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Reform and Innovation of Teaching Mode of Financial Management Theory and Practice for Graduate Students Based on Industry-Teaching Integration

Jingyi Zhou[1,a], Mengyuan Xie[2,b,*]

[1]School of Accounting, Guangdong University of Finance, Guangzhou, China
[2]School of Economics and Management, Zhaoqing University, Zhaoqing, China
[a]47-333@ gduf.edu.cn, [b]heyuxmy@163.com
[*]Corresponding author

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Abstract: This study investigates a hybrid teaching reform of *Financial Management Theory and Practice*, integrating industry resources with education to enhance postgraduate training. The model combines enterprise case studies, expert lectures, and blended online-offline learning, which enriches students' theoretical knowledge, practical application, and innovative problem-solving abilities. A diversified and scientific evaluation system ensures fairness and effectiveness in assessing learning outcomes. Moreover, the reform strengthens school-enterprise cooperation, improves the quality of financial management education, and promotes the cultivation of digital financial talents, thereby contributing to regional economic development and supporting sustainable industry-education integration.

1. Introduction

This study focuses on school-enterprise collaboration, resource sharing and thinking training, and enhances students' professional ability and comprehensive quality through a flexible and open teaching system to serve the needs of financial digital talent training. Eventually, a replicable and popularized hybrid teaching paradigm will be formed, providing a new path for the teaching reform of financial management courses in universities and laying a solid foundation for the quality improvement of postgraduate education and the in-depth promotion of the integration of industry and education. The main problems to be solved in this study include the following three aspects: firstly, how to carry out scientific teaching design, find the best way or channel to organically combine the online teaching platforms such as China University MOOC and the digital teaching resources provided by them with the classroom of Financial Management Theory and Practice, and to fully stimulate and maintain the students' motivation to learn, with the rapid development of online education platforms (such as China University MOOC, Superstar Learning Pass, etc.), the access to course resources has become more convenient and diversified. With the rapid development of online education platforms (e.g. China University MOOC, Super Star Learning Channel, etc.), the access to course resources has become more convenient and diversified. This study will summarize a new mode of teaching Financial Management Theory and Practice that is suitable for the teachers and students of Guangdong University of Finance, so as to avoid the teaching from becoming a mere formality. Secondly, how to effectively realize the integration of industry and education, and integrate enterprise practice and industry demand into curriculum design and teaching practice? As a professional foundation course with strong application orientation, Financial Management Theory and Practice should not only teach students basic financial management theories and methods, but also pay more attention to their practical application in real business scenarios. Therefore, the project intends to enhance students' professional competence and practical ability by introducing real cases from enterprises, inviting industry experts to participate in course design and teaching, and organizing enterprise research and project-based teaching. Thirdly, the course “Financial Management Theory and Practice” is a basic course with large individual differences in the target audience, so how to organize classroom teaching efficiently and build a reasonable evaluation system of teaching effect under the limited class time. This study will explore a comprehensive assessment system based on learning behavior data, stage-by-stage task results and multi-subject evaluation, in order to realize objective, dynamic and multi-dimensional assessment of the whole process of student learning.

The main innovations of this study are as follows: Firstly, it is proposed that the teaching objectives of the course “Financial Management Theory and Practice” should take into account teaching and educating people, so as to realize the integration of industry and education. In addition to emphasizing knowledge transfer, This study also puts forward the objectives of students' ability cultivation, thinking exercise, “three views” guidance, etc., which combines the needs of enterprise practice and development to cultivate talents, with a view to realizing the two-way running between teaching and educating people. Secondly, the teaching content of Financial Management Theory and Practice is enriched. Based on the textbook of Financial Management Theory and Practice, the project has added case studies of financial evaluation of listed companies, comparison of financial management models of listed companies in China and the U.S., and in-depth interviews with enterprises, etc., which have enriched the existing teaching content. Thirdly, this study implements the classroom teaching of Financial Management Theory and Practice with more flexibility and relevance. The project intends to combine online teaching resources such as national quality courses with the traditional course teaching of Financial Management Theory and Practice, and extend the traditional classroom teaching by combining the market demand for financial management talents. At the same time, following the principle of going from shallow to deep and from easy to difficult, the project proposes to adopt such teaching steps as knowledge review and new course introduction, online teaching effect evaluation, key explanation, difficulty analysis, course ideology, summarization and enhancement, etc. The content of classroom teaching and the teaching steps are more flexible and pertinent, which are more conducive to the growth of the students as well as to adapt to the market demand.

