

Leading by Exemplary Teachers, AI Empowerment, School-Enterprise Collaboration, Integration of Competitions and Teaching

-- Innovative Teaching in “Securities Investment”: From Student Learning Needs to Practical Application

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Abstract: “Securities Investment” is a 3-credit core course offered to third-year undergraduate students majoring in finance. Addressing three long-standing challenges in traditional teaching which respectively called difficulty in integrating ideological and political education elements, difficulty in deepening ideological and political cognition, difficulty in scoring the effectiveness of ideological and political education, this course has established an innovative framework of “Two-Pronged Approach, Four-Stage Synergy”: by restructuring a modular content system that integrates “professional knowledge and ideological and political education” as a dual-chain, thirteen ideological and political themes are organically embedded into the four major knowledge modules—securities investment tools, markets, analysis, and portfolio management—as well as the accompanying case studies and virtual simulation experiments; leveraging a self-developed multimodal AI-based dynamic assessment system for ideological and political education in courses, the course enables process-oriented and visual diagnostics of value development; Comprehensively implementing the “Four-Stage Synergy” teaching methodology—centered on “leading by exemplary teachers, AI empowerment, school-enterprise collaboration, integration of competitions and teaching”—the course utilizes RAG intelligent Q&A teaching assistants, holographic projection, digital avatar classrooms, and smart teaching tools to effectively enhance classroom engagement and students’ intrinsic motivation to learn. This course has been awarded the titles of “National First-Class Undergraduate Course (In-Person)” and “National Model Course for Integrating Ideological and Political Education into Curriculum.” The teaching team has been selected as a national teaching team. The teaching team has published three specialized books on integrating ideological and political education into curriculum and produced a teaching guide. Recent five years, students have cumulatively won over 1,000 awards in provincial and ministerial-level or higher academic competitions.

Keywords: Ideological and Political Education into Curriculum; Securities Investment; Teaching Innovation; Multimodal AI.

1. Introduction

“Securities Investment” is a core major course offered to third-year undergraduate students majoring in finance, carrying a total of 3 credits. Since the first class in 1990, the course has been always sticking to its responsibility towards education which is “cultivating financial talent for national economic development.” Through continuous teaching reform and construction, it has been awarded the titles of Anhui Provincial Model Course (2017), one of the first National First-Class Undergraduate Courses (In-Person) (2019), Anhui Provincial Model Course for Integrating Ideological and Political Education into Curriculum (2020), and National Model Course for Integrating Ideological and Political Education into Curriculum (2021), gradually forming a profound teaching accumulation and distinctive features in ideological and political education into curriculum.

Guided by the Outcome-Based Education (OBE) framework, the course establishes a “three-dimensional goal chain” (Spady, 1994 [1]): At the knowledge level, it systematically teaches the characteristics of securities investment instruments—such as stocks, bonds, and mutual funds—and the mechanisms of market operations; at the competency level, it focuses on cultivating students’ practical abilities to use quantitative tools for investment analysis,

decision-making, and risk management; at the competency level, it emphasizes integrating a sense of national pride and professional ethics education, guiding students to embrace the values of serving national strategies and upholding financial ethics, and is committed to cultivating high-caliber financial professionals who combine professional competence with a strong sense of duty. To better implement these teaching objectives in the classroom, this paper begins with an analysis of student learning profiles, identifies teaching challenges, and proposes innovative teaching measures featuring a “Two-Pronged Approach, Four-Stage Synergy” to effectively enhance teaching outcomes.

2. Analysis of Student Profiles

2.1. Analysis of Student Profile: Discrepancy Between High Expectations and Reality

This course is designed for third-year undergraduate students majoring in finance. Most of students in class are good at mathematics and financial theory. They are like to understand new concepts. However, when they are learning, they run up against three challenges as follows:

(1) Ideological and political education is detached from curriculum just like a label, failing to reach professional identity and professional beliefs. More than 80% of students

feel that ideological and political education is just like is labeled contents and weakly related to career development, resulting in value guidance floating on the surface. In Figure

1, we can find survey results regarding the connection between ideological and political content and career development.

