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Research on the Coupling Mechanism and Value Logic of Integrating Moral Education into Innovation and Entrepreneurship Education

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Abstract: This study focuses on the core issue of the deep integration of moral education and innovation and entrepreneurship education. Based on systems theory and value theory, combined with the practical needs of talent cultivation under the innovation driven development strategy, it explores the internal logic and implementation path of the coupling between the two. By constructing a three-layer coupling mechanism model of "value knowledge action", this paper analyzes the three value bases of goal isomorphism, process complementarity, and content symbiosis, and selects the "Internet plus" college students' innovation and entrepreneurship competition red tourism project, and a college integration curriculum system as typical cases for empirical testing. Research has found that the coupling of moral education and innovation and entrepreneurship education is an organic unity of "soul" and "body", which needs to be deeply integrated through four strategies: top-level design, curriculum innovation, teacher construction, and evaluation reform, ultimately providing theoretical support and practical guidance for cultivating compound innovative talents with both morality and talent.

Keywords: Moral education; Innovation and entrepreneurship education; Coupling mechanism; Value logic

1. Introduction：The Call of the Times and Theoretical Demands

At present, China is in a critical stage of deepening the implementation of the innovation driven development strategy[1]. The "14th Five Year Plan" and the 2035 Long Range Objectives Outline clearly state that "cultivating a reserve force of young scientific and technological talents with international competitiveness" is the core standard for high-quality talents[2]. However, some universities still have a tool rationality tendency of "emphasizing skills over value" in innovation and entrepreneurship education[3]: on the one hand, the curriculum focuses on practical content such as writing business plans and technology transformation skills[4], which is insufficient in cultivating entrepreneurs' sense of social responsibility, integrity awareness, and ethical literacy[5]; On the other hand, there are many

projects in the “double innovation” competition that neglect public interests in pursuit of commercial value, such as the “Campus Loan Optimization Algorithm” project developed by a university student in 2023, which was questioned for ethical deficiencies due to the lack of consideration for the consumption risks of the youth group[6]. This phenomenon of “weakening value guidance” not only violates the fundamental task of education to cultivate morality and talents, but also hinders the true service of innovative achievements to social development.

According to domestic research, the necessity of integrating moral education[7] into innovation and entrepreneurship education is widely recognized in academia. Wang Jian (2022) pointed out through a questionnaire survey that 83.2% of college entrepreneurs believe that “moral literacy has a direct impact on the success or failure of entrepreneurship”; Li Na (2023) summarized the integration models of “ideological and political courses+entrepreneurship courses” and “entrepreneurship practice+volunteer service”[8]. However, existing research has two major limitations: firstly, it focuses on “why to integrate” (necessity) and “what to integrate:” (content listing), lacking a systematic explanation of the internal mechanism (coupling mechanism) of “how to integrate”; Secondly, the method of summarizing experience is often used, and a transferable and verifiable theoretical model has not been formed, resulting in scattered attempts by universities in practice, making it difficult to achieve large-scale and normalized integration.

Based on the above background, the core of this study is to address two major issues: firstly, how can moral education and innovation and entrepreneurship education be coupled? (From the perspective of value logic, answer ‘the rationality of integration’); Secondly, through what path can the two achieve organic integration and synergistic efficiency? At the level of coupling mechanism, answer ‘feasibility of fusion’.

2. Value Logic: Why Coupling is Necessary and Possible

2.1. Goal isomorphism: Cultivate “responsible innovators”

Marx’s theory of “free and comprehensive development of human beings” points out that the ultimate goal of education is to achieve the unity of human “ability development” and “character perfection”. The homogeneity of the goals of moral education and innovation and entrepreneurship education is reflected in this: on the one hand, innovation and entrepreneurship education takes “liberating creative potential” as its core, aiming to cultivate students’ innovative ability to discover and solve problems, which is the key to “ability development”; On the other hand, moral education focuses on “shaping noble character” and aims to guide students to establish correct values, which is the foundation of “character perfection”. Both aim to cultivate “responsible innovators” talents who can create economic value through innovation, constrain behavior with moral bottom lines, and guide direction with social care.

