elements of labor education, professional education, and ideological education is key. For instance, incorporating practical labor courses allows students to appreciate the value of work while enhancing their practical skills and teamwork. Additionally, including a module on ethics and social responsibilities within professional courses guide students in reflecting on ethical dilemmas and establishing the right entrepreneurial values.

Combining the ideological and political aspects of labor education with professional education offers students a more well-rounded and holistic educational experience. This approach enhances students' ideological and moral values, as well as their innovation and entrepreneurial skills. This educational strategy not only develops students' practical skills and expertise, but also helps them form the right life principles and values. Ultimately, it nurtures exceptional individuals who possess social responsibility and innovative capabilities for the betterment of society.

5 Construction of "Obe Education Concept+Innovation and Entrepreneurship Education+Curriculum Thoughts+Labor Education+Professional Education" Integration Model Under the Theoretical Perspective

5.1 "Integration of Labor Education: Focus on the Core, Reconstruct the Content, and Systematically Depict OBE Ideological and Political Maps"

When developing a progressive and entrepreneurial educational curriculum based on the OBE approach, it is important to fully take into account the integration model of ideology and politics in entrepreneurship and entrepreneurial education. This entails considering the educational outcomes, ideological and political education, practical skills development, teamwork ethos, and subject expertise. This theoretical framework highlights the importance of collaborative partnerships and the interdependent nature of these different components. The guidance provided by the OBE approach and the ideological and political education within the curriculum, alongside practical skills development in innovation and entrepreneurship education, teamwork in vocational training, and the preservation of subject knowledge in professional education, should synergize to collectively advance the holistic growth of students.

Based on traditional innovative thinking and entrepreneurial education curriculum teaching model, this article has re-designed the course. From a variety of aspects such as curriculum knowledge points and skills points, curriculum extension content, ideas, and application fields, we have made all-round digging ideological and political elements, and established a "dual-drive" hybrid curriculum teaching system. A curriculum

teaching plan with the cultivation of occupational literacy and professional ability training is formulated, which aims to make the "salt" of ideological and political integration into the "water" of the course. By realizing the silent ideological education of moisturizing, at the same time, students have a deeper understanding and grasp of the content of the curriculum. Dual -drive mode diagram is shown in Figure 3:

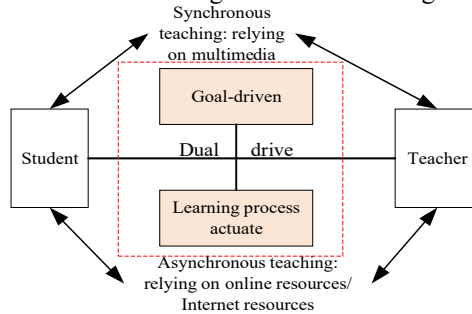


Fig. 3. Dual driving teaching model

5.2 "Layer of Progress: Dual -Drive Innovation and Entrepreneurial Hybrid Teaching Design"

Traditional teaching methods may not fully meet students' learning needs, so it is necessary to explore more effective teaching methods. It can introduce a variety of teaching methods such as case analysis, team projects, field inspections, etc., to stimulate students' interest in learning and improve the teaching effect. The integration model of "OBE education concept+innovation and entrepreneurial education+curriculum ideas+labor education+professional education" in the theoretical perspective needs to be continuously optimized and adjusted to meet the changing education environment and student needs. With the rapid development of society and the continuous renewal of technology, the knowledge in the field of innovation and entrepreneurship is constantly evolving. Therefore, the content of the curriculum needs to be adjusted in a timely manner, introducing the latest theory and practical cases to ensure that students have the most cutting -edge knowledge and skills, effectively integrate OBE education concepts, innovate entrepreneurial education, curriculum ideological politics, labor education and professional education, and promote the comprehensive students of students Develop and achieve the synergy of various elements in the teaching process.