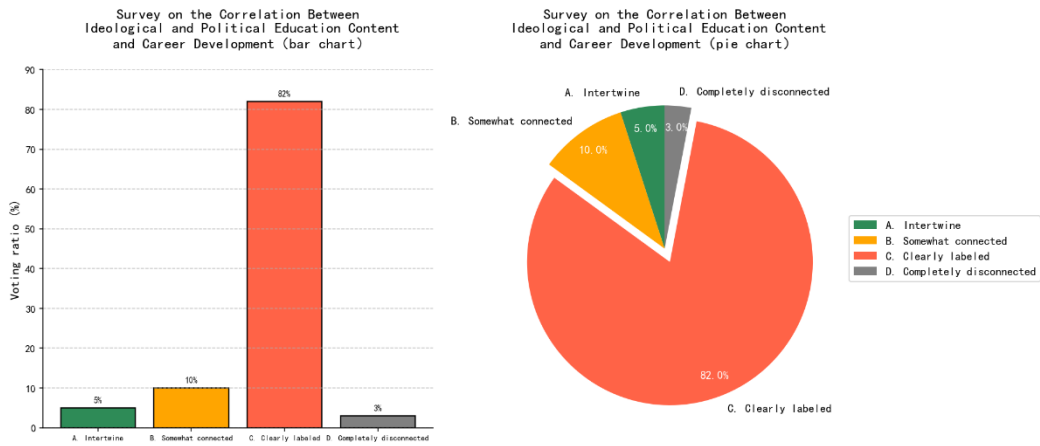


Figure 1. Survey on the Correlation Between Ideological and Political Education Content and Career Development

(2) Students tend to treat the course as a tool. This tendency deviates from the deeper mission of the strategy to build a financial powerhouse. We conducted a survey on how students incorporate the “Dual Carbon” strategy into their analysis of green bond investments, as well as on emotional resonance between students and the curriculum; the results which we can see are shown in Figures 2 and 3. What we can see in the survey is that only about 30% of students are able to have self-awareness to analyze the investment value of

green bonds in light of the “Dual Carbon” goals; only 28% of students feel a strong emotional connection to the course. More students are absorbed in “candlestick chart techniques” but lack a deep understanding of “the national strategic intent behind the launching of the STAR Market”; they know well “Buffett myth” but overlook “the era mission for our capital markets to support self-reliance and self-strengthening in science and technology.”

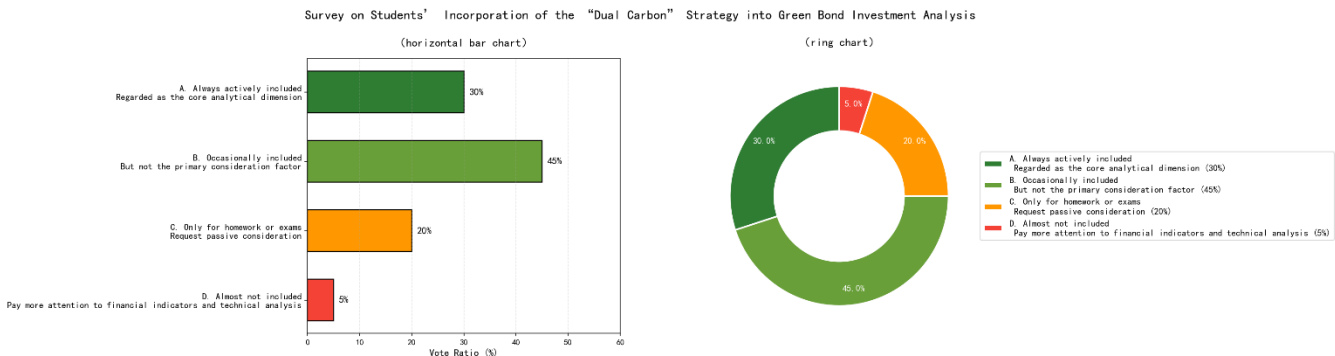


Figure 2. Survey on Students' Incorporation of the “Dual Carbon” Strategy into Green Bond Investment Analysis

