

# Teaching Reform of “Security Investment Course” Based on the Concept of OBE

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**Abstract:** With the rapid development and application of emerging technologies, the wave of science and technology finance is reshaping the pattern of the financial industry, and the demand for talent has also undergone a profound change. As a core course for finance majors, “Securities and Investment” is characterized by a large amount of information, fast updating speed, and strong applicability, which plays an important role in enhancing students’ theoretical application and practical innovation ability. However, the traditional teaching of security investment courses has the problems of single teaching mode and outdated teaching content, therefore, in order to better adapt to the demand orientation of scientific and technological financial talents, it is necessary to promote the teaching reform of the “security investment” course based on the concept of OBE. It is believed that we should adopt the teaching method of “combining online and offline” and “student-oriented” teaching method, and add the new teaching content in the context of “science and technology finance”, to improve students’ theoretical and practical skills.

**Keywords:** Finance courses; demand orientation; teaching reform; OBE; Security and Investment

## 1. Introduction

The wide application of emerging advanced technologies in the financial industry, has greatly contributed to the rapid changes in the financial business landscape. Science and technology finance as a new financial industry, the emergence of which not only reshaped the operation mode of the financial industry but also put forward new requirements for the training of financial talent and teaching in universities, financial teaching reform is imminent. As one of the core courses for financial majors, “Security Investment”, because of its close connection with the development of the financial market, requires that its teaching content and form must keep abreast of the times, strengthen the integration of teaching and industry development, and constantly promote teaching reform. In order to help students master the basic theoretical knowledge of security investment, and improve the practical operation of security investment, analysis, and investment decision-making ability. Therefore, this paper puts forward a corresponding teaching reform plan after a careful analysis of the drawbacks and shortcomings of the traditional teaching mode, arguing that teaching interactivity and flexibility should be enhanced from multiple perspectives, to enhance the students’ professional theoretical literacy and employment competitiveness.

## 2. Blended Learning Reform

Online lectures effectively alleviate the blockage caused by external objective factors on students’ learning with its advantage of spanning time and space, and along with the wide application of science and technology finance, the combination of online and offline lectures has been given a brand new significance in the teaching reform. In the traditional offline teaching mode, the limitations of the teaching method make the teaching process seriously detached from the actual market and apply the theoretical analysis template, financial analysis, and decision-making mode curing. This has led to the “security investment course” in universities becoming an “assembly line” for the production of rigid and dull practitioners[1].

Therefore, in the form of teaching, online and offline can be combined to give students more choices[2]. Offline teaching of mandatory content, online teaching can allow students to choose to learn their own more interested in theoretical knowledge. the teaching platform releases the video resources of Security Investment Studies, and uses the online platform to guide students to learn the theoretical knowledge of stock investment, bond investment, investment risk and so on.

## 3. Innovations in two-way teaching pathways

In order to realize a good atmosphere of two-way interaction between students and teachers and a new teaching model, the teaching method can be a combination of teacher-teaching and student-sharing[3]. In such a model, the teacher plays the role of the organizer and facilitator of teaching activities, listening to students’ suggestions for students to take the initiative to show and share their understanding of theoretical knowledge through PowerPoint and other forms, and to improve the

learning efficiency in the process of exploration, to create a new way of two-way teaching, with students as the main body[4].

Therefore, in order to better achieve two-way teaching, teachers should control the content and progress of teaching before class[5], through the development of a pre-study plan for students to guide the goal of knowledge learning, and encourage students to take turns to speak, PowerPoint presentations and other forms of independent learning results[6], and then the teacher based on the students' results of the display of knowledge supplemental explanations and expansion.

#### **4. Innovations in practice-orientated teaching methods**

Due to the close connection between Security and Investment and the real economy, and with the wide application of emerging technologies in the financial industry, its practicality and applicability have become more prominent[7]. Therefore, For the teaching method of "combination of class and competition", teachers use a simulation trading platform to carry out simulated investment competitions, requiring students to participate in groups and the analysis report and simulated investment performance of the group as one of the important means of assessment of the students, while the teacher's main task is to carry out simulated trading competitions in the process of the timing of various types of financial products trading rules, analysis methods, technical indicators, and other knowledge to help students better understand and master the relevant knowledge.

For the teaching method of "combining class and certificate", teachers can combine the theoretical knowledge with the content of the securities qualification certificate, fund qualification certificate, and other exams, so as to enhance the practicality of the teaching content and stimulate the students' vocational interest. In this process, the basic concepts are emphasized, and cases and videos are used to concretize the abstract concepts and strengthen students' mastery of the basic concepts.

#### **5. Diversified Teaching Content Reform**

With the arrival of the information technology revolution represented by big data, cloud computing and artificial intelligence, the financial industry has entered the era of science and technology finance while rapidly applying advanced technology. As a prominent field of the application of new technologies in the financial industry, security investment is a combination of new technologies and various business operations, which in turn promotes the innovation of the teaching content of security investment.

Therefore, for the specific reform of the teaching content, firstly, the teaching content of the "security investment course" should increase the teaching of machine learning, virtual trading platforms, blockchain, and other related technologies, which will help students initially master the use of emerging technologies for data collection and analysis, which can be used to further optimize the investment portfolio, and strengthen investment risk management. Secondly, quantitative trading knowledge should be introduced into the teaching process, and students should be guided to use advanced mathematical models to formulate investment strategies and make investment decisions, so as to open up a new world of quantitative investment for students.

#### **6. Optimization of structured course assessment methods**

The traditional way of course assessment mainly focuses on the theory of the textbook for a single written examination, which leads to the formation of students to pay attention to the textbook, do not pay attention to the practice of thinking inertia. In order to meet the requirements of practical innovative financial talents, teachers can optimize and innovate the course assessment methods, adapt the assessment methods to the teaching content, and adopt different assessment methods for different contents.

The "security investment course" assessment form can be divided into the learning process assessment and the final results of the assessment, of which the final results of the assessment can be made up of the financial theory knowledge test and the course paper, laboratory report and participate in the simulation of trading competition results. The process assessment can be graded from the presentation of financial case studies and participation in thematic inquiry activities.

#### **7. Conclusion**

The emergence of science and technology finance has pushed the reform of security investment courses to accelerate the pace, adhere to the demand-oriented science and technology financial talents based on the concept of OBE, and carry out an all-round innovation of the course teaching at five levels, and commit to constructing a new classroom ecology that is full of practical vitality, sharp technological touch, and enthusiastic interactive atmosphere. Blended teaching breaks through time and space confinement, practical teaching melds the boundaries of learning and use, and diversified assessment guides

the cultivation of professional quality, through the synchronous resonance of the teaching content and technological means, and the depth of the assessment method and the innovative qualities, ultimately pointing to the symphonic resonance of the supply of talents and the industry's demand. In this way, we can realize the comprehensive reform of the teaching of security investment course, and really cultivate the composite financial talents who understand both code language and capital logic, and who have both risk awareness and innovative courage.

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