

# From Technology Empowerment to Value Reshaping: Research on the OBE Education Mechanism for "Sports + Finance" Composite Talents in the Perspective of "Digital Intelligence +"

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**Abstract:** Currently, against the backdrop of the deep intersection of the national strategies of "Sports Power" and "Financial Power," the deep capitalization of the sports industry and the cross-border allocation of financial capital have become the new normal for high-quality economic development. This industrial transformation poses brand-new challenges to the talent supply side, creating an urgent need for high-level composite talents who possess both sports industry operational thinking and the ability to apply modern financial tools. However, an examination of current practices in "Sports + Finance" interdisciplinary talent cultivation in higher education reveals structural dilemmas such as solidified disciplinary barriers, "platter-style" curriculum systems, lack of authentic practical scenarios, and lagging evaluation mechanisms. These issues lead to a significant misalignment between talent cultivation outcomes and actual industrial demands. The new round of technological revolution, represented by "Digital Intelligence +" technologies such as artificial intelligence, big data, digital twins, and knowledge graphs, not only provides technical means to break through these dilemmas but also triggers deep changes in the educational ecosystem. Based on the concept of Outcome-Based Education (OBE), this paper abandons the traditional empiricist paradigm to deeply analyze the internal mechanism of "Digital Intelligence +" technology empowering interdisciplinary talent cultivation. It argues for a new educational logic moving from simple "technology empowerment" to deep "value reshaping." The paper systematically constructs a full-chain cultivation mechanism including a reverse design objective system based on big data profiling, a forward implementation teaching process based on virtual-real integration, and a continuous improvement evaluation loop based on full-process data driving. Furthermore, it proposes specific practical paths from aspects such as knowledge graph construction, immersive platform building, human-machine collaborative faculty development, and the reshaping of industry-education integration ecology. The aim is to provide prospective theoretical references and action plans for the reform of composite talent cultivation in application-oriented universities under the background of New Liberal Arts and New Finance and Economics.

**Keywords:** Digital Intelligence +; Sports Finance; Composite Talents; OBE Concept; Value Reshaping; Education Mechanism.

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## 1. Introduction

### 1.1. Research Origin and Background

1. Industrial Resonance and Rigid Talent Demand under the Superposition of "Dual Power" Strategies

The Report to the 20th National Congress of the Communist Party of China, standing at the strategic height of national rejuvenation, clearly proposed the magnificent goals of accelerating the construction of a "Sports Power" and a "Financial Power." These two seemingly parallel national strategies have generated deep intersection and resonance within the context of high-quality development.

On the one hand, the sports industry is undergoing a critical transformation from extensive scale expansion to intensive quality improvement. One of its core characteristics is the securitization of assets and the financialization of operations. The modern sports industry is no longer limited to traditional athletic performances and fitness services but has evolved into a vast capital operation system. From the mixed-ownership reform of professional sports clubs to the Public-Private Partnership (PPP) financing model for large sports

venues, and from the Asset-Backed Securitization (ABS) of athletes' compensation contracts to the pledge loans and valuation of sports intangible assets (such as broadcasting rights, portrait rights, and event IPs), financial capital is penetrating the capillaries of the sports industry with unprecedented depth.

On the other hand, driven by the macro policy guidance of "moving from virtual to real" and the endogenous drive to find high-quality assets, the financial industry urgently needs to expand into new business growth poles. The sports industry, with its green, healthy, and sunrise attributes as a trillion-level industry, naturally becomes an important field for financial capital allocation. This deep coupling at the industrial level poses brand-new, high-standard challenges to the talent supply side. The market no longer urgently needs single-skilled sports management talents or financial practitioners, but "Sports + Finance" composite talents who understand the laws of sports industry operation, are familiar with competition rules and sports consumption psychology, and at the same time are proficient in modern financial tools and master risk management and asset pricing skills. However, the reality is that "those who understand sports do not

understand finance, and those who understand finance do not understand sports." Traditional sports professional education focuses on sports skills and event organization, lacking financial thinking; financial professional education focuses on mathematical models and investment analysis, lacking cognition of the special asset attributes of sports. This structural misalignment has become a key bottleneck restricting the modernization process of China's sports industry [1].