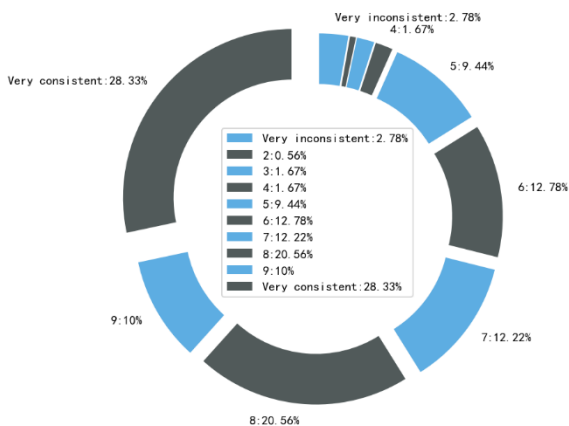


Figure 3. Survey on Emotional Resonance between Students and the Curriculum

(3) When we evaluate ideological and political education, we often treat it like a black box. We see the final score but miss how a student’s values actually shift over time. I’ve

noticed this in my own classroom discussions. Even for key ideas we stress repeatedly, like Valuation System with Chinese Characteristics or “combating the COVID-19 through financial means,” fewer than 15% of students ever bring them up on their own. Traditional tests can tell me if a student got the right answer, but they don’t show me whether that student is genuinely building professional ethics or a sense of social responsibility.

2.2. Teaching Challenges: From “Lack of Integration” to “Lack of Deep Belief”

Based on student circumstances, course instruction has long faced three core challenges:

(1) Difficulty in Integrating Ideological and Political Education Elements: To integrate ideological and political education into curriculum requires the integration of value formation, knowledge transmission, and competency development. However, in traditional teaching, ideological and political case studies and professional competence points (such as the CAPM model and risk management) often

remain disconnected, resulting in a “forced integration” dilemma. This reflects shortcomings in the course’s ability to “deeply explore ideological and political elements by integrating the features, thinking methods, and value concepts of the course” (as per the evaluation criteria). Finance originated from the Western economic paradigm; its assumptions of the “rational actor” and “utility maximization” inevitably create cognitive conflicts and emotional detachment if there is no organic transformation or bridge to the sense of national and social responsibility—emphasizing righteousness over profit and serving the real economy—that students need to cultivate.

(2) **Difficulty in Deepening Ideological and Political Cognition:** Courses must meet industry and societal needs and cultivate the ability to serve regional economy and society progress. However, students’ cognitions generally exhibit a pragmatism tendency characterized by prioritizing skills over values, models over strategy, and the short term over the long term. This points to a gap between teaching objectives and content in terms of “embodying higher-order thinking, innovation, and challenge” and “paying attention to the frontier of academic discipline development.” If courses fail to deeply integrate investment tools and market analysis with macro-level strategies and regional needs, which contain financial powerhouse, Yangtze River Delta integration, and local industry upgrade, students will find it difficult to establish a “stakeholder” mindset for investment analysis and decision-making from the perspective of national and regional development. As far as this situation, students’ cognitive level will remain confined to the instrumental perspective of “traders,” rather than advancing toward the strategic perspective of “builders of a financial powerhouse.”

(3) **Difficulty in Scoring the Effectiveness of Ideological and Political Education:** The assessment and evaluation of integrating ideological and political education into curriculum require a focus on formative assessment and the resolution and application of generative problems. Traditional assessment methods, which rely on exams and subjective reports, are akin to a “black box.” These methods are difficult to conduct process-oriented, quantifiable diagnostics. This exposes shortcomings in teaching regarding the innovation of scoring content and methods. The shaping of values is a subtle and dynamic process. If we didn’t have effective technical means for multimodal data collection (such as classroom speech, homework texts, interactive emotions) and intelligent analysis, we couldn’t achieve a comprehensive evaluation of students’ qualities, knowledge, and abilities.

2.3. Innovative Concept: Driving Deep Learning Through the “Assessment-Belief-Action” Closed-Loop

Our course team knows the aforementioned challenges. We has established the core innovative concept of “promoting genuine belief through assessment, and guiding real action through genuine belief.” The specific approach is as follows:

Establishing a Dynamic Monitoring and Fine-Grained Profiling Evaluation System: We use it to break the evaluation bottleneck. By introducing multimodal AI and natural language processing technologies, the system analyzes classroom text, speech, and behavioral data in real time to quantify emotional tendencies across dimensions which contain “social responsibility” and “professional ethics.” This system generates an “Ideological and Political Literacy Radar Chart” every three weeks, enabling visualization and process

diagnosis of value growth (Mayer, 2002 [2]).

