



# A study of the spatial model of integrating entrepreneurial passion into the process of innovation and entrepreneurship education

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**Abstract.** Focusing on the existence of spatiality in education that has long been obscured by temporality, this study explores the connotations and representations of curricular entrepreneurial passions in heterogeneous pedagogical spaces in innovation and entrepreneurship teaching and the spatial participatory nature of entrepreneurial passions' incorporation. According to the specificity of the innovation and entrepreneurship education process, considering spatial factors as the key variables involved in entrepreneurial passion is conducive to restoring the innovation and entrepreneurship education environment with significant heterogeneity and clarifying the key factors that may affect the integration of entrepreneurial passion into innovation and entrepreneurship education.

**Keywords:** patial model, entrepreneurial passion, innovation and entrepreneurship education.

## 1 Introduction

The changes in educational space have made educational practices more complex, posing new challenges to institutionalized educational practices in schools. Innovation and entrepreneurship education, as a comprehensive educational activity, has unique characteristics in terms of depth, richness, and independence. The study of innovation and entrepreneurship education space has important enlightening effects on examining the evaluation of individuals, others, knowledge, potential, and ideas in different time, space, and environmental factors. The spatial model based on the phased characteristics of innovation and entrepreneurship education, with ideological and political knowledge and phased knowledge of innovation and entrepreneurship education as its content, is a supplement to the traditional point line surface curriculum ideological and political integration model.

## 2 The Relationship Between Education and Space

Education and teaching are embedded in the question of field. Lefebvre notes that space is pervaded by social relations. Harvey states that "every social form constructs objective concepts of space and time and organizes material practices according to these concepts." According to Mike Young, the primary function of school practices is to transmit knowledge to students that are not available to them at home.[1] Here, home and school imply different spatial meanings. According to Zimmer, space becomes meaningful from emptiness in the process of social interaction, and this meaning is reflected in five basic attributes: exclusivity, segmentation, change, spatial localization of interaction, and proximity. [2] The educational theory constructed in the time dimension makes it difficult to make a reasonable explanation of the spatiality problem in the educational practice of modernity, and it is necessary to bring the spatial concept into the structure of the educational theory, and to scrutinize the education with the spatial thinking, i.e., the spatial turn of the educational research.

Foreign research on educational space focuses on the value orientation of education, emphasizing that educational space reconstructs itself while "involving students in different contextual events". Turgon pointed out that the representation of space is the initial coordination of sensory experience materials. Space and time are also social constructs, and the division of space is socially differentiated, reflecting specific emotional values, and different social organizations are projections and reflections of different spaces. [3] For school education, to adapt to the students' self-role change, reconstructing the educational process, teaching content, teaching materials and teaching methods from a spatial perspective can help to achieve the goal of knowledge acquisition. Combining through the related research literature, the limitations of educational space research are mainly reflected in two aspects. The first is the biased understanding and narrow use of the conceptual connotation, which confuses "space" with "area" and "place", and "space" is regarded as the traditional meaning of "space". "Space" is regarded as a "container" or "carrier" for activities in the traditional sense. The existing researches mainly focus on the development and design of the curriculum for ideological and political education, informatization education, innovation and entrepreneurship education, and other related topics, which is based on the linear approach of "human-content-environment-perception". This is a curriculum research based on the linear thinking of "human-content-environment-perception", which does not look at spatiality.

## 3 Educational Spaces and Dimensions

According to Mike Young, the fundamental task of schooling is to teach students scientific expertise that they do not learn in their daily lives, to transform their personal experience, and thus to contribute to social and human development. The geography of schooling space. When desks, chairs, podiums, and school buildings are detached from their natural environments, such as fields and mountains, and are used as a place of social activity with a separate function, the school becomes a spatially constructed form with boundaries. [4]The exhibition of teaching facilities such as school classrooms,

playgrounds, libraries, etc., the architectural landscape design and environmental arrangement, and the introduction of learning places such as botanical gardens and mini-workshops not only provide the individuals in them with a context for interaction, but are also metaphors and symbols, constituting the geographic form of the school's educational space. The school building and the development of students' socialization, the allocation of space and the role of individual groups, the arrangement of classroom space (seating) and academic performance, the architectural decoration of the classroom and the stereotyping of gender roles, and the density of students housed in the school building and the psychological development of students, etc., the school space (geography) is not only a place for teaching knowledge, but also has a variety of educational functions of its own.

