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Research on the Path of Practice-Based Education for Innovation and Entrepreneurship in Private Universities from the Perspective of the "Grand Ideological and Political Course": A Case Study of the "Daily Bread" Student Team

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Abstract

Implementing the requirements of building the "Grand Ideological and Political Course" is a key lever for private universities to fulfill the fundamental mission of fostering virtue through education. Innovation and entrepreneurship (I&E) education, as a critical component of applied-talent training, faces the practical problem of a disconnect between ideological-political education and professional practice. Grounded in the characteristics of private universities and taking Xi Jinping Economic Thought as the value foundation, this study takes the integrated reform of the professional course "Marketing," in which Xi Jinping Economic Thought is embedded, and the practical-training course "College Student Innovation and Entrepreneurship," as the practical vehicle, and combines the real start-up experience of the "Daily Bread" student team, to explore a three-in-one implementation path of value guidance, training-driven practice, and practice-based transformation. The study shows that relying on the "Grand Ideological and Political" practice field formed by "professional courses + practical training + innovation and entrepreneurship," and guiding students to conduct field investigations in society, offers a feasible way to mitigate the well-documented "two separate skins" phenomenon — the disconnection between ideological-political education and I&E practice, effectively stimulates students' internal motivation, and promotes the transformation of ideological value guidance into I&E practice. The study provides a practical reference for similar private universities to integrate the Grand Ideological and Political Course with innovation and entrepreneurship education.

Keywords: Grand Ideological and Political Course; Practice-Based Education; Innovation and Entrepreneurship; Private Universities

1. Introduction

General Secretary Xi Jinping has emphasized that the "Grand Ideological and Political Course" should be used well and that teaching should be closely integrated with social reality. Private universities aim primarily at cultivating applied talents; in the process of delivering innovation and entrepreneurship education, how to genuinely put ideological and political education into practice is an unavoidable practical issue. In daily teaching, it is not difficult to observe that the I&E classrooms of some universities still remain at the level of theoretical lectures: ideological and political content is simply attached outside the curriculum, while ideological-political education and entrepreneurial practice follow their own separate ways, forming the so-called "two separate skins" phenomenon — a disconnect between ideological-political education and entrepreneurial practice (Bin & Liu, 2026a).

Students in private universities tend to be active thinkers with a strong willingness to take action, but some lack clear plans for their professional study and future development. Ideal and belief education cannot rely on classroom preaching alone; it requires real practical scenarios as support. Integrating Xi Jinping Economic Thought (The Publicity Department of the CPC Central Committee & National Development and Reform Commission, 2022; Zhang, 2022) into I&E course teaching, taking social practice as the practical base of the Grand Ideological and Political Course, and guiding students out of the classroom and into the real market environment can align knowledge transmission with value shaping. Based on the real growth experience of the "Daily Bread" team at the authors' institution, this paper sorts out concrete practices for implementing curriculum-based ideological-political education, and provides a realistic sample for advancing the Grand Ideological and Political Course in the I&E field of private universities.

2. Theoretical Logic: Reconstructing the Curriculum Teaching System Based on "Three-Wide Education"

The core of curriculum-based ideological-political education lies in fostering virtue through education, and its difficulty lies in achieving deep integration of ideological-political content with professional teaching, rather than a simple overlay of content (Bin & Liu, 2026b; Wu, 2026). Considering the learning characteristics of students in private universities, the authors' institution has reformed the professional course "Marketing," integrated Xi Jinping Economic Thought into each teaching unit of the course, and constructed a teaching implementation path under the "three-wide education" (whole-person, whole-process, all-around education) framework (Bin & Liu, 2026b). In this reform, the two courses play complementary roles: "Marketing" is the professional carrier into which ideological-political content is systematically embedded, whereas "College Student Innovation and Entrepreneurship" is the practical-training outlet through which student teams translate classroom learning into real projects; the market-research tasks designed in "Marketing" provide the analytical foundation, while the I&E course provides project incubation, competition, and start-up support.