Developing a “Professional Knowledge and Ideological and Political Education” Dual-Chain Integrated Content System: We use it to solve the challenge of integration. Centered on the ideological and political education focus of “Capital Market Support for the Path to National Rejuvenation,” the program has seamlessly embedded 13 ideological and political elements—including professional ethics and the integration of morality and law—into the entire teaching process through local case studies such as the registration-based IPO system reform. The system achieves a natural integration of professional knowledge transmission and value guidance.

Implementing the Three-stage Progressive Teaching Model of “Learn – Understand – Apply”: We use it to promote deeper understanding. Based on the “OBE Three-Dimensional Objective Chain,” the program uses pre-class MOOCs/SPOCs to solidify theoretical knowledge (“Learn”); role-playing and ethical debates during class to make intellectual enquiries (“Understand”); and post-class corporate research and the drafting of ESG reports to drive practical application (“Apply”). Ultimately, this cultivates well-rounded financial professionals who possess a sense of national and social responsibility, professional ethics, and outstanding professional competence.

3. Innovative Teaching Measures

To fundamentally address the three major challenges—“difficulty in integrating ideological and political education elements,” “the difficulty in deepening ideological and political cognition,” and “the difficulty in scoring the effectiveness of ideological and political education”—this course adopts an innovative approach of “two-pronged approach and four-phase synergy.” The two-pronged approach refers to the dual-chain integration of professional competence and course-based ideological and political education, as well as a dynamic evaluation system for course-based ideological and political education based on multimodal artificial intelligence.

3.1. Two-Pronged Approach

3.1.1. Dual-Chain Integration of Professional Knowledge and Ideological and Political Education

This course moves away from the previous loose structure—which featured 13 chapters of theoretical content presented in a straightforward, linear manner with ideological and political elements merely interspersed—and instead integrates professional competence with course-based ideological and political education through a unified design, establishing a new integrated content system characterized by “four modules, three levels, and dual-chain parallelism.”

First, we have restructured the professional content chain from linear chapters to functional modules. The original 13 scattered theoretical chapters have been integrated. They are restructured into four core modules. The four modules are based on the progressive relationship between the intrinsic logic of knowledge and competency development. The four modules are as shown in Figure 4:

Basis on this, we further refined the teaching content into three organically interconnected tiers. At the beginning, we design that eight consecutive theoretical chapters constitute the systematic knowledge forming the backbone of the course. They can ensure a solid professional foundation. Next, we use three independent case chapters to construct the second tier.

These cases are respectively called Registration System Reform, Green Bonds, and ESG Securities Value Investing. Three independent case chapters serve as bridges between theory and practice. They focus on national strategies and market frontiers to facilitate immersive, inquiry-based learning. Last, there is a set of twin virtual simulation experiment courses. This virtual simulation experiment course comprises four experimental chapters. These provide a full-process, highly realistic practical environment ranging from risk preference testing to optimal portfolio construction. It's really where the idea of "learning by doing, and doing by learning" comes alive (Kolb, 1984 [3]). This restructuring makes the course structure clearer, the tiers more distinct, and the integration of theory and practice tighter.



Figure 4. Four Modules

Second, we have achieved the integration of professional competence and ideological and political education through a dual-chain approach, transitioning from fragmented incorporation to thematic integration. In tandem with the restructuring of the professional modules, we have carefully designed 13 ideological and political themes. Rather than treating them as mere add-ons, we have incorporated them as an intrinsic “central thread,” systematically and comprehensively weaving them into every teaching component across the four major modules. First, in the “Securities Investment Tools” module, we integrated “correct values and perspectives on wealth” and “fostering civic-mindedness” into the discussion of stocks, bonds, and other financial instruments, guiding students to reflect on the social nature of capital and the ethical boundaries of financial tools. Second, in the “Securities Market” module, focusing on aspects such as issuance, trading, and regulation, the curriculum emphasizes “confidence in the path and system with Chinese socialist characteristics” (e.g., case studies on registration system reform), “professional ethics and the integration of moral and legal principles” (in conjunction with regulatory laws and regulations), and “the spirit of master craftsmen in a major country” (aligned with the rigor required for information disclosure and compliant operations). Third, in the “Securities Investment Analysis” module, teaching through valuation, fundamental analysis, and technical analysis is integrated to cultivate students’ “Marxist perspectives, methods, and scientific spirit,” “courage to explore and innovate through practice,” and “scientific spirit and enterprising spirit.” When we look at China’s macroeconomy and industrial landscape, we don’t just ask students to memorize trends. I push them to ask: why does “understanding national conditions” actually matter for an analyst? That question grounds them in a way textbooks alone never do. In the “Securities Portfolio Management” module, students face complex decision-making regarding risk, return,