## 2. Paradigm Transformation of Higher Education Driven by "Digital Intelligence +" Technology

"Digital Intelligence +" technologies represented by Artificial Intelligence (AI), Big Data, Cloud Computing, Blockchain, and the Metaverse are reshaping the form and boundaries of higher education. The "Strategic Action for Education Digitalization" vigorously promoted by the Ministry of Education clearly points out the need to use intelligent technology to support the innovation of talent cultivation models. In the context of the construction of "New Liberal Arts" and "New Finance and Economics," how to use digital intelligence technology to break down disciplinary barriers and achieve deep integration of interdisciplinary knowledge and precise cultivation of abilities has become an important proposition for higher education reform. Digital intelligence technology not only provides "empowerment" at the tool level—for example, solving high-risk practical training problems through virtual simulation—but also triggers a deep "reshaping" of educational concepts, teaching models, evaluation systems, and even educational values. It requires educators to transform from traditional knowledge transmitters to learning guides and designers, and learners to transform from passive recipients to active constructors.

### 1.2. Definition of Core Concepts

#### 1. Digital Intelligence Profile of "Sports + Finance" Composite Talents

The "Sports + Finance" composite talents referred to in this paper are not a simple "dual degree" superposition or a physical platter of knowledge points, but high-quality application-oriented talents who possess the dual-core literacy of "sports industry operational thinking" and "financial capital operation ability," and are capable of using financial tools to solve complex problems in the sports industry (such as event risk management, club investment and financing, and sports asset pricing). In the era of digital intelligence, this talent profile must also include a third dimension of literacy—"Digital Intelligence Literacy," which is the ability to use big data to analyze sports consumption behavior, use AI models for asset valuation, and conduct decision-making deduction in virtual environments.

#### 2. Digital Intelligence Evolution of OBE Education Mechanism

Outcome-Based Education (OBE) emphasizes "Student-Centered, Outcome-Oriented, and Continuous Improvement." Traditional OBE implementation is often limited by difficulties in data collection, lack of personalized paths, and lagging evaluation feedback, leading to difficulties in quantifying "outcomes" and lacking basis for "improvement," often resulting in merely formal revisions of teaching syllabi. The OBE education mechanism from the perspective of "Digital Intelligence +" discussed in this paper refers to the use of digital intelligence technology throughout the entire process of talent cultivation to achieve the data-based definition of training objectives, intelligent support of

teaching processes, visual evaluation of learning outcomes, and automated improvement of teaching quality, thereby constructing a precise, dynamic, and closed-loop new educational ecosystem.

### 1.3. Research Significance

This research is not only a positive response to national strategic needs but also a theoretical exploration of deep reforms in higher education. Theoretically, this paper attempts to clarify the coupling logic between digital intelligence technology and the OBE concept in interdisciplinary talent cultivation, enriching the theoretical system of digital transformation in higher education. Practically, the full-chain education mechanism and implementation paths proposed in this paper can provide actionable plans for application-oriented universities, especially finance and sports colleges, to break down disciplinary barriers and improve the quality of talent cultivation, possessing significant promotion value.

## 2. Logical Starting Point: Scrutiny of Structural Dilemmas in Traditional Interdisciplinary Talent Cultivation

Before discussing the new mechanism, it is necessary to conduct a profound scrutiny of the realistic dilemmas existing in current "Sports + Finance" talent cultivation. These dilemmas are not superficial shortages of teaching resources but deep structural contradictions, specifically manifested in three dimensions: objectives, processes, and evaluation.

### 2.1. Discrete and Vague Cultivation Objectives: Lack of Precise Orientation

#### 1. Lack of Precise Industrial Data Support

When formulating talent training programs, universities often rely on empirical judgments, macro policy interpretations, or imitation of peer institutions, lacking precise research on the specific job capabilities of the industry frontline. For the emerging interdisciplinary field of "Sports Finance," what skill combinations do enterprises exactly need? Is it biased towards sports IP valuation or event insurance actuarial science? Due to the lack of big data support, training objectives are often general and vague, described as "having a broad vision and solid professional foundation," but cannot be concretized into executable and testable capability indicators. This vagueness of objectives directly leads to blindness in subsequent teaching activities.

#### 2. Mechanical Superposition of Interdisciplinary Objectives

Existing interdisciplinary training objectives are often a simple pile-up of sports professional objectives and finance professional objectives. For example, requiring students to "master basic theories of sports science" and "master basic knowledge of finance," but lacking a definition of the cross-integration capabilities of the two. This "platter-style" objective leads to difficulties for students in establishing interdisciplinary logical connections during the learning process, ultimately resulting in a state of "Jack of all trades, master of none," unable to form comprehensive abilities to solve complex cross-border problems. Students often switch back and forth between two disciplines but fail to find the "singularity" of fusion.