For example, the UNESCO 2030 Agenda for Education proposes to cultivate ethically conscious innovators, emphasizing that innovation cannot be separated from value goals such as sustainable development and social equity. The “Internet plus” Undergraduate Innovation and Entrepreneurship Competition in China has added a “social value” evaluation dimension (20% of the weight) since 2020, which is the reflection of the policy of goal isomorphism - for example, the 2023 gold medal project “Blind Intelligent Navigation System” has not only realized the technical innovation of “AI+helping the blind”(the goal of mass entrepreneurship and innovation), but also practiced the social responsibility of “science and technology to help the disabled” (the goal of moral education), perfectly interpreting the unity of the goals of the two.

2.2. Process complementarity: the unity of "soul shaping" and "empowerment"

Innovation and entrepreneurship activities are not "value neutral" technological or commercial activities, and their direction selection, process implementation, and application of results are all guided by values. The role of moral education in shaping the soul is reflected in three aspects: firstly, guiding innovation direction and avoiding "technological alienation" for example, a student team from a certain university once planned to develop a "short video addiction algorithm", which was guided by ideological and political teachers to shift to a "youth anti addiction system", achieving a transformation from "profit driven innovation" to "responsibility innovation"; The second is to adhere to the bottom line of entrepreneurship and prevent ethical risks - for example, in sharing economy entrepreneurship, the moral education requirement of "honest management" can avoid problems such as "deposit misappropriation" and "data leakage"; The third is to support team collaboration and unite entrepreneurial forces the character of "tolerance and mutual assistance" in entrepreneurial teams can reduce member conflicts and improve team stability (data from a certain entrepreneurial incubator shows that projects with "team collaboration spirit" have a 35% higher survival rate than ordinary projects).

2.3. Content Symbiosis: Building a "Career Education" System Together

The concept of "career education" emphasizes that education should cover the full dimensions of students' "career development" and "life growth", while moral education and innovation and entrepreneurship education have a large number of intersecting and integrated domains in content, jointly constituting the core content of "career education".

Social Innovation, Social Care, Public Welfare Spirit, Social Problem Solving, Public Welfare Entrepreneurship, "Rural Revitalization" Red Tourism Project

Team Management Inclusiveness, Collaboration, Leadership Team Building, Conflict Resolution Entrepreneurial Team "Value Building" Activity

Workshop on "Entrepreneurial Psychological Empowerment" for Psychological Adjustment, Resilience, Optimism, Resilience to Setbacks, Entrepreneurial Stress Management, and Risk Response

This symbiotic nature of content makes the integration of the two not a "rigid superposition", but an "organic reorganization": for example, the course "Social Responsibility and Business Models" developed by a certain university combines "corporate social responsibility" (moral education content) with "sustainable business model design" (entrepreneurship content), guiding students to design dual track projects of "profit+public welfare", such as the entrepreneurial plan of "recycling of waste clothes+donation to poverty-stricken areas", achieving deep symbiosis of content.

3. Coupling Mechanism: How to Dynamically Implement Fusion

3.1. Kernel Layer: Value Leading Mechanism - Anchored Fusion's 'Directional Indicator'

The value driven mechanism is the coupled "core core", whose function is to ensure that innovation and entrepreneurship activities always follow the correct value orientation. Specifically, it is achieved through three stages of "value implantation value screening value strengthening":

In the start-up stage of innovation and entrepreneurship projects, moral education values are implanted through "goal setting": firstly, policy guidance is implanted, combined with national strategies (such as rural revitalization and carbon neutrality) to determine project

direction, such as the "rural construction" project with the goal of "protecting traditional villages" and embedding the value of "cultural confidence"; The second is the implantation of ethical bottom lines, clarifying the "untouchable ethical red lines" in project conception, such as data projects requiring a commitment to "user privacy protection" and medical projects requiring compliance with "bioethics"; The third is to implant social needs, guide students to investigate social pain points (such as aging and left behind children), and make "solving livelihood problems" the core goal of the project. According to data from a university's "double innovation" center, projects that have undergone value implantation have an average increase of 28% in their "social value score".