and asset allocation. That naturally forces them to think in more dimensions, and we can see some of them developing a healthier relationship with pressure. They don’t just chase returns, but think about resilience. I also noticed that when they try to optimize a portfolio, a certain intellectual drive kicks in. For a few, that curiosity deepens into something bigger, even a sense that getting better at this has national stakes. They connect their own capability to the country’s financial security and competitiveness naturally.

We design building the course with themes embedded in the modules instead of bolted on. The design has completely made the “forced” and “superficial” feeling go away. Based on the design, value shaping leaves no trace, but stays in the whole process of knowledge teaching and ability training. I’m still figuring out how to capture that presence more systematically later on, but for now, the foundation feels solid.

3.1.2. Dynamic Assessment Framework for Ideological and Political Education in Courses

To render the latent instructional influences explicit and quantifiable, the course development group has completed independent construction of a dynamic evaluation framework for curricular ideological and political education via multimodal artificial intelligence, realizing a paradigm transition of teaching assessment from “experience-based judgment” to “data-supported” methodologies. As the first core component comes full-scope data acquisition. The evaluation framework incorporates multifaceted data points—encompassing online discourse transcripts, group assignment submissions, virtual experimentation records, and even in-class audio recordings and behavioral visual materials—to build a holistic student performance repository. We have carried out model training of a convolutional neural network within the PyTorch deep learning architecture employing the FER2013 facial expression dataset, and finished the development of a facial sentiment detection system. The quantitative computation of behavioral visuals rests on the emotional inclinations of quantified key terms obtained from facial sentiment detection, which are aligned with the subtitle time axis. Moving to the second functional module: intelligent affective and value evaluation. The assessment framework deploys natural language processing (NLP) and affective computing techniques to perform quantitative computations of affective leanings, lexical frequency concentration, and semantic profundity across core domains including “social accountability,” “professional morality,” and “patriotism,” precisely depicting the nuanced variations and developmental pathways of students’ value outlooks. For the third procedural segment, dynamic profile generation and targeted response. Once every three weeks, the framework automatically produces a customized “Ideological and Political Literacy Radar Diagram”, which intuitively presents each learner’s states and shifts across diverse value dimensions. This facilitates teaching staff to conduct targeted diagnostic appraisals of student learning and execute tailored instructional adjustments, while simultaneously enabling learners to clearly recognize their own progression.

3.2. The Four-Stage Collaborative Teaching Method

Based on the BOPPPS teaching model and centered on the progressive teaching objectives of “learning, understanding, and applying” across “the three phases of pre-class, in-class, and post-class”, the “Four-Stage Collaborative” teaching method was innovatively designed to integrate six teaching

components (Cao Danping and Yin Xingyao, 2016 [4]; Echevarria, Vogt, and Short, 2012 [5]; Pat and Russell, 2006 [6]), which guides the seamless internalizing ideological and political content as an part of the curriculum and encourages students to put learning into practice: Leading by Exemplary Teachers—AI Empowerment—School-Enterprise Collaboration—Integration of Competitions and Teaching.

3.2.1. Leading by Exemplary Teachers: Laying a Solid Foundation of Values

Led by nationally recognized distinguished professors in ideological and political education and provincial-level rising stars in teaching, the teaching team deeply integrates cutting-edge academic research, industry insights, and key ideological and political principles. The course team has distilled its teaching achievements into three monographs on ideological and political education in the curriculum and spearheaded the compilation of the *Teaching Guide for Ideological and Political Education in the Securities Investment Course*, providing a systematic and practical “toolkit” and “roadmap” for the development of ideological and political education in the curriculum.