## **2.2. Fragmented and Static Teaching Processes: Lack of Deep Integration**

### **1. "Island Effect" of Curriculum System**

Under the administrative teaching management system, sports colleges and finance colleges are heavily barrier-ed, possessing independent teaching and research sections, faculty teams, and course libraries. Curriculum settings act independently, lacking organic internal logical connections. Students learn basketball tactics in the gymnasium in the morning and financial modeling in the laboratory in the afternoon, lacking bridge courses in the middle ground (such as "Sports Event Investment and Financing Practice," "Sports Economic Data Analysis"). Knowledge points exist in a discrete state and cannot form a synergy; students can only rely on their own comprehension to perform difficult knowledge integration. This "Island Effect" seriously hinders the generation of composite thinking.

### **2. "Inauthenticity" and "Absence" of Practical Scenarios**

"Sports + Finance" is a field with extremely strong practicality, involving high-risk and high-cost decisions. However, traditional practical teaching relies mostly on visits and inspections, simple simulation software, or obsolete case analysis, lacking high-fidelity, high-immersion combat environments. Students cannot access real sports asset data, nor can they experience the psychological pressure brought by financial market fluctuations. For example, when explaining "sports insurance," without real athlete injury data and actuarial models, students can only stay at the level of reciting clauses. There is a huge "vacuum zone" between theoretical learning and practical application, causing students to require a long adaptation period after graduation before they can be competent in their jobs.

## **2.3. Singular and Lagging Evaluation Mechanisms: Lack of Continuous Improvement**

### **1. Result Orientation Masking Process Development**

Current assessment methods are still dominated by standardized paper exams, focusing on memory and understanding of knowledge points. There is a lack of effective evaluation means for the core "innovative thinking," "cross-border decision-making ability," "complex problem-solving ability," and "team collaboration spirit" of composite talents. A final exam paper is difficult to measure a student's comprehensive quality when facing complex non-standard cases such as "sports club mergers and acquisitions." Singular evaluation dimensions cannot fully reflect the true ability level of students.

### **2. Data Absence Blocking Continuous Improvement**

The OBE concept emphasizes "continuous improvement," which requires sufficient process data. However, traditional classrooms are difficult to record students' learning behaviors, thinking paths, and emotional changes in real-time. Teachers can only conduct post-event analysis through final grades, lacking process diagnosis and intervention. This lagging feedback mechanism leads to a lack of scientific basis for teaching improvement, often only allowing adjustments for the next batch of students, unable to benefit current students. The improvement of teaching quality falls into the quagmire of "empiricism" [2].

## **3. Theoretical Architecture: The Coupling Logic of "Digital Intelligence +" Empowering OBE Cultivation Mechanism**

"Digital Intelligence +" technology and the OBE concept are highly compatible in essence. Digital intelligence technology provides technical support for the implementation of OBE, while OBE provides value guidance for the application of digital intelligence technology. The coupling of the two realizes a logical leap from technology empowerment to value reshaping.

### **3.1. Technical Logic: Breaking Physical Boundaries of Time, Space, and Cognition**

#### **1. Reconstruction of Interdisciplinary Cognition via Knowledge Graphs**

Knowledge graph technology can break down disciplinary boundaries and semantically associate heterogeneous knowledge from sports science and finance. By extracting entities (such as "Chinese Super League," "Balance Sheet") and relations (such as "Revenue Source," "Risk Exposure"), a "Sports-Finance" interdisciplinary knowledge graph is constructed. This not only solves the problem of curriculum fragmentation but also provides students with visual knowledge navigation, enabling them to clearly see the logical links between knowledge points and helping students establish interdisciplinary connections in their cognitive structures. This connection is deep and semantic, not a superficial physical splicing.

#### **2. Generation of Immersive Experience via Digital Twins**

Digital twin and virtual simulation technologies can build a high-fidelity "Sports Finance Parallel World." In this world, students can simulate managing a professional club, conducting player trades, venue financing, insurance purchasing, and other operations. The system feeds back decision results based on real algorithms, allowing students to accumulate practical experience in an environment with extremely low "trial and error costs," breaking through the spatiotemporal limitations of traditional practical teaching and realizing the leap from "learning by doing" to "learning by creating." This immersive experience can greatly stimulate students' learning motivation and desire for exploration [3].