In the project review and incubation stage, value compliance projects are screened through "standard setting": first, "ethical review" is added in the competition review, such as the "Internet plus" competition requires medical and data projects to submit "ethical risk assessment reports"; The second is to include the "social responsibility" indicator in the admission criteria for incubators, such as a university incubator's regulation that "projects with ethical disputes (such as vulgar content entrepreneurship) will not be admitted"; The third is to establish a "Student Supervision Committee" to issue warnings against value deviation behaviors (such as false advertising) in project operations. In 2023, a certain university eliminated 5 projects with "high profitability but low social value" through value screening, ensuring the correctness of the integration direction.

3.2. Intermediate layer: Knowledge integration mechanism - building a "bridge" for integration

The knowledge integration mechanism is a key link in coupling, and its function is to achieve the organic reorganization of moral education knowledge and innovation and entrepreneurship knowledge, avoiding the phenomenon of "two skins". Specifically, it is achieved through the three paths of "curriculum integration case integration textbook integration":

Adopting a hierarchical system of "basic courses+elective courses+practical training courses", constructing an integrated curriculum group: firstly, infiltrating into basic courses, such as adding a chapter on "Innovation Ethics" to the "Innovative Thinking" course, and adding a module on "Corporate Social Responsibility" to the "Entrepreneurship Management" course; The second is to offer specialized elective courses, such as "Technology Ethics and Innovation", "Social Innovation and Public Welfare Entrepreneurship", "Entrepreneurship Law and Moral Risks", etc. These courses are jointly taught by ideological and political teachers and entrepreneurship teachers; The third is to integrate it into practical training courses, such as the "Entrepreneurship Sand Table Simulation" training, and add an "Ethical Decision making" section (such as "Choosing to Recall or Conceal in the Face of Quality Issues"). After a certain university implemented curriculum integration, students' awareness of the integration of moral education and entrepreneurship knowledge increased from 35% to 78%.

Cases are the "carriers" of knowledge integration, which need to meet the three criteria of "authenticity, typicality, and integration": first, select "positive cases", such as Huawei's "technological innovation+patriotic responsibility" and Alibaba's "e-commerce poverty alleviation+rural revitalization"; The second is to analyze "negative cases", such as a company's "data fraud bankruptcy" and "food safety crisis", and guide students to reflect on the harm of moral deficiency; The third is to develop "local cases", such as exploring the "double innovation+public welfare" projects of students in our school, to enhance the relevance of the cases. The case library needs to be regularly updated (with 20% new cases added each year) and accompanied by a "Case Discussion Handbook" that clarifies the

dimensions of moral education analysis (such as value orientation, ethical decision-making, and social impact).

3.3. Peripheral Layer: Practical Collaboration Mechanism -Achieving the Integration of Knowledge and Action

The practical collaboration mechanism is a coupled "landing guarantee", which functions to transform value guidance and knowledge integration into practical actions, achieving the integration of knowledge and action. Specifically, it is achieved through three major paths: "project driven - cultural immersion - mentor collaboration":

Using "projects as carriers" to promote the deep integration of moral education and entrepreneurship practice: firstly, relying on the "Big Innovation Plan", establish "social welfare" special projects and provide additional funding support for such projects (such as increasing the funding amount by 20%); The second is to strengthen the practice orientation in the "mass entrepreneurship and innovation" competition. For example, the "Internet plus" Red Brigade Raceway requires that the project "must have field research, actual landing, and real results" to avoid "talking on paper"; The third is to connect with "local needs" and organize student teams to undertake "double innovation+public welfare" projects of local governments and enterprises, such as "community elderly care service design" and "intangible cultural heritage entrepreneurship promotion". The proportion of "social welfare" innovation projects in a certain university has increased from 15% to 40%, and the practical integration effect is significant.