2.1. Content Integration and Method Innovation: Embedding Student Innovation and Entrepreneurship into Professional Practical Training

In the past, some I&E courses largely copied foreign business theories and cases, which were somewhat distant from the real environment of Chinese college students (Bin & Liu, 2026a). This curriculum reform is grounded in the reality of China's economic development: the core viewpoints of Xi Jinping Economic Thought (The Publicity Department of the CPC Central Committee & National Development and Reform Commission, 2022; Zhang, 2022) are decomposed and mapped to the corresponding teaching chapters of the course, and local realistic cases are used to explain entrepreneurial theory, so that students build an understanding of innovation and entrepreneurship that fits China's national conditions, rather than mechanically applying imported business models (Wu, 2026). For example, "Marketing" sets up two comprehensive practical-training tasks: "Research and Analysis of Entrepreneurial Opportunities in the Local Consumption Market" and "Design and Feasibility Analysis of College Student I&E Projects." The training content is embedded in professional knowledge, and college-student innovation and entrepreneurship is further embedded in the training process, so that the tasks are linked together and achieve a quantitative-to-qualitative improvement. This "professional course + practical training + innovation and entrepreneurship" configuration echoes the industry-education, major-innovation, and ideology-politics integration advocated in recent curriculum reforms (Wang et al., 2026; Zhang et al., 2026) (see Table 1).

Table 1. Integration Framework of the I&E Course Guided by Xi Jinping Economic Thought

Course Chapter	Practical-Training Content	Innovation and Entrepreneurship Practice
Chapter 5: Market Research	Research and analysis of entrepreneurial opportunities in the local consumption market	Design and feasibility analysis of college student I&E projects

2.2. Research Design and Case Selection

This study adopts a qualitative single-case study design. The "Daily Bread" team was selected through purposive sampling: it is a typical, information-rich case in which four students who entered the university with unclear academic and career plans progressed through the integrated "Marketing" + I&E reform and produced observable outcomes across three domains—academic performance, competition awards, and real start-up operation. Data were collected from five sources for triangulation: (1) participant observation by the course instructor (co-author Xin Peng), who taught the "Marketing" and "College Student Innovation and Entrepreneurship" courses and supervised the team throughout the 2025–2026 academic year; (2) semi-structured post-project conversations and reflections with the four team members; (3) project documents, including business plans, weekly sales and supply-chain records, and competition application materials; (4) documentary records, including practical-training assignment submissions, grade records, and chat records of the teacher–student WeChat group; and (5) external evidence, including company

registration documents, competition award certificates, and English-examination score reports. The findings below are organized around the three-wide education framework and are interpreted against this triangulated evidence base.

3. Practice Case: The Transformation and Growth of the "Daily Bread" Team

The "Daily Bread" team consisted of four students from the 2024 Financial Undergraduate Class 1: Zixin Yang, Yipeng Fu, Yipeng Liang, and Hai Pan. At the beginning of their enrollment, the four students had unclear self-positioning and no clear plans for the future. Through sustained curriculum-based ideological-political edification, especially the exercise of practical training, the students gradually built confidence and step by step embarked on the path of innovation and entrepreneurship practice.

3.1. The Turning Point: A Pragmatic Attitude in Practical-Training Assignments Brings a Growth Opportunity

After the practical-training assignment of the autumn 2025 semester was issued, many groups produced patchwork research reports generated by artificial-intelligence tools, lacked field visits, and produced content detached from reality. The "Daily Bread" team did not take the shortcut: the members visited commercial districts and communities around the campus on foot, and completed the data collection and video editing of the research assignment themselves. The process was expected, but the first-hand data were extremely valuable. Through observation, the students discovered a business opportunity and, starting from the innovation research, launched their entrepreneurial practice. In their post-assignment reflection, team members noted that, although the fieldwork was far more time-consuming than compiling an AI-generated report, the first-hand interviews and street observations gave them a concrete feel of local consumer demand that no desk-based search could provide.

