Research on the Influence of Economic Education Reform on the Quality of Higher Education

Zhiqi Zhao

Zhejiang University of Science and Technolog, Hangzhou, Zhejiang 310023

Abstract: The reform of economics education enhances the quality of higher education through curriculum restructuring, teaching model innovation, and faculty transformation. Modular course design integrates interdisciplinary knowledge but must avoid fragmentation; blended learning breaks down time and space barriers but faces issues with interaction quality; the mismatch between academic and teaching needs in faculty requires a "dual-qualified" transformation; the current evaluation system hinders innovation and necessitates the establishment of a multi-dimensional evaluation mechanism. Challenges include the imbalance between knowledge transmission and skill development, conflicts between teaching innovation and institutional constraints, and paradoxes between faculty evaluation and teaching investment. To address these issues, strategies such as dynamic course adjustment, innovative teaching organization models, and restructured faculty evaluation systems are needed to continuously improve the quality of economics education.

Keywords: economics, education reform, higher education, quality

Introduction

At a time when the digital economy and artificial intelligence are deeply reconfiguring the global economic pattern, economics education is facing the triple challenges : accelerated knowledge iteration, transformed competence demands, and subverted teaching paradigms. The current education reform has broken through the traditional curriculum framework, through the "basic theory-digital tools-scenario application" three-dimensional curriculum matrix, machine learning, blockchain and other cutting-edge technologies embedded in the economics knowledge map, but there is still a structural contradiction between the improvement of teaching efficacy and the innovation of evaluation mechanism. Especially in the emerging fields such as the iteration of digital trade rules and the emergence of carbon finance market, the theoretical lag and practical disconnect exposed by the traditional training mode need to be solved by the agile teaching mode of industry-education integration. Aligned with China's national strategy for 'New Finance and Economics,' this study investigates the efficiency of knowledge transformation and capacity-building mechanisms within the educational supply chain. It aims to identify critical pathways and institutional innovation opportunities for enhancing economics education quality amid digital transformation.

1.The Path of Economics Education Reform on the Quality of Higher Education

1.1 Curriculum restructuring and knowledge transformation efficiency

Curriculum reconstruction and knowledge transformation efficiency Modularized curriculum design builds a three-dimensional framework of "basic theory - methodological tools - practical application", which effectively promotes interdisciplinary knowledge integration. This framework promotes the knowledge linkage between microeconomics and econometrics, finance and data science, and other traditionally segmented fields, and allows students to complete

knowledge transfer in comprehensive scenarios such as industrial economic analysis and financial market modeling [1]. However, excessive focus on course segmentation can lead to the weakening of systematic thinking cultivation, and some colleges and universities split macroeconomics into independent modules such as economic growth, monetary theory, severing the dynamic correlation analysis of aggregate supply and aggregate demand. This tendency is due to the lack of top-level logical planning in curriculum design, and the misalignment of knowledge interfaces caused by teachers' teams working separately. In order to improve the efficiency of knowledge transformation, it is necessary to build logical links between modules, such as embedding the case of the evolution of international trade rules in the module of regional economy, and designing comprehensive teaching modules such as "digital economic policy simulation" to cultivate the ability of students to integrate the elements of knowledge in a complex economic environment.

1.2 Teaching mode iteration and learning effectiveness

With the help of digital tools such as catechism resources and virtual simulation experiments, blended teaching breaks the time and space limitations of learning scenarios, allowing cutting-edge knowledge such as new economic growth theory and behavioral economics to break through the classroom capacity constraints. However, the innovation of teaching mode also brings new effectiveness problems: the spatial barrier of online learning hinders teachers and students from giving immediate feedback, making it difficult to understand in-depth content that requires deep thinking, such as game theory. Some teachers simplify classroom discussions into online voting, failing to fully explore the multifaceted application of economic principles in real-world policy analysis. This decline in the quality of interaction is essentially a structural contradiction in instructional design: technological platforms have improved the efficiency of knowledge transfer, but have compressed the space for the cultivation of critical thinking. In order to improve the learning effectiveness, it is necessary to reconstruct the online-offline integration mechanism, for example, in the course of fiscal policy analysis, set up a "real-time economic data interpretation" session, through the group simulation of central bank decision-making meeting, the theoretical model of quantitative easing policy and the dynamic combination of the real inflation data, to achieve the organic fusion of technological tools and in-depth learning[2].

2. Core contradictions in the reform of economics education

2.1 Imbalance between knowledge transfer and ability cultivation

The current economics curriculum system still presents a significant knowledge-based tendency, and the updating speed of course content generally cannot keep up with the pace of development of the digital economy, artificial intelligence, and other emerging economic forms. The econometrics courses of most colleges and universities are still dominated by traditional regression analysis, and less involved in the application of machine learning in economic forecasting; the teaching of industrial economics stays at the level of the theory of market structure, and lacks the in-depth analysis of real problems such as anti-monopoly in the platform economy. This lag stems from the disconnection between discipline construction and industrial practice, and the lack of industry insight in the faculty team leads to difficulties in breaking through the theoretical boundaries in curriculum design[3]. The deep-seated contradiction of the insufficient proportion of skill