Breaking the "single mentor" model and building a "1+N" mentor system (1 main mentor+N auxiliary mentors): firstly, the main mentor is jointly served by "double innovation teachers+ideological and political teachers", responsible for overall project guidance; Secondly, auxiliary mentors include entrepreneurs (providing business practice guidance), ethical scholars (providing ethical consulting), and industry experts (providing technical support); The third is to establish a "mentor communication mechanism", hold a mentor joint meeting once a month, synchronize project progress, and solve problems in integration. The integration score of moral education and entrepreneurship in a project guided by a group of university mentors is 30% higher than that of a project guided by a single mentor.

4. Practical Approach: Strategic Suggestions for Promoting Deep Coupling

Based on theoretical models and case studies, actionable practical strategies are proposed from four dimensions: top-level design, curriculum innovation, faculty development, and evaluation reform

4.1. Top level Design: Building an "Integrated" Education System

Making "integrating moral education into innovation and entrepreneurship education" a key task of the school's "14th Five Year Plan" and "15th Five Year Plan", clarifying the "overall goal" (such as achieving 100% coverage of integrated courses and 50% of integrated projects by 2027) and "stage tasks" (developing implementation plans annually); Establish a "Leadership Group for Integrated Education", with the Secretary of the Party Committee and the President serving as the dual leaders, and members including the heads of the Academic Affairs Office, the Student Affairs Department, the Innovation and Entrepreneurship Center, the Marxist College, and other departments, to coordinate and promote the integration work.

4.2. Curriculum Innovation: Developing "Integrated" Curriculum Modules

According to the standards of "gender equality" (high-level, innovative, and challenging), we will build integrated "golden courses": firstly, we will combine online and offline golden courses, such as the "Innovation Ethics" MOOC (online) and case studies (offline), to expand the coverage of the courses; The second is the social practice gold course, such as "Rural Revitalization Double Creation Practice", which organizes students to carry out projects in villages and combines course learning with practical services; The third is interdisciplinary courses, such as the "AI+Ethics+Entrepreneurship" course, jointly developed by computer science, ideological and political education, and management teachers, to cultivate students' interdisciplinary integration abilities.

Guided by "real problems", reconstruct the curriculum teaching mode: firstly, determine the PBL theme, such as "community aging adaptation and transformation:", "innovation and inheritance of intangible cultural heritage" and other themes that combine the value of innovation and moral education; The second is the implementation process design, which is divided into five stages: "problem research - scheme design - project implementation - result display - reflection and summary". Each stage incorporates moral education requirements (such as "empathy" in the research stage and "integrity" in the implementation stage); The third is multi-dimensional evaluation, which is jointly evaluated by teachers, community representatives, and users, with a focus on assessing "problem-solving ability" and "social value contribution".

Inviting industry enterprises to participate in course development: firstly, establishing a "School Enterprise Committee for Integrated Curriculum", consisting of enterprise HR, technical experts, and ethics consultants, to jointly develop course standards; The second is to introduce "real enterprise projects", such as using the "sustainable product design" project of enterprises as a course training task; The third is to establish an "Industry Ethics Lecture Hall" and invite entrepreneurs to share their "business ethics practice experience", such as "how enterprises balance profitability and social responsibility".

4.3. Teacher Construction: Building a "Composite" Mentor Team

Enhancing teachers' integration ability: firstly, "theoretical training", inviting experts in systems theory, ethics, and entrepreneurial management to give lectures, explaining coupling theory and integration methods; The second is "practical training", which involves organizing teachers to visit excellent universities (such as Tsinghua University and Zhejiang University) to observe integrated courses, and conducting research on "ethical management practices" in enterprises (such as Huawei and Tencent); The third is "skill training", which includes conducting "integrated curriculum design workshops" and "case writing training camps" to enhance teachers' practical abilities. Plan to train no less than 100 teachers annually.