3.2. Ideological Elevation: Transforming Theoretical Thought into Action That Solves Real Problems

In the "Daily Bread" practice, the project leader Zixin Yang, applying the market-opportunity analysis methods learned in the course, carefully observed campus consumption scenarios and identified a clear pain point in the supply of bakery products on campus: students who wanted to buy good-quality bread either had to pay high prices or travel long distances. Based on this reality, she tried a campus community group-buying model, connected supply-chain resources, and turned the "Daily Bread" idea from a concept in a research report into a real project, building a complete operating chain of financing, supply, sales, and delivery. This practically solved the real problem of students buying bakery food and practiced the people-centered development philosophy within the small campus scenario; Yang later reflected that reviewing weekly order data in the WeChat group had made the people-centered logic discussed in class feel tangible rather than abstract. As a core member of the project, Yang balanced entrepreneurial practice with academic study, ranking among the top five in her class in the final examination. She also participated in the External Relations Department of the university student union, connected with merchant resources related to the Beijing International Bread Festival, and completed the project's promotion—truly applying

what was learned in the classroom to real practice. Since the launch of "Daily Bread," weekly operating revenue has remained at least 10,000 RMB, which has greatly encouraged the other team members.

In the supply-chain work of the project, Hai Pan, based on the current market situation, avoided the already highly mature tracks and chose to look for opportunities in the gaps between existing business models. In December 2025, he registered the company "Pan Hai Shop." Although the project is small-scale, it achieved sustainable development through continuous iteration of operational concepts and refined operation. Its monthly operating revenue exceeded 10,000 RMB in its first full month of formal operation (January–February 2026) (see Figure 1). This practice shows that contemporary college students do not have to pursue grand goals blindly; making micro-innovations based on realistic conditions can equally inject fresh vitality into the market.