The contributions of this study are as follows: Firstly, the project effectively improves the practical ability and comprehensive quality of postgraduates by strengthening the in-depth cooperation between colleges and enterprises, and constructing an integrated talent cultivation system of “theoretical teaching-practical training-scientific research collaboration”. The project promotes the updating of course content with the development of the industry, strengthens the application of case study teaching, enterprise project training and diversified assessment mechanism, and makes the teaching closer to the needs of the real workplace. Secondly, the implementation of the project and the application of the results will have a positive and far-reaching impact on the graduate education of the university. On the one hand, the project optimizes the talent cultivation program of financial management discipline, promotes the comprehensive innovation of teaching content, methods and means, and helps to build a more effective postgraduate teaching quality assurance system; on the other hand, the project is conducive to the realization of the integration of industry and education and provides more opportunities for postgraduates to participate in enterprise practice, scientific research projects and research, which enhances their sense of innovation and scientific research ability. Thirdly, the teaching reform results and standardized practice case base formed by the project can be promoted and applied to other related disciplines, thus promoting the improvement of the overall level of graduate education in the university. Through the establishment of "Industry-University-Research-Use" collaborative education mechanism, the university will further enhance the relevance and social adaptability of postgraduate training, and deliver more high-level applied talents to serve the regional economic development and industrial upgrading.

2. Main Elements of the Reform

This study intends to reform and innovate the teaching mode based on the integration of industry and education for the course "Financial Management Theory and Practice" of Guangdong Institute of Finance in five aspects, such as clarifying the teaching objectives of the course, adjusting the teaching content of the course, optimizing the design of classroom teaching, perfecting the organization of classroom teaching, and expanding the evaluation of the course teaching, and to establish a new mode of teaching "Financial Management Theory and Practice" suitable for the teachers and students of Guangdong Institute of Finance and to write the research report. The report of the research will be written.

2.1. Clarify the Teaching Objectives of the Financial Management Theory and Practice Course

The formulation of reasonable course teaching objectives is crucial to the realization of professional training objectives. From the professional training objectives, This study formulates a "student-centered" teaching objective system of "Financial Management Theory and Practice" to realize the two-way running between teaching and educating people, which mainly includes the following contents: (1) to teach knowledge as the basic objective, requiring students to master the basic theory and application of financial management systematically through teaching and learning; (2) to focus on cultivating students' awareness of independent learning and innovation, and enhancing students' independent thinking ability, innovation ability and ability to analyze and solve problems; (3) to focus on course ideology and politics, which will guide students to establish the correct attitude towards financial management. Cultivate students' independent learning and innovation consciousness, enhance students' independent thinking ability, innovation ability and the ability to analyze and solve problems; (4) to give full play to the leading role of the teacher and the student's main role in teaching and learning, and focus on the exercise of students' managerial thinking, systematic thinking, innovative and dialectical thinking; (5) to deepen the integration of industry and education, strengthen school-enterprise cooperation, and integrate enterprise practice and industry demand into curriculum design and teaching practice; (6) to establish a perfect evaluation and improvement mechanism to monitor and assess the effect of training digital talents in finance, identify problems and deficiencies in a timely manner, and take effective measures to make adjustments and improvements.

2.2. Adjustment of the Teaching Content of the Course Financial Management Theory and Practice

This study intends to draw on the teaching objective system of the course "Financial

Management Theory and Practice", and introduce new teaching contents such as case study of financial evaluation of listed companies, comparison of financial management models of listed companies in China and the United States, and education of postgraduates' worldview, outlook on life, and values, etc., based on teaching contents of existing teaching materials of Financial Management Theory and Practice. New teaching contents are introduced on the basis of the teaching contents of the textbook. In addition, the theory and practice of "Financial Management Theory and Practice" is carried out in every classroom teaching, and the curriculum system is designed to meet the market demand, maximize students' motivation to learn, enhance students' learning ability, etc., and fully exercise students' managerial thinking, systematic thinking, innovative thinking, and dialectical thinking, so as to achieve the purpose of teaching and educating people in both directions[1] [2].

2.3. Optimizing Classroom Instructional Design for Financial Management Theory and Practice

Based on the design concept of giving full play to the leading role of teachers and the main role of students, this study is to carry out the teaching design of Financial Management Theory and Practice from three modules: teaching preparation, designing the financial digital teaching process, and selecting classroom teaching strategies and methods in line with market demand.

Module 1: Teaching Preparation

The project proposes to subdivide the teaching objectives and contents of the course "Financial Management Theory and Practice" according to the teaching progress, determine the classroom teaching objectives, teaching contents and corresponding teaching resources for each class hour; investigate and analyze the knowledge base of the target audience, the knowledge structure, the ability base, the learning demand, the market demand, etc., determine the key points of the teaching difficulties, and divide the knowledge points. In accordance with the principle of "online self-learning of simple knowledge and classroom teaching of important knowledge", the online teaching content and classroom teaching content are determined [3].