Education takes place in space, is a product of space, and education produces space. [5] Any educational activity, whether macro, or micro, is characterized by space because it takes place in a space. Educational space contains geographic, social, cultural, and other basic forms, and it contains both the material area as a scene of interaction and the result of the operation of educational activities and the material area in conjunction with each other. The efficiency of Civics implanted in innovation and entrepreneurship education is categorized based on the degree of Civics' influence on the subject as an important basis. Differentiated spatial experience, compared with spontaneous learning, has a higher efficiency of action. Educational space is the result of the operation of the mutual combination of educational activities and the material base. Space is a superimposed spatial structure of educational subjects, objects, and environmental elements, and its essence is the embodiment of spatial influence in different regions and groups. Drawing on Bourdieu's view of space, educational space can be seen as a superposition of individual space in addition to public space, forming family education space, school education space, and social education space with the educated person as the center. The spatial model of Civics implanted in innovation and entrepreneurship education includes three spatial dimensions vertical, [6]horizontal, and deep interlacing, which have differentiated subjects, objects, environments, and ways of connecting.

For individuals in space, the sense of experience brought about by spatial changes cannot be ignored. Existing research on the integration of passion into innovation and entrepreneurship education has not been able to fully address the fit between entrepreneurial knowledge and teaching objectives. Entrepreneurial passion is an important psychological factor to motivates learning participants to develop entrepreneurial empathy, common integration methods, such as experiential integration, comprehension integration, didactic integration, etc., simplify the impact of spatial factors on learning participants, and excessively pursue the input-output unidirectional education logic, which is to a certain extent divorced from the actual process of innovation and entrepreneurship education. The actual process of innovation and entrepreneurship education is to some extent detached.

## 4 Innovative Entrepreneurship Education Space Pattern and Logic

Classroom teaching space exists in a variety of different composition patterns, different patterns of space composition, and classroom location has different social properties. Hurt once compared three types of classroom teaching space composition (traditional, horseshoe, and grouping) to study the impact of different seats on teacher-student and student-student interactions. [6] Changes in educational space complicate educational practices and pose new challenges to institutionalized educational practices in schools. As an educational activity with a comprehensive nature, innovation, and entrepreneurship education is unique in terms of profundity, richness, and independence. Based on the spatial heterogeneity of innovation and entrepreneurship education, the study of the main factors affecting the implantation of course ideology has an important inspirational role in examining the individual's evaluation of the individual, others, knowledge, potentials, and concepts in the intersection of different spatiotemporal and environmental factors.

The spatial model of innovation and entrepreneurship education refers to the heterogeneous educational fields that participants need to integrate into different educational stages. Spatial heterogeneity in the educational process is manifested in three main ways: first, material spatial differences within educational factors and between different regions; second, spatial differences in the relationship of education between different social classes and groups; and third, cultural spatial differences in education between different social classes and groups formed based on the above differences. [7] Concerning the spatial heterogeneity in the educational process, the spatial heterogeneity in the process of innovation and entrepreneurship education is manifested in the stage characteristics of the teaching process and subject-object differentiation characteristics. Based on these differentiated features, the spatial heterogeneity of innovation and entrepreneurship education is defined as knowledge space, virtual space, and real space, which are characterized by significant heterogeneity in teaching features, subject audience features, object features, and environment features, and the knowledge points, entrepreneurial passion elements, entrepreneurial passion materials, and curriculum design need to be changed accordingly.

