

Exploration and Reform in Teaching Business Intelligence Course under the Background of Incorporating Ideological and Political Theories into Curriculum Teaching

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Abstract: As times progress and society advances, incorporating ideological and political theories into curriculum teaching has become one of the important tasks in higher education. This paper explores the research significance, existing problems, reform paths, and methods of teaching the Business Intelligence course in the context of incorporating ideological and political theories. Firstly, it introduces the background and significance of incorporating ideological and political theories into curriculum teaching, highlighting the importance of the Business Intelligence course in this regard. Secondly, it analyzes the existing problems in teaching the Business Intelligence course, such as the lack of targeted teaching methods, a bias towards theoretical teaching methods, weak student knowledge foundation, and insufficient teaching resources, all of which require reform. Lastly, it proposes various reform paths and methods to address these problems, such as an integration of online and offline teaching methods, a link between industry and academia to increase the practicality of teaching, and the use of case studies and practical projects. By guiding students to understand the impact of business decisions on society and the environment, this paper aims to enhance students' sense of social responsibility and awareness of the bigger picture. This paper emphasizes the importance of incorporating ideological and political theories into curriculum teaching and provides targeted suggestions for reforming the teaching of Business Intelligence.

1. Introduction

In current tertiary education, incorporating ideological and political theories into curriculum teaching has become a crucial educational direction and philosophy. As a highly specialized course, the Business Intelligence course should focus on cultivating students' sense of social responsibility and innovation abilities under the influence of ideological and political education, allowing students

to apply Business Intelligence technologies to solving social problems and fulfilling social responsibilities. Specifically, research on curriculum reform for Business Intelligence under the perspective of incorporating ideological and political theories can contribute to the improvement of students' quality in two aspects. Firstly, in terms of cultivating students' ideological and moral qualities, course design is the bearer of ideological and political education, and the classroom is its primary teaching channel. Implicit education is the main teaching method. By incorporating ideological and political elements into the teaching of Business Intelligence, students can not only acquire professional knowledge but also learn about ideological and political knowledge and contents based on their practical life and learning experiences, which helps them establish correct values and ethics. The reform of Business Intelligence course emphasizes the cultivation of students' sense of social responsibility and innovation abilities, guiding students to view business competition and business ethics correctly. The construction of ideological and political education is of great significance in the training of Business Intelligence professionals. Under the guidance of incorporating ideological and political theories into curriculum teaching, students can form correct outlooks on life, worldviews and values [1]. Secondly, it can promote the deep development of curriculum reform. From the perspective of incorporating ideological and political theories into curriculum teaching, the reform of Business Intelligence course can better implement the educational policies and teaching requirements of colleges and universities and promote the deep development of curriculum reform, which improves teaching quality and effectiveness. Therefore, it is of utmost significance to study the reform of Business Intelligence course under the perspective of incorporating ideological and political theories, which can promote the comprehensive development of higher education and enhance students' comprehensive qualities and career development [2-4]. There exists a close relationship between course design incorporating ideological and political theories and Business Intelligence course teaching. By following correct ethical values, students' comprehensive growth can be promoted. Simultaneously, the exploration of real cases in the Business Intelligence course can provide more specific educational content and practical basis for course design incorporating ideological and political theories, enabling students to have a deeper understanding and implementation of ethical values, thus improving their ideological and moral qualities and comprehensive literacy [3].

2. The Implications of Incorporating Ideological and Political Theories into Design of Business Intelligence Course

Business Intelligence is a course that involves data analysis, decision support, and Business Intelligence, among other aspects. Course design incorporating ideological and political theories emphasizes on cultivating students' ideological and moral qualities, enhancing their overall awareness, and promoting social responsibility. However, actual teaching practices reveal significant issues in the incorporation of ideological and political theories into the course, including the following:

First, course design incorporating ideological and political theories improves students' political consciousness and helps them establish the correct life values, worldview, and values [5]. This is crucial for Business Intelligence teaching, because Business Intelligence involves both technical knowledge and a high degree of identifying and grasping business opportunities. Only when students possess the correct values and worldview can they better grasp business opportunities and promote the development of Business Intelligence.

Second, course design incorporating ideological and political theories strengthens students' sense of social responsibility. The application of Business Intelligence involves many social issues, such as data privacy, security, and leakage, among others. It can guide students in establishing a sense of

social responsibility, focusing on the impact of Business Intelligence applications on society, paying attention to the protection of data privacy, and avoiding harm to individuals and society.

Third, course design incorporating ideological and political theories strengthens students' awareness of innovation. Business Intelligence is an ever-evolving field that demands creativity and innovation from students. Course design incorporating ideological and political theories can stimulate students' thinking and creativity, improve their awareness [3,6,7] of innovation, and help them better respond to challenges and opportunities in the Business Intelligence field. The impact of course design incorporating ideological and political theories is vital for Business Intelligence teaching and has a positive significance and effect.