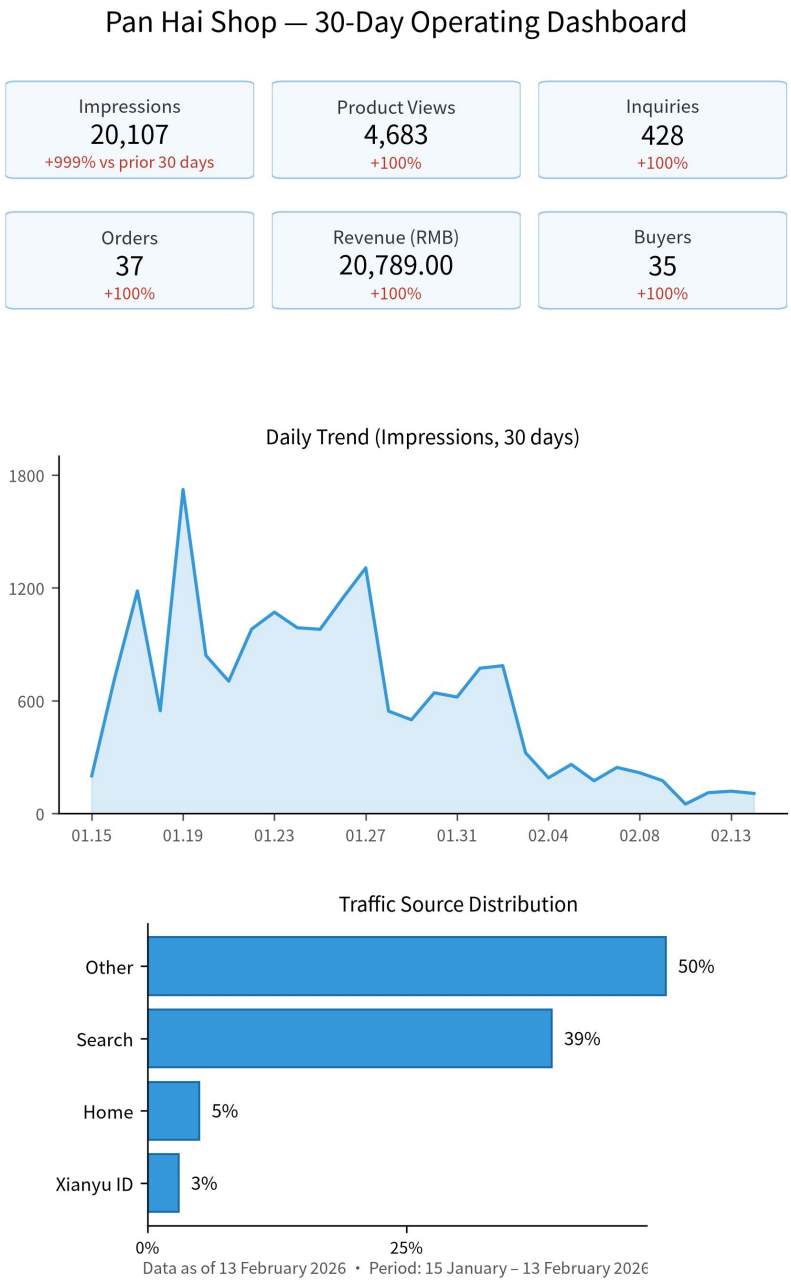


Figure 1. First-Month Operating Data of "Pan Hai Shop" (2026)

3.3. Mutual Growth of Teachers and Students: Two-Way Growth Through Teaching and Learning

In the age of artificial intelligence, teachers are no longer authorities who unilaterally output knowledge; they should become companions and guides for students' ideological growth, fulfilling the educational original intention of "nurturing children to do good"—which is precisely the foothold of the Grand Ideological and Political Course within professional courses. The teacher noticed the personal potential of Yipeng Fu and guided him to plan his personal development using the expectation-management ideas from the entrepreneurship course, encouraging him to improve his comprehensive expression ability. Under sustained guidance, Fu achieved outstanding results in both the CET-4 and IELTS examinations, as documented by his score reports. In addition, he joined a student club to participate in practice and secured a winter internship at the Beijing Branch of China Construction Bank. The changes observed in students further strengthened the teacher's commitment to teaching students in accordance with their aptitude and to developing teaching based on the times.

At the same time, students' real entrepreneurial practice has in turn fed back into classroom teaching. Many of the operating ideas explored by the "Daily Bread" team and "Pan Hai Shop" in practice are not covered in textbooks; these vivid local student cases have been added to the classroom teaching resource library, making I&E course teaching more closely fit the real situation of contemporary college students and truly achieving mutual growth through teaching and learning.

The WeChat group of the "Daily Bread" team has extended the time-space boundary of classroom teaching. The teacher uses the methods of Xi Jinping Economic Thought to analyze the real problems encountered by students in their projects; the steady progress of the students' entrepreneurial projects has also become the most intuitive embodiment of teaching outcomes. The teacher has shifted from simply lecturing knowledge to paying more attention to students' character and ideological shaping; originally confused students have gradually built confidence, and teachers and students have promoted each other, constituting a real educational scene. These chat records, retained throughout the project period, also form part of the documentary evidence analyzed in this study.

3.4. Results: From Course Assignments to Real Competitions and Start-Up Projects

Nurtured by curriculum-based ideological-political education and under the teacher's continuous guidance, the four students were no longer satisfied with completing course assignments; they actively applied the market analysis, consumer insight, and other knowledge learned in the I&E course to real projects.

First, the team formed a group to participate in disciplinary competitions and accumulated practical experience. The team registered for the university's "Yicai Fencheng" Cup Innovation and Entrepreneurship Competition. Hai Pan successfully led team members to win the Second Prize in Beijing in the "2026 iCAN College Student Innovation and Entrepreneurship Competition 'Shangdao Cup' Management Decision-Making Simulation Challenge," and will lead the team to Anhui in October 2026 to participate in the national final.

Second, the team applied for a new Undergraduate Innovation and Entrepreneurship Training Program to refine its business plan. Combining classroom learning with practical-training accumulation, the team has applied for a new Undergraduate Innovation and Entrepreneurship Training Program entitled "Shuijing Jingtu—Beijing Travel AI Companion: One-Click 'Jing' Precision Handling of What to Eat and Play," which is based on the development direction of the digital economy and explores intelligent itinerary-planning services. After several rounds of revision, the project plans to carry out pilot operation in 2026.

Third, the team landed physical projects to achieve the unity of knowledge and action. Drawing on the supply-side structural reform ideas learned in the course, Hai Pan registered a company, transforming the theoretical knowledge about entrepreneurial subjects learned in class into a real market entity that has achieved stable profitability. From a confused freshman at enrollment to an entrepreneurial practitioner with business practice awareness, the growth of "Pan Hai Shop" and the "Daily Bread" team intuitively reflects the actual effect of curriculum-based ideological-political education entering students' minds, hearts, and practice.