Based on the characteristics of education and knowledge teaching, the innovation and entrepreneurship education space is distinguished into three dimensions: vertical, horizontal, and deep interlaced, corresponding to the three stages of innovation and entrepreneurship knowledge acquisition, simulation experience, and real entrepreneurship. [8] These three dimensions constitute a three-dimensional innovation and entrepreneurship education space structure, breaking the traditional view of innovation and entrepreneurship education as a linear and limited teaching process. The vertical dimension is the linear knowledge acquisition process. Horizontal dimension, i.e., these three stages have different characteristics such as time, place, subject, object, and environment, and therefore have spatial heterogeneity. Vertical interlocking dimension, i.e., for different spatial attributes, designing innovation and entrepreneurship education knowledge points, entrepreneurial passion elements, entrepreneurial passion teaching materials and teaching strategies, realizing the targeted teaching content —nurturing

content—nurturing subject matter—three-dimension of parenting strategies, to realize the effect of entrepreneurial passion into the teaching process.

## **5 Coupling Strategies to Enhance the Efficiency of Integrating Entrepreneurial Passion into Innovation and Entrepreneurship Education**

Entrepreneurial passion is a strong positive emotional experience experienced by individuals who consciously engage in entrepreneurial activities that are related to their identity and that highlight their entrepreneurial identity. The most basic questions for curriculum theory are "What knowledge is most valuable", "what should be taught in schools", and "How to select, organize, and transform knowledge into curriculum content". There is a high degree of coupling between curricular political planting and innovation and entrepreneurship education in terms of content, i.e., the shaping function of values, ideals, and pursuits on individuals is fundamentally emphasized. [9]

The teaching (knowledge points) - education (political thinking elements) - topic (political thinking content) type of curriculum political thinking implantation realizes the point-line - surface type of plane-expansion type of curriculum political thinking implantation. The logic of the implantation of Civics in a plane-expansion type of curriculum is realized in the form of a point-line-surface. In essence, this implantation logic is based on a linear way of thinking, in which students are regarded as completely controllable objects. In this study, the educational space factor is fully taken into account, and the student's acceptance is regarded as a meaningful activity with typical spatial behavior so that the educational process evolves into a point - line - surface - body type of integration logic. Logic.

The coupling degree is originally a concept from physics, and was later extended and developed to measure the degree of coupling between systems, the coupling coordination degree model, which is designed to show the degree of coordination of mutual coupling between systems. The coupling model measures the degree of coupling between systems, the degree of coupling coordination, and the level of development of coupling coordination, which is used to analyze the coupling index of entrepreneurial passion elements, content, and effects, as well as innovation and entrepreneurship education knowledge points, content, and effects in different educational spaces. Based on the intrinsic coupling of the two, the coupling evaluation standard is set to enhance the implantation effect of entrepreneurial passion in heterogeneous spaces. Based on the heterogeneity of knowledge space, simulation space, and real space, based on the spatial knowledge structure. Three kinds of spatial knowledge combinations, each focusing on its own, up the common framework conceptualization of political implantation of all-round experience. Combined with the results of spatial knowledge system coupling, the strategy to improve the efficiency of curriculum Civics implantation in innovation and entrepreneurship education.

## 6 Conclusion

The spatial model based on the stage characteristics of innovation and entrepreneurship education and the content of the knowledge of ideology and the stage knowledge of innovation and entrepreneurship education is a supplement to the traditional point-line-surface type course ideology implantation model. In the spatial model, the knowledge structure inherent in innovation and entrepreneurship education is the basic condition for realizing spatial effectiveness. Based on analyzing the spatial heterogeneity, the elements of civic politics, knowledge points, subjectivity, object, process, and environment in innovation and entrepreneurship education are regarded as a whole to define the research and construct a kind of spatial cognition integrating the stage of education, the environment, and the differences between the subject and the object. Based on the heterogeneous spatial cognition, the strategy of entrepreneurial passion integration is improved, which is of important practical significance to enhance the teaching effect of innovation and entrepreneurship for college students.

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