### **3.2. Educational Logic: The Inevitability from Standardization to Personalization**

#### **1. Resolution of Contradiction between Large-Scale Education and Personalized Learning**

Traditional industrialized education models struggle to balance scale and personality. "Digital Intelligence +" technology, through big data analysis and intelligent recommendation algorithms, can provide customized learning paths for each student. For students with weak sports foundations, the system automatically pushes basic knowledge of the sports industry; for students lacking financial logic, the system reinforces mathematical logic training. This teaching in accordance with aptitude supported by technology effectively dissolves the contradiction between large-scale education and personalized needs, allowing every student to grow at their own pace.

#### **2. Digital Intelligence Establishment of Learner's Subject Status**

The OBE concept emphasizes student-centeredness.

"Digital Intelligence +" technology truly returns the initiative of learning to students. The emergence of intelligent study partners and AI teaching assistants allows students to obtain knowledge support anytime and anywhere, no longer relying on teachers' one-way instillation. Students' independent exploration, decision-making, and reflection in the virtual environment establish their subject status in the learning process. Learning is no longer a process of passive acceptance but a process of active construction.

### **3.3. Value Logic: Leap from Technology Empowerment to Value Reshaping**

#### **1. Transcendence of Instrumental Rationality**

In the early stages, "Digital Intelligence +" was often viewed as a tool to improve teaching efficiency (instrumental rationality). However, with the deepening of application, technology begins to feed back into educational concepts. It is not only "making teaching more effective" but also "making teaching more meaningful." Technology is no longer just a means; it begins to reshape the form and goals of education.

#### **2. Return of Educational Value**

The ultimate direction of digital intelligence technology empowerment is the comprehensive development of human beings. By handing over tedious knowledge memorization and retrieval to machines, education can return to its essence—cultivating human thinking, emotions, values, and innovative abilities. In the cultivation of "Sports + Finance," technology helps students liberate themselves from boring data processing to think about the sports spirit, business ethics, and social responsibility behind the data, realizing the reshaping of educational value. This reshaping reflects the call for human essential power in the era of "Human-Machine Collaboration."

## **4. Mechanism Construction: The "Digital Intelligence +" Driven OBE Full-Chain Cultivation System**

Based on the above theoretical logic, this paper constructs a "Digital Intelligence +" OBE education mechanism containing three core links: "Precise Definition," "Virtual-Real Teaching," and "Smart Evaluation." This mechanism is a dynamic circular closed-loop system aiming to optimize the entire process of talent cultivation.

### **4.1. Reverse Design: Precise Definition Mechanism of Training Objectives Based on Big Data**

The starting point of OBE is "defining expected learning outcomes." In the digital intelligence perspective, this is no longer a "brainstorming" process but a scientifically decision-making process driven by data.

#### **1. Multi-Source Data Collection and Profiling of Industrial Demands**

Utilize web crawler technology to capture recruitment information in real-time from major recruitment platforms (such as Liepin, Boss Zhipin) regarding positions like "Sports Investment," "Sports Brokerage," "Sports Insurance," and "Event Operations"; utilize text mining and Natural Language Processing (NLP) technology to extract high-frequency keywords (such as "Data Analysis," "Risk Assessment," "IP Operation," "CFA," "Sports Regulations"). At the same time, combine industry research reports, alumni career development trajectory data, and expert interview data to

build a dynamically updated "Sports + Finance" job competency model. This model can accurately reflect the specific requirements of the industry for talent knowledge, ability, and quality, providing a solid data foundation for setting training objectives [4].

#### **2. Digital Intelligence Decomposition and Mapping of Graduation Requirement Indicators**

Based on the job competency model, reverse derive the graduation requirements for talent cultivation. Utilize knowledge graph technology to further decompose graduation requirements into observable and measurable tertiary indicator points (such as "Ability to use Discounted Cash Flow method to value sports events"). Subsequently, establish a "Curriculum-Indicator Point" support matrix to ensure that every course and every teaching link precisely points to specific capability indicators. The system can also intelligently adjust the weight and credit allocation of courses based on the difficulty of achieving indicator points, realizing precise implementation and scientific layout of objectives.