Module 2: Designing the digital teaching process of finance

The project proposes to divide the classroom teaching process of Financial Management Theory and Practice into online teaching and classroom teaching: (1) Online teaching, relying on online education platforms such as China University MOOC, Super Star Learning Channel, and Guangdong, Hong Kong and Macao Bay Area Universities Online Open Course Consortium, as well as digital teaching resources such as the national high-quality courses they provide, and guiding the students to participate in online video learning and complete the transfer of knowledge by taking the knowledge as the center [4]. (2) Classroom teaching, relying on cases, facts or questions to introduce the classroom, assess the online learning effect, teach the key points, analyze the links between the knowledge points, and add case studies, discussions, course politics, etc., to achieve the expansion and enhancement of traditional classroom teaching [5].

Module 3: Classroom Teaching Strategies and Methods Selected to Meet Market Demands

This study focuses on school-enterprise cooperation for online teaching and classroom lectures, integrates enterprise practice and industry needs into curriculum design and teaching practice, follows the principle of going from the shallow to the deep and from the easy to the difficult first, and comprehensively applies a variety of teaching methods such as the lecture method, the discussion method, the case method, the task-driven method, and the self-directed learning method, etc., to enhance the effectiveness of classroom teaching to meet the market demands. to meet the market demand [6].

2.4. Improving the Organization of Classroom Instruction in Financial Management Theory and Practice

This study proposes to organize classroom teaching in accordance with three stages: pre-class guided learning, in-class study and post-class broadening learning, in order to extend traditional classroom teaching.

Stage 1: pre-course study

The project proposes to establish an online study course for Financial Management Theory and Practice based on online education platforms and digital teaching resources such as China University MOOC, Super Star Learning Channel, etc., and to guide students to complete the study of simple knowledge online by adopting video and task guides to realize the process of knowledge transfer.

Stage 2: In-class study

This study is to take three steps: knowledge review and new lesson introduction, new lesson teaching, and teaching summary, and the teaching content is to include evaluation of online learning effect, key explanation, difficulty analysis, classroom practice, case study, course politics, and connection between knowledge points, etc., to help students advance from simple knowledge transfer to deeper knowledge internalization [7].

Stage 3: Post-course Expansion

This study intends to adopt the methods of drawing mind maps, thematic discussions, studying theses and writings, and participating in corporate social practice, etc., to guide students to think deeply in the process of exploring and applying knowledge, and to realize the sublimation of knowledge [8].

2.5. Expanding the Teaching Evaluation of Financial Management Theory and Practice

This study proposes to set up a perfect evaluation and improvement mechanism to monitor and assess the effect of training financial digital talents, to find out the problems and deficiencies in time, and to take effective measures to make adjustments and improvements. First of all, This study intends to build a whole process evaluation system for the teaching of Financial Management Theory and Practice from the aspects of formative teaching evaluation and summative teaching evaluation, in order to test the teaching effect of Financial Management Theory and Practice based on the integration of industry and education. Among them, the formative teaching evaluation is proposed to include students' attendance, active participation in communication and discussion, classroom tests, completion of post-course homework, mind mapping, watching online videos of national quality courses, questionnaires, thematic discussions, and demonstration of results, etc., and the overall proportion of which will be adjusted upward; while the summative teaching evaluation will be based on the results of the final examination, and the overall proportion of which will be adjusted downward. Secondly, the project intends to implement real-time supervision to adjust and improve the problems in the evaluation in a timely manner, so as to fully guarantee the cultivation effect of financial digital talents.

3. Conclusions

This study is “Reform and Innovation of Graduate Students' Financial Management Theory and Practice Teaching Mode Based on Industry-Teaching Integration”, which is mainly carried out in five aspects: First, the teaching objectives of the course should be clarified, establishing a student-centered orientation that simultaneously emphasizes knowledge transfer, ability cultivation, and value guidance. Second, the teaching content should be adjusted by introducing financial cases from listed companies and comparing the financial management models of China and the United States, thereby enhancing the practicality and modern relevance of the course. Third, the classroom teaching design should be optimized by adopting a modular teaching strategy and integrating resources from national high-quality courses and digital platforms, so as to promote the deep integration of theory and practice. Fourth, the teaching organization should be improved by implementing a phased teaching process of “pre-course guidance – in-class learning – post-course extension,” which strengthens the systematic and proactive learning of students. Finally, the course evaluation mechanism should be expanded by developing a diversified assessment system that combines formative and summative evaluations, thereby enhancing the monitoring of talent cultivation outcomes and the effectiveness of feedback and improvement.

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