Breaking down departmental barriers and promoting teacher mobility: firstly, "ideological and political teachers are seconded to the Innovation and Entrepreneurship Center", such as Marxist College teachers serving as "ethics consultants" for the Innovation and Entrepreneurship Center and participating in project guidance; Secondly, "double innovation teachers go to the Marxist Academy for further studies" to learn moral education theory and methods; The third is "mutual employment between schools and enterprises", hiring corporate ethics experts as part-time teachers, and university teachers to serve as "ethics management consultants" in enterprises, achieving two-way empowerment.

Using "projects or courses" as a link, build a teacher collaboration team: firstly, a "curriculum community", where each integrated course forms a team of "ideological and political teachers+innovation teachers+industry experts" to jointly prepare, teach, and evaluate lessons; The second is the "project community", where each key integrated project is

equipped with a “main mentor+auxiliary mentor”. The main mentor is responsible for overall guidance, while the auxiliary mentors are responsible for moral education and entrepreneurship; The third is to establish a “research community”, set up “integrated education research projects”, encourage teachers to apply across disciplines, and produce high-level research results.

4.4. Evaluation reform: Strengthen the assessment of the “value dimension”

Establish a “three-dimensional evaluation” standard (cognitive, emotional, behavioral): firstly, cognitive evaluation, which evaluates the level of knowledge mastery through “integrated knowledge testing” and “ethical analysis reports”; The second is emotional evaluation, which evaluates students’ acceptance of the concept of integration through “value identity questionnaires” and “interviews”; The third is behavioral evaluation, which evaluates the effectiveness of practical transformation through “project practice performance” (such as social value contribution, ethical decision-making) and “daily behavior records” (such as team collaboration, integrity performance). The evaluation results will be included in the students’ “comprehensive quality file” and linked to awards and honors, as well as employment opportunities for postgraduate students.

In the evaluation of innovation and entrepreneurship projects, the weight of “value dimension” should be increased: firstly, in the “Big Innovation Plan” and “Innovation and Entrepreneurship Competition”, the weight of “social value” and “ethical compliance” should be increased to 25% -30%, with specific indicators including “targeted solutions to social problems”, “ethical risk prevention and control measures”, and “positive impact on the environment/society”; Secondly, establish a “project tracking and evaluation” mechanism to track and evaluate the long-term social value and moral performance of projects that have been implemented for 1-3 years; The third is to introduce “third-party evaluation” and invite industry experts, public welfare organizations, and users to participate in project evaluation to ensure objectivity.

5. Conclusion

This study draws the following core conclusions through theoretical analysis, model construction, and case verification:

The coupling of moral education and innovation and entrepreneurship education has both “inevitability” and “feasibility”: its value logic stems from goal homogeneity (cultivating responsible innovators), process complementarity (unifying soul shaping and empowerment), and content symbiosis (jointly building lifelong education), providing theoretical basis for integration;

The coupling of the two needs to be achieved through a “three-layer mechanism”: the core layer value guidance mechanism anchors the direction, the middle layer knowledge integration mechanism builds a bridge, the peripheral layer practice collaboration mechanism is implemented and transformed, and the three-layer mechanism forms a closed-loop linkage, all of which are indispensable;

In practice, it is necessary to grasp the “four key points”: top-level design is the guarantee, curriculum innovation is the core, teacher construction is the foundation, and evaluation reform is the guidance. Only by making multidimensional efforts can deep integration be achieved.

However, the essential characteristics of moral education determine the boundaries of AI’s role. In core areas such as emotional care, value guidance, and practical implementation, the role of human teachers is irreplaceable. Truly effective innovation in moral education

does not lie in completely replacing humans with technology but in finding the optimal balance point for human-machine collaboration.

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