The teaching team includes one key member of a “National First-Class Undergraduate Course (In-Person)” team; two members of the “Outstanding Teachers Team in National Model Course for Integrating Ideological and Political Education into Curriculum”; one principal investigator of a Second-Class Anhui Provincial Teaching Achievement Award; one principal investigator of the Anhui Provincial Undergraduate Teaching Quality and Teaching Reform Project “‘Securities Investment’ Smart Course”; one recipient of the Anhui Provincial “Outstanding Online Teacher” title; and one recipient of the Anhui Provincial “Rising Star in Education” title. one recipient of the Anhui Provincial “Jianghuai Cultural Master” Young Talent Award, one Outstanding Young Talent in Anhui’s Social Sciences, and one Outstanding Young Scholar in Anhui’s Higher Education Institutions. As team members, faculty members of the teaching team have received the Anhui Provincial Teaching Achievement Special Prize and Second Prize, as well as the Third Prize at the 4th National Higher Education Teaching Innovation Competition. Among them, the presenter has led 3 university-level Undergraduate Teaching Quality and Teaching Reform projects, 1 Category II teaching effectiveness project, 3 Category III teaching effectiveness projects, and 3 Category IV teaching effectiveness projects; won the Third Prize in the 2024 Anhui University of Finance and Economics “Course-based Ideological and Political Education” Teaching Competition; and received the Third Prize in the Anhui University of Finance and Economics qualifying round of the 5th Teaching Innovation Competition.

Surveys and pre-class preparation questions are distributed before each class; students’ written responses provide the instructor with insights into their learning status and also serve as quantitative data for the “Ideological and Political Education into Curriculum” assessment system.

During class, the instructor creates contextual scenarios to introduce the course content, provides feedback on pre-class assignments to establish learning objectives, and delivers detailed instruction on key and difficult concepts. Experts are invited into the classroom via video, Tencent Meeting, and holographic projection to analyze securities practices. Student engagement is fostered through group discussions, class-wide QR code scanning, assignments, and slide presentations (Piaget, 1952 [7]; Vygotsky, 1978 [8]; Deci and Ryan, 2000

[9]). They deepen students’ conceptual understanding through case studies, experiments, and practical training, and assign post-class assignments based on the Ebbinghaus forgetting curve to reinforce retention of key knowledge points.

Holographic projection is used to create a “dual-teacher” classroom. Before class, digital avatar videos are generated using recordings or text and photos of renowned teachers explaining key points and difficult concepts; during class, the instructor controls the pace and plays these videos for students via holographic projection.

Flipped classrooms are implemented based on the Feynman Learning Method (Bergmann and Sams, 2012 [10]; Lo, 2017 [11]; Zhu et al., 2024 [12]). In the first step, the teacher designates several chapters and requires students to work in groups to create presentation slides covering key concepts and related case studies; the text from these slides is imported into the course ideological and political education assessment system. In the second step, students present the key concepts they have learned to their classmates in class. In the third step, if students encounter difficulties or are unable to clearly explain key or challenging concepts during their presentations, the instructor takes over the class in real time and provides a detailed explanation to the entire class through methods such as board work and derivations. The instructor encourages students to review the material in their textbooks after class. Step 4: After the group presentations conclude, the group leader summarizes the key points of their group’s presentation in two or three sentences. The instructor then summarizes the chapter’s key points using knowledge cards, provides an overall evaluation of the group presentations, highlights the content’s strengths, offers suggestions for improvement, and assigns scores to members at, which are factored into their regular grades.

3.2.2. AI-Empowered: Transformation of the Learning Experience

An intelligent teaching assistant accompanies students throughout the course: Based on Retrieval-Augmented Generation (RAG) technology, a course-specific Q&A agent was developed (Lewis, et al., 2021 [13]). I fine-tuned the prompt for the doubao-1.5-vision-lite-250315 multimodal large language model and periodically added lecture notes, textbooks, teaching cases, and teacher-student Q&A content to build a knowledge base. Drawing on textbooks, case studies, and the latest policies as knowledge sources, it provides 24/7 support to address students’ professional and ethical concerns, delivering personalized tutoring. This AI agent is named the “Securities Investment” Q&A Teaching Assistant. It is released as a Doubao AI agent, with a link embedded in the “Resources” section of the Learning Pass app for easy access by students. Users can also search directly for “Securities Investment Q&A Teaching Assistant” on Doubao, making it convenient for faculty and students at universities nationwide to use. Only by truly understanding the subject matter can students firmly internalize its underlying values.