4. Lessons: Insights for Building the Grand Ideological and Political Course in Private Universities

The growth practice of the "Daily Bread" team illustrates that the ideological-political education embedded in I&E courses in private universities cannot remain at the level of verbal preaching; a complete educational closed loop from classroom theory to social reality must be built. Because this study is based on a single case at one institution, the lessons below are offered as an illustrative reference for similar private universities rather than as a universally validated model.

First, deeply excavate the ideological-political connotation to solve the question of what students "believe in." Curriculum-based ideological-political education must be persuasive and cannot talk theory in isolation from reality. Combining Xi Jinping Economic Thought with I&E education, conducting teaching based on the reality of the domestic market, and using perceivable real cases around students to explain China's development path clearly can resolve students' ideological and cognitive confusion. Requiring students in practical training to refuse copying online materials, refuse AI ghostwriting, and insist on field research is essentially cultivating students' truth-seeking and pragmatic attitude, which is also the most fundamental background of ideological-political education.

Second, broaden the practice field to solve the question of how students "do it." The Grand Ideological and Political Course advocates opening the doors of education and cannot confine teaching to the classroom (Dong, 2026). Practical-training projects are an important lever that pushes students into social reality to be tempered. Without this practical-training step, there would be no subsequent disciplinary-competition achievements, nor would the "Daily Bread" and "Pan Hai Shop" projects have been born. The assessment requirements of practical training force students out of their comfort zones to participate in practice personally; the sense of achievement gained after practice further mobilizes students' subjective initiative to continue exploring. The survival-in-the-gaps entrepreneurship model of "Pan Hai Shop" also provides a new reference for college

students' employment and entrepreneurship: entrepreneurship does not have to blindly pursue large scale; based on reality and relying on refined services and differentiated positioning, students can equally realize personal value. This pragmatic entrepreneurial concept is precisely the direction that current youth employment and entrepreneurship education should advocate.

Third, extend teachers' educational responsibility to solve the question of whether education has "temperature." The ideological-political education embedded in I&E courses is not only knowledge teaching but also includes emotional communication and guidance. The online communication group of the "Daily Bread" team broke the time-space constraints of the classroom; education extended from classroom teaching and problem-solving to continuous communication, encouragement, and correction after class, forming an educational community between teachers and students. Only when teachers see students' potential and awaken their inner confidence will students be willing to "love their teachers and believe in their way." Yipeng Fu's active planning of his academic path and Yipeng Liang's driving of ethnic-minority students to participate together in practice are educational outcomes gradually generated in the atmosphere of continuous teacher-student interaction.

5. Conclusions

Teaching is what the superiors practice and the subordinates imitate; nurturing children means raising them to do good. The course "College Student Innovation and Entrepreneurship" is not merely a skill course for teaching business techniques; it is also an important position for delivering Grand Ideological and Political education. This teaching reform integrates Xi Jinping Economic Thought into every module of the course and relies on practical training to put ideological education into practice; the growth of the several students in the "Daily Bread" team is precisely the realistic outcome of this educational path. This case suggests that, based on the reality of students in private universities, when curriculum-based ideological-political education is implemented carefully and consistently, students who are confused and puzzled at the enrollment stage can, under ideological guidance and sustained practical tempering, grow into courageous and enterprising youth. The observed achievements—Yang's top-five class ranking and the stable weekly revenue of "Daily Bread," Pan's registered company and first-month revenue above 10,000 RMB, Fu's English-examination results and banking internship, and the team's Beijing-level competition prize—are concrete outcomes documented within this case; they should not, however, be read as proof of the general effectiveness of the teaching model, which would require larger-scale comparative evidence. Rather, the "Daily Bread" case offers an illustrative example of how applied talent training in private universities can connect individual student growth with the development of the times.

Author Contributions:

Zixin Yang was responsible for the practical data collection of the "Daily Bread" and "Pan Hai Shop" cases, and participated in the drafting of the case-study section. Xin Peng was responsible for the research design, curriculum reform planning, and the writing and revision of the manuscript. All authors have read and agreed to the published version of the manuscript.

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Conflict of Interest:

The authors declare no conflict of interest.

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