The aim of this study is to explore the pre-class design and establish objectives in line with the Outcomes-Based Education (OBE) concept, which involves specifying the essential literacy and skills that students should possess^{[8][9]}. Employing a hybrid teaching approach combining online and offline methods, the focus is on designing instruction, preparing students before class, engaging in practice during lessons, and extending learning beyond the classroom. Tasks are carried out progressively, overcoming challenges one by one. Initially, the study identifies the requirements for courses in ideological and political education, such as fostering students' correct perspectives on life, values, and ideology. It sets targets for innovation and

entrepreneurship education to encourage students' awareness in these areas. It also defines goals for labor education to enhance students' development of practical abilities and hands-on skills. By aligning with the demands of professional education, the study ensures the seamless integration of the curriculum's content and professional knowledge. Strategies are devised, utilizing case studies and project-driven learning to facilitate the convergence of diverse disciplines. The curriculum's content and teaching activities are meticulously designed, incorporating elements of innovation, entrepreneurship, and ideological education alongside professional knowledge. During classroom implementation, the emphasis is on interdisciplinary integration, blending various educational components involving ideological and political education content when exploring innovation and entrepreneurship scenarios. Students are guided to appreciate the significance of labor education during class engagements, enhancing practical skills through practical experiences. Secondly, it's important to enhance students' internal motivation for learning, boost their interest through group discussions and interactive activities, and encourage them to engage in ideological exchanges and cooperative efforts. By igniting students' potential for innovation and entrepreneurship, we can guide them in applying theoretical knowledge to real projects. Finally, post-class summaries should be conducted to create reflection and evaluation processes, encouraging students to review what they have learned and identify areas for improvement. The focus should be on expanding knowledge, providing additional learning resources, and motivating students to delve deeper into their studies. Continuous attention to students' development is essential, offering personalized guidance and support through various methods like QQ groups, WeChat groups, and smart tree classes. OBE oriented innovation and entrepreneurship curriculum blended teaching implementation flow chart is shown in Figure 4:

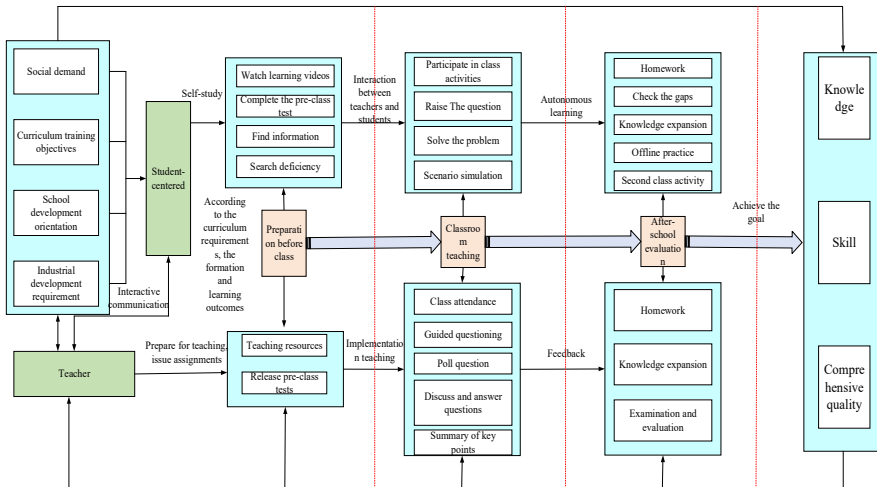


Fig. 4. OBE oriented innovation and entrepreneurship curriculum blended teaching implementation flow chart

5.3 "Diverse Integration, Accurate Dripping Penetration and Growth"