Multimodal Course Ideological and Political Education Assessment System: Building upon the existing bag-of-words assessment system, we are continuing to develop an agent that fine-tunes prompts based on the Doubao-1.5-Vision-Lite-250315 multimodal large language model. This processing tool utilizes the Transformer structural framework of a sequence generation model, facilitating its capability to effectively handle natural language within the relevant context system. This methodological tactic not only resolves

the difficulty of measuring the validity of ideological and political education but also further elevates the precision of such quantification work.

Digital Avatars to Energize the Classroom: Through employment of artificial intelligence to produce virtual educators for policy explanation and case-linked scenario presentation, we have completed the promotion of both the involvement level of learners in classes and the information richness of teaching sessions. As digital indigenous populations, undergraduate and postgraduate students present stronger acceptability towards classroom instructional approaches incorporating digital personas; this inherent preference furnishes an essential prerequisite for the conveyance of curriculum contents and the integration of ideological and political education components.

AI-Generated Classroom Games: The advancement of ideological and political education necessitates the dual attributes of recreational value and imperceptible integration, facilitating the fusion of knowledge acquisition and pleasant experience. I have carried out utilization of artificial intelligence to produce on-site mini interactive game contents for undergraduates, which not only injects dynamic vitality into the ambiance of the classroom, but also stimulates learners to conduct deep reflection on their personal value systems. For instance, subsequent to the elaboration of the derivation process of the security market line and the capital market line within the CAPM model, I have identified a gradual decline in the concentration of learners—a signal indicating that they had grown weary of continuous auditory input. At that specific juncture, I employed AI tools to generate an instant Snake game and launched a joint play session with the entire class. The termination of the Snake game in failure occurs when the virtual snake eats excessive things and becomes incapable of evading oncoming barriers. I deliver clarification to learners that the practice of investment is accompanied by parallel predicaments: the exclusive focus on profit gains may give rise to the collapse of investment activities. First and foremost, all investment schemes that guarantee exorbitant returns are enumerated in the provisions of the Criminal Code. If investors are unable to eliminate unlawful investment activities from their feasible sets, not only will their illegitimate proceeds be seized by relevant authorities, but they will also face the consequence of imprisonment. Second, within the operation system of capital markets, the more turbulent the market conditions, the higher the corresponding cost of potential returns. With the elevation of risk exposure, the negative utility level of investors rises simultaneously. The selection procedure of a market portfolio cannot merely incorporate the choice of the portfolio with the utmost return rate from the efficient frontier; conversely, investors need to plot a tangent line starting from the risk-free asset to the efficient frontier and pick the tangency point as the formal market portfolio. Solely this methodology, which achieves the equilibrium between risk level and return magnitude, can secure the maximization of utility for a rational decision-making subject.

Technology-Enhanced Pedagogy: The employment of artificial intelligence for the construction of knowledge mapping frameworks, intelligent auto-generating examination paper, the optimization of slide-based presentation materials, the evaluation of student assigned tasks, and the examination of learner performance metrics has liberated instructional personnel from routine operational burdens, enabling them to devote greater attention to the

guidance of value formation and the stimulation of higher-order analytical reasoning.

3.2.3. School-Enterprise Collaboration: Bridging the Gap Between Learning and Application

To help students deepen their understanding of course content, the course team periodically invites industry experts to interpret policies in the classroom and leads students on field trips to companies for practical training. For example, to help students understand the “lemons problem” encountered by specialized, refined, distinctive, and innovative companies during the financing process, we led undergraduates to conduct research at companies such as Zhongke Anfei, let them to deeply catch the importance of capital markets in functions such as information disclosure. These activities were covered by official media outlets such as the Bengbu Daily and the National University Ideological & Political Work Net.

Under the guidance of the Anhui Provincial Department of Education, the organizing body, and in collaboration with companies such as Guoyuan Securities, the School of Finance—with the course team at its core—has consecutively hosted 10 editions of the “Guoyuan Securities Cup” Anhui Provincial College Students Financial Investment Innovation Competition. This competition is a provincial Category B academic contest. The competition’s categories—virtual stock trading simulation, financial investment strategy design, and feasibility analysis of corporate IPOs—respectively help students understand fundamental and technical analysis, master risk asset pricing models, and grasp the key elements of securities issuance. The mean internalises students’ core values deeply by learning through racing.