### **4.2. Forward Implementation: Teaching Process Reconstruction Mechanism Based on Virtual-Real Integration**

This is the core link of OBE implementation, aiming to support students in achieving expected learning outcomes by restructuring the teaching process.

#### **1. Scenarization: Construction of High-Fidelity Virtual Simulation Experimental Field**

Utilize technologies such as Unity3D, VR/AR, and Cloud Computing to develop a "Sports Finance Decision-Making Virtual Simulation Platform." The platform features modules like "Event Operation Decision," "Professional Club Management," "Sports Investment and Financing Practice," and "Sports Market Risk Warning." For example, in the "Club Management" module, students play the role of general manager and need to decide whether to introduce star players, expand the stadium, and how to set ticket prices based on team performance (sports data) and financial status (financial data). The system backend accesses real financial models and sports algorithms to calculate in real-time the impact of decisions on club stock prices, brand value, and fan satisfaction. Students experience the complexity and consequences of decision-making in simulated "business wars," cultivating their judgment in complex environments.

#### **2. Projectization: Digital Intelligence Implementation of Interdisciplinary PBL Teaching Model**

Relying on the virtual simulation platform, implement Project-Based Learning (PBL). Teachers release real or simulated industry projects (such as "REITs Issuance Plan Design for a Ski Resort," "Insurance Plan Planning for a Marathon Event"), and students form interdisciplinary teams (Sports talents + Finance talents). With the assistance of AI intelligent assistants, teams conduct market research, data analysis, scheme design, and roadshow debates. The PBL platform records the team's collaboration process, document version iterations, and mind map evolution throughout, and teachers conduct process guidance and comments through the platform. This process realizes deep integration of knowledge and comprehensive training of abilities, allowing students to complete knowledge internalization in the process of solving problems.

#### **3. Intelligence: Human-Machine Collaborative Personalized Learning Assistance System**

Introduce AI teaching assistants based on Large Language

Models. They can not only answer conceptual questions 24 hours a day but also recommend relevant cases or literature based on students' learning progress and cognitive styles. For students with weak foundations, AI provides "remedial learning paths" and pushes basic concept micro-courses; for advanced students, AI pushes "challenging expansion tasks" and frontier academic papers. Teachers transform from "knowledge transmitters" to "learning designers" and "thinking guides," focusing on solving complex emotional and value judgment problems that AI cannot handle, realizing the complementary advantages of human-machine collaboration.

### **4.3. Continuous Improvement: Smart Evaluation Mechanism Based on Full-Process Profiling**

The closed loop of OBE lies in evaluation and improvement. Digital intelligence technology makes "full-process, full-dimension" evaluation possible.

#### **1. Accompanied Data Collection and Process Diagnosis**

Utilize IoT devices (such as smart classroom cameras, wearable devices) and online learning platform logs to insensibly collect full-modal data of students during the learning process (such as attendance rate, focus, speaking frequency, platform operation duration, trial and error times, interaction depth). Through multi-modal data fusion analysis, generate students' "Learning Status Electrocardiogram" in real-time. Teachers can conduct immediate intervention based on this; for example, finding that a student repeatedly tries and errors and stays too long in the "Option Pricing" link, the system automatically alerts and prompts the teacher to provide guidance, moving evaluation to the forefront of the teaching process rather than settling accounts afterwards [5].

#### **2. Value-Added Evaluation and Precise Calculation of Ability Achievement**

Abandon simple result evaluation and focus on the "value-added" of students. By comparing the changes in ability data between students' enrollment and the end of the course, evaluate their growth amplitude. The system automatically calculates the Achievement Degree of each student on each capability indicator point and generates a personal capability radar chart. This radar chart not only shows the total score but also clearly displays the student's specific performance in dimensions such as "Sports Literacy," "Financial Skills," "Digital Intelligence Ability," and "Innovative Thinking," providing precise self-cognitive feedback for students.

#### **3. Data-Driven Continuous Quality Improvement (CQI) Loop**

Aggregate students' achievement data to generate course quality analysis reports. If the overall achievement degree of a certain indicator point (such as "Risk Control Ability") is found to be low, the system will automatically alert and trace back to the specific course chapters or teaching links supporting this indicator, prompting teachers to adjust teaching content or methods. At the same time, this data will also be fed back to the training program formulators for the revision of the next round of training objectives. This data-based feedback mechanism ensures the spiraling rise of talent cultivation quality, realizing a true "Quality Closed Loop" [6].