"Diverse integration, accurate dripping penetration and penetration growth" refers to the results of the OBE concept guidance and the ideological and political education of curriculum ideological and political, the practical ability training of innovation and entrepreneurship education, teamwork for labor education, and professional education subject inheritance should be supported. The accurate personalized education method penetrates into the growth process of each student or individual like dripping, and promotes its comprehensive development and growth. The ideological and political education, innovation and entrepreneurial education, and labor education are closely related. The innovation and entrepreneurial education and educational model in the new era is a comprehensive and multi-level education system. At the same time, it emphasizes the collaborative cooperation and complementary relationships between different elements. Only by effectively cooperating with ideological and political education, innovation and entrepreneurial education and labor education can we better promote the comprehensive development and comprehensive quality improvement of students. Although innovation and entrepreneurial education, labor education, and professional education have their own focus, they are committed to cultivating successors who have developed comprehensive development. The ultimate objective of education is to cultivate individuals who embody the core values of the Lishu people. Through a holistic approach, teachers and students should work together to establish a harmonious blend of knowledge and practical application, holistic growth, personalized development, teamwork, and social accountability. By focusing on academic learning, hands-on experience, and cultural literacy, students can be nurtured to enhance their innovation and entrepreneurial skills, thus improving their overall competence. Moreover, incorporating real-world applications within innovation and entrepreneurship courses, exploring labor and ideological education resources, and engaging college students through inventive teaching methods can further advance student participation. By promoting hybrid teaching and diverse practical experiences, theoretical and applied courses can collaboratively educate students, emphasizing a balance between subject matter, hands-on experience, and value orientation. Ultimately, by constructing a diverse educational framework that integrates human resources, information, and material assets, creating multifaceted practice platforms, establishing practical education centers, and merging educational theory with real-life applications, the goal of fostering well-rounded, skilled individuals who can excel in various disciplines can be realized. Through initiatives like the "Creation Creation" project, cutting-edge industry knowledge, market demands, and classroom teachings are seamlessly integrated, empowering students to develop their entrepreneurial acumen and innovative thinking in authentic settings. This methodology promotes the synthesis of theory and practice, internal and external collaborations, and integration within and beyond campus boundaries. "Three focuses, four integrations, five in one" innovation and entrepreneurship collaborative education model is shown in Figure 5:

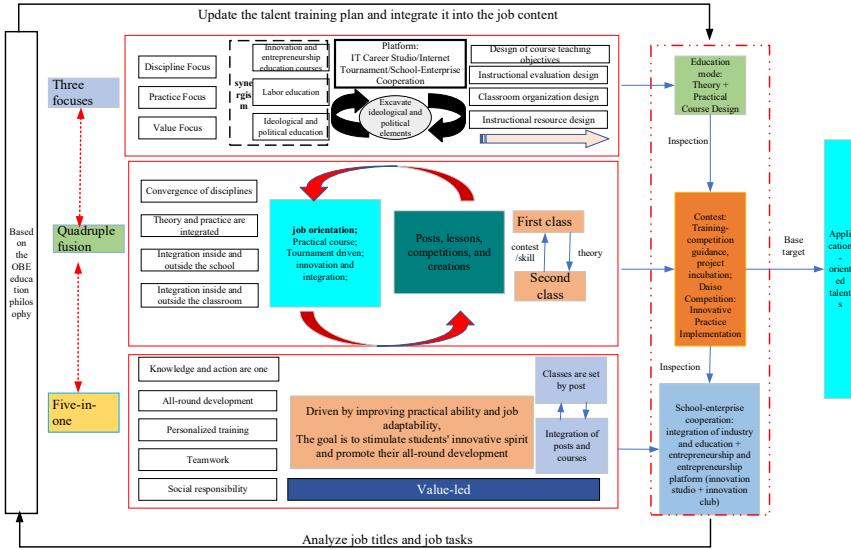


Fig. 5. "Three focuses, four integrations, five in one" innovation and entrepreneurship collaborative education model

5.4 "Teaching and Teaching Mutual Long: Curriculum Evaluation Feedback Promoting Teaching Development"

During the mutual evaluation process, feedback from course evaluations is crucial for enhancing teaching development. The evaluation system as a whole includes both process and final examination evaluations. It is recommended to incorporate participation in internet income/innovation and entrepreneurship competitions as part of this evaluation process. Additionally, a scale is set to assess the level of progress in the evaluation process, with the level table used to evaluate students' learning outcomes in key abilities and overall literacy at specific levels. This aids in evaluating students' comprehensive behavior. Student achievement is assessed using a tiered system with thresholds set at 60%, 80%, and 90% for primary, intermediate, and advanced targets respectively. Below 60% is considered unsatisfactory, 60-80% is deemed as meeting the primary goal, 80-90% as achieving intermediate goals, and over 90% as exceeding expectations. The calculation of learning outcomes is based on these thresholds.

$$\text{Learning results achievement formula: } I = \frac{\sum_{n=1}^N C_n * 3 * A_n}{\sum_{n=1}^N C_{nm}}$$

Among them, C_n represents the total score of a target dimension, A_n represents the number of index points, and C_{nm} represents the total number of indicators of the target dimension.

Through the teaching evaluation form above, students can clearly record students' achievements on different target dimensions and indicators, and based on the set threshold and standards, the learning results are evaluated, so as to provide targeted feedback for teaching feedback And improve direction. As shown in Table 1, the evaluation form

is reached for the results of classroom learning. Figure 6 shows the evaluation of the Creative Thinking and Entrepreneurship Education program.

Table 1. Classroom learning results reached an evaluation form

Learning objectives/indicator points	Recording methods	Status of achievement
Primary target		
- Index point 1	Y	
- Index point 2	N	
- Index point 3	Y	
Intermediate target		
- Index point 1	Y	
- Index point 2	Y	
- Index point 3	Y	
Advanced Objectives		
- Index point 1	Y	
- Index point 2	Y	
- Index point 3	Y	

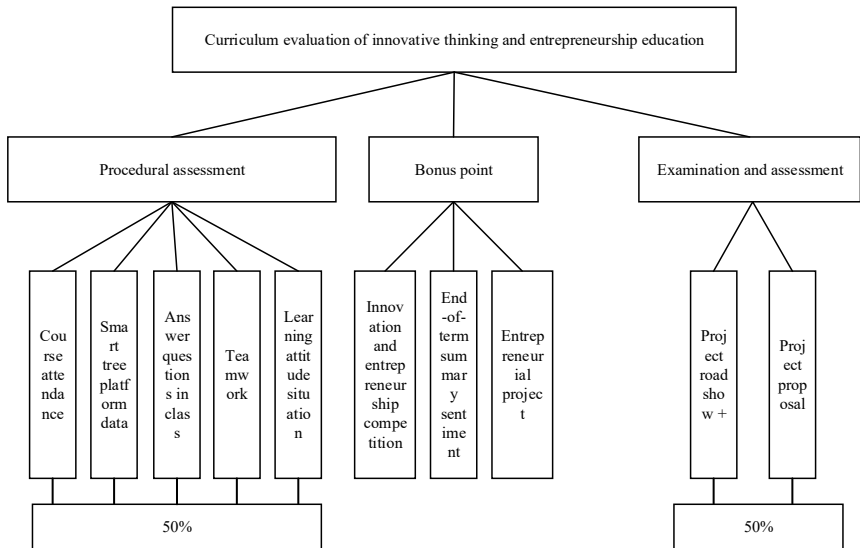


Fig. 6. Curriculum evaluation of innovative thinking and entrepreneurship education

6 Conclusions and Outlook

This paper explores the development of a teaching approach based on Outcome-Based Education (OBE) that integrates Civics and Politics curriculum into innovation and entrepreneurship education. By examining relevant theories and practical applications, it is evident that integrating Civics and Politics curriculum is essential and beneficial for

fostering students' innovative thinking, entrepreneurial skills, as well as their social responsibility and overall quality. Furthermore, the proposed teaching design model of combining OBE education concept, innovation and entrepreneurship education, Civics curriculum, labor education, and professional education from a perspective of synergy theory, serves as a valuable reference for further exploration on integrating Civics curriculum with labor and professional education to facilitate holistic talent development.

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