3.2.4. Integration of Competitions and Teaching: Stimulating Innovation

I lead the course team collaborating with East Money to organize the on-campus qualifying round for the “East Money Cup” National College Students Finance Challenge. Instead of lecturing them on core values, we found that the competition itself did the teaching: a team that mismanaged risk got wiped out in the simulation, and that lesson stuck far better than any slide we could have made. Over time, we’ve made competitions like the “East Money Cup” and the Anhui Provincial Financial Investment Innovation Challenge a regular part of the course, not a one-off event. Using the knowledge what they have learned in class, students form teams to participate in investment strategy design and fintech solution competitions. The practical experience trains their professional skills, teamwork, and innovative thinking. Last year, student teams won 15 national awards in the “East Money Cup” competition, achieving a virtuous cycle of “promoting learning through competitions, fostering moral character through competitions, and strengthening capabilities through competitions.”

4. Conclusion

Under the influence of teaching innovation initiatives featuring a “Two-Pronged Approach, Four-Stage Synergy,” the course team has achieved remarkable results. Eight members of the course team have been selected for the National Teaching Team; the team includes one National “Ten Thousand Talents Plan” Distinguished Teacher, one expert receiving a special government allowance from the State Council, one Anhui Provincial Outstanding Talent, one Anhui Provincial Academic and Technical Leader, one Anhui

Provincial Leading Talent (Specially Appointed Distinguished Teacher), three Anhui Provincial Top Young Talents, one Anhui Province Jianghuai Cultural Master, one Anhui Province Outstanding Young Scholar in Higher Education, two Anhui Province Outstanding Young Graduate Advisors, and one Anhui Province Rising Star in Education. The course team has published three monographs on ideological and political education, including *Concepts and Practices of Ideological and Political Education in the Curriculum*; and developed the *Teaching Guide for Ideological and Political Education in the Securities Investment Course*, which includes PowerPoint slides and lesson plans for eight consecutive theoretical chapters, as well as three independent case study chapters with usage instructions. This resource is used for ideological and political education at undergraduate institutions nationwide that offer the “Securities Investment” course. The “Securities Investment” course was successively selected as a “National First-Class Undergraduate Course (In-Person)” and one of the Ministry of Education’s first batch of “National Model Course for Integrating Ideological and Political Education into Curriculum.” The teaching team was recognized as a National-Level Teaching Team.

Over the past five years, students participating in the course have won a total of 1,051 awards in subject-based competitions at the provincial, ministerial, or higher levels. Among these, 155 awards were won in the three major competitions: the “Challenge Cup” National Undergraduate curricular science and technology, the “Challenge Cup” National College Student Business Plan Competition, and China International College Students’ Innovation Competition (formerly the China College Students’ “Internet Plus” Innovation and Entrepreneurship Competition), as well as the National E-commerce “Innovation, Creativity, and Entrepreneurship” Competition for College Students. Four students were named “China’s Self-Reliance Stars Among College Students,” and one was a finalist for the national “College Student of the Year” award; one was selected for the *People’s Daily* list of outstanding National Scholarship recipients, and one received the “China Telecom Scholarship · Tianyi Award.” one student was named one of the “Top 100 National Mental Health Committee Members,” one student was selected as one of “Anhui Province’s Most Beautiful College Students,” three student Party members were recognized as “Anhui Province’s Top 100 Outstanding College Students,” two students received the “Anhui Province Outstanding Communist Youth League Member” award, and one student received a nomination for “Anhui Province’s Uplifting and Virtuous Youth.” The average employment rate for undergraduates exceeds 96%, with the postgraduate enrollment rate for the Class of 2025 reaching 30.18%.

With the college’s support, the “Guoyuan Securities Cup” Anhui Provincial College Student Financial Investment Innovation Competition—organized primarily by the course team—reached more than 70 universities both within and outside the province. The course’s experimental platform was incorporated into Guoyuan Securities’ investor education system. Faculty members from the course team visited universities such as Central University of Finance and Economics and Institute of Disaster Prevention to promote the early “Three-Stage Synergy, Four-Method Integration” model.

The new model of “Two-Pronged Approach, Four-Stage Synergy” also aligns with the specific measures outlined in the *Declaration on the Construction of New Liberal Arts* to promote disciplinary optimization, strengthen the curriculum system, and drive model innovation.

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