3. The Path of Teaching Reform of Business Intelligence Course

Currently, society has transitioned from the Information Age to the Data Age, where data is refined, compared, excavated, and analyzed to extract useful, unknown, and integrated knowledge for decision making. The teaching approach and methods for Business Intelligence course can be categorized as follows:

(1) Integrating online and offline teaching methods

In addition to defining course objectives and instructional content, effective teaching methodologies are of paramount importance when it comes to Business Intelligence education. Given the complexity of Business Intelligence, instructors should clearly outline course objectives and provide a comprehensive overview of basic concepts, technologies, and applications within the field. In terms of grasping theoretical concepts, instructors can use real-life Business Intelligence case studies during offline instruction to enhance students' understanding, bridging the gap between seemingly abstract theoretical concepts and their practical implications. Moreover, online teaching methods are equally critical and can be facilitated through the use of course management systems such as "Xuexitong". By using this platform, students can gain access to additional reading materials and broaden their understanding of the course material. Additionally, online teaching can incorporate practical assignments and assessments, with students given the opportunity to conduct peer evaluations before the instructor provides a final grade. This collaborative and iterative approach of online and offline teaching can encourage students to recognize their own shortcomings and learn from the diverse perspectives of others, ultimately leading to a more nuanced and robust understanding of Business Intelligence.

The blended teaching approach, which combines online and offline elements, can be helpful in teaching Business Intelligence course. Through the incorporation of Business Intelligence case studies into online classes, the relevant concepts of Business Intelligence can be effectively introduced to students. Practice assignments can be posted via online learning platforms, such as the Xuexitong, enabling students to engage in further studies and communicate with one another to complete related tasks. Finally, evaluations can be conducted between the instructor and students, with a proportional representation of grades. This style of pedagogy holds the potential to enhance students' self-reliance and individual analytical skills, facilitating a greater awareness of their own limitations through peer evaluation. Equally, the use of online resources broadens the scope of student learning whilst providing an opportunity to apply theoretical frameworks to practical scenarios.

(2) Fostering cooperation between academia and industry to enhance practicality of teaching

Incorporating industry and academia cooperation is a powerful strategy for enhancing the practicality of Business Intelligence instruction. Instructors can leverage the relevant resources of the corporate sector to facilitate teaching and learning through tactics such as lectures, case studies, and practice-oriented discussions. The synergies arising from cooperation between industry and

academia enable students to develop a deeper understanding of theoretical concepts and apply them in practical scenarios. By harnessing these benefits, students have the opportunity to gain practical experience in Business Intelligence coursework, improve their skills, and enhance their employability. In practice, students can apply the theoretical knowledge obtained to real-world challenges, thereby honing practical skills and building problem-solving capabilities. Additionally, industry and academia cooperation can help educators gain a more nuanced understanding of market shifts and trends, consequently informing curriculum development and instructional practices while improving the quality of instruction. Through partnering with industry, educators can develop insights into cutting-edge technology and workflow, integrating these insights into curricula and thereby equipping students with up-to-date tools and competencies to meet evolving market demands [8,9]. By increasing the focus on practical, applied learning, a cohesive integration between academia and industry can equip students with the tools and understanding they need to enhance their job prospects while simultaneously enabling instructors to stay ahead of the curve.

(3) Increasing students' self-learning ability

Given the limited duration of online Business Intelligence instruction, not all knowledge points can be covered through instructor-led explanations. Thus, it is crucial to cultivate students' interests in and motivations for self-directed learning. Encouraging students to explore their interests and hobbies in conjunction with Business Intelligence coursework can spark students' passion for learning. Instructors can assist students in learning how to develop study plans, how to search for educational resources, how to read and take notes, and how to revise and summarize, among other essential skills, thereby helping students establish a systematic and methodical approach to learning. Furthermore, instructors can encourage students to solve problems autonomously, guiding them to become independent learners. Cultivating student's self-study skills requires shared effort, with institutions, instructors, and students all contributing in multifarious ways to help students develop good habits of independent learning and the ability to work autonomously towards learning objectives. With such an approach, students gain the tools and capabilities necessary to enhance the quality and outcomes of their learning experience.

(4) Enhancing basic teaching infrastructure

Business Intelligence course is practical in nature and require solid basic teaching infrastructure [10]. This course requires the use of specialized software tools, a sophisticated database management system, and high-performance hardware equipment. As such, educational institutions need to provide dedicated laboratories, offering students the opportunity to learn and practice in a realistic environment. A high-caliber faculty with outstanding theoretical knowledge and practical expertise is also instrumental for enhancing Business Intelligence program quality. Educational institutions need to recruit or develop such faculties to ensure high-quality instruction. In sum, enhancing basic teaching infrastructure in several ways can significantly improve the quality of Business Intelligence education, enabling students to grasp knowledge and skills fully [11-13].

4. Conclusions

As information technology develops at lightning speed, Business Intelligence technology is becoming increasingly popular in enterprises. To adapt to this trend, it is essential to reform Business Intelligence course education. Under the background of incorporating ideological and political theories into curriculum, the teaching of Business Intelligence course should focus on developing students' innovative and practical abilities and emphasize social responsibility education and professional conduct education. On the one hand, the teaching of Business Intelligence course should emphasize the integration of theory and practice. On the other hand, it should also emphasize social responsibility education and professional conduct education. Business Intelligence

course teaching reform should focus on practice and innovation, attach importance to social responsibility education and professional conduct education, and provide a solid foundation for cultivating high-quality Business Intelligence personnel.

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