## **5. Practical Path: Implementation Strategies from Blueprint to Reality**

To transform the above mechanisms into realistic

educational effectiveness, specific practices need to be promoted from four dimensions: curriculum, platform, faculty, and ecology.

### **5.1. Curriculum Reconstruction: Constructing a "Sports + Finance" Knowledge Graph Fusion System**

#### **1. Construction of Course Clusters Breaking Disciplinary Barriers**

Break the traditional "platter-style" curriculum structure and establish a "Sports Finance" intersection course cluster. At the general education level, open intercommunicated courses like "Introduction to Sports Industry" and "Principles of Finance" to align basic cognition; at the professional core level, develop deeply integrated courses such as "Sports Economics and Principles of Finance," "Sports Asset Valuation," "Sports Event Capital Operation," "Sports Insurance and Actuarial Science," and "Sports FinTech," realizing chemical reactions of knowledge through the reorganization of course content; at the practical level, set up comprehensive interdisciplinary workshops to strengthen comprehensive application abilities.

#### **2. Construction of Dynamically Updated Interdisciplinary Knowledge Graphs**

Organize backbone teachers of sports and finance to comb through the core knowledge points of the two disciplines and utilize graph database technology to build an interdisciplinary knowledge graph. Focus on marking the intersection nodes of the two disciplines (e.g., "Sports Lottery" connects "Probability Theory" and "Sports Philanthropy," "Venue Operation" connects "Fixed Asset Depreciation" and "National Fitness"). Based on the graph, develop digital textbooks and micro-course resources, and establish a knowledge update mechanism to timely incorporate the industry's latest cases (such as NFT sports collections, fan tokens) into the graph, guiding students to conduct exploratory learning in the knowledge network [7].

### **5.2. Platform Construction: Building a "School-Enterprise Symbiotic" Digital Intelligence Training Base**

#### **1. Hardware Upgrade: Immersive Smart Decision-Making Laboratory**

Build a high-standard "Sports Finance Big Data Decision-Making Laboratory." Equip it with financial terminals (Wind/Bloomberg), sports data terminals (Opta/Wyscout), VR headsets, interactive large screens, and other hardware facilities to create a physical environment highly consistent with financial institution trading rooms or sports event command centers. The laboratory is not just a place for classes but also a space for students to conduct scientific research innovation and entrepreneurial incubation.

#### **2. Software Development: Full-Chain Virtual Simulation Teaching System**

Collaborate with leading sports industry companies and fintech companies to jointly develop a "Sports Finance Virtual Simulation Experimental Teaching System" with independent intellectual property rights. The system should cover the full chain from macro industrial analysis to micro enterprise operations, featuring real-time data updates, configurable algorithm models, and replayable confrontation drills. In particular, reinforce the "counterfactual deduction" function, allowing students to see different results under different

decision paths, cultivating their systems thinking. For example, the system can simulate "how the payout situation of related insurance products would be if the 2020 Olympics were not postponed," deepening students' understanding of risk management through this counterfactual deduction [8].

### **5.3. Faculty Upgrade: Creating a "Dual-Teacher Dual-Ability + Human-Machine Collaborative" Teaching Team**

#### **1. Optimization of Cross-Border Integrated "Dual-Teacher" Structure**

Implement the "Mutual Employment and Mutual Learning" plan. Select sports teachers to take temporary posts in financial institutions to improve financial literacy; select finance teachers to investigate sports enterprises to understand industrial logic. At the same time, flexibly introduce industry experts such as sports investors, club CFOs, and sports lawyers as industry mentors to form a "Dual Mentor" team with on-campus teachers, jointly guiding students' PBL projects and graduation theses to ensure that teaching content does not detach from industrial reality.

#### **2. Enhancement of Human-Integrated Digital Intelligence Teaching Ability**

Carry out teacher digital literacy improvement projects, training teachers to master skills such as knowledge graph construction, learning data analysis, and AI tool application. Encourage teachers to "pair up" with AI teaching assistants to explore new models of human-machine collaborative teaching. Teachers must learn to use data to diagnose teaching problems and use AI to assist teaching design, thereby liberating themselves from tedious transactional work to focus on the transmission of educational values and the awakening of students' souls. Schools should establish corresponding incentive mechanisms to give policy inclination to teachers who perform outstandingly in digital intelligence teaching reforms [9].

### **5.4. Ecological Construction: Establishing an "Industry-Education Integration" Education Community**

#### **1. Circulation of Data Factors and Co-construction and Sharing of Resources**

Establish strategic cooperative relationships with sports exchanges, insurance companies, and event operators to co-build "Sports Finance Case Libraries" and "Real-Time Databases." Enterprises provide desensitized real business data, and universities provide data cleaning and analysis services, realizing the value circulation of data factors. Universities can also open virtual simulation laboratories to enterprises as employee training bases, realizing two-way empowerment of resources.

#### **2. Value Co-creation School-Enterprise Collaborative Education Mechanism**

Establish a School-Enterprise Joint Talent Cultivation Steering Committee, where enterprises participate in the entire process of revising training programs, formulating curriculum standards, and assessing graduation designs. Enterprises release real topics, student teams "reveal the list and take command," and enterprise mentors guide the whole process. Transform enterprise employment standards forward into school education standards, realizing the organic connection of the education chain, talent chain, industry chain, and innovation chain. This deep industry-education

integration not only solves students' employment problems but also delivers customized high-end talents to enterprises [10].

## **6. Value Reconstruction: Multidimensional Scrutiny of Cultivation Effectiveness**

Through the "Digital Intelligence +" empowered OBE mechanism reform, the ultimate foothold lies in the deep reshaping of talent cultivation value. This is not just an improvement at the skill level, but the comprehensive development of human beings.

### **6.1. Reconstruction of Literacy Dimension: From Single Skill to Composite Wisdom**

Under the traditional training model, students master fragmented skills of a single discipline. Under the digital intelligence OBE mechanism, through high-intensity interdisciplinary combat drills, students not only master the dual-core skills of sports and finance but more importantly form "Sports + Finance" Composite Wisdom (Hybrid Intelligence). They can see capital logic through sports phenomena and use financial tools to serve sports value creation, possessing high-level literacy for strategic decision-making in complex and uncertain environments. This wisdom is difficult for machines to replace and is the core competitiveness for students to cope with future career challenges.

### **6.2. Reconstruction of Subject Dimension: From Passive Acceptance to Active Construction**

Digital intelligence technology grants students great autonomy in learning. In personalized learning paths and immersive practical fields, students transform from passive recipients of knowledge to active constructors of knowledge. In interaction with AI and trial and error of virtual projects, they constantly reflect, correct, and iterate their cognitive structures, reshaping the learner's subject status. Education is no longer "I teach, you learn," but "I help you become." Students' innovative spirit and critical thinking are greatly released in this process.

### **6.3. Reconstruction of Ecological Dimension: From Closed Schooling to Open Symbiosis**

Through the industry-education integrated digital intelligence platform, the walls of the university are broken by technology. Classrooms extend to the enterprise frontline, teaching content connects with the market pulse, and evaluation standards align with industry norms. Higher education moves from a closed ivory tower to an open symbiotic social center, realizing the value reshaping of the educational ecology. This open symbiotic ecology enhances the ability of higher education to serve national strategies and regional economic development, making talent cultivation more vital and adaptive.

## **7. Conclusion**

In the era of "Digital Intelligence +," the reform of higher education has entered deep water. The cultivation of "Sports + Finance" composite talents, as a typical representative of the construction of New Liberal Arts and New Finance and

Economics, has important demonstration significance. The OBE education mechanism based on the "Digital Intelligence +" perspective proposed in this paper is not only a technical solution but also a return and sublimation of educational value.

From the precise objectives of reverse design to the teaching process of virtual-real integration, and then to the evaluation loop driven by data, this mechanism uses digital intelligence technology to break the physical boundaries of disciplines and reconstruct the spatiotemporal order of teaching. More importantly, it reshapes the educational value of "Student Development Centeredness." It shows that technology should not be a cold tool but a warm medium empowering the personalized growth of every student.

Looking forward, with the further maturity of technologies such as Generative AI and the Metaverse, this mechanism still needs continuous iteration and optimization. Universities should maintain strategic determination, continuously deepen industry-education integration, improve data governance, enhance the digital literacy of faculty and students, and effectively promote the leap in the quality of "Sports + Finance" composite talent cultivation, delivering more high-quality cross-border innovative talents for the construction of a Sports Power and a Financial Power, writing the answer sheet of the times for the high-quality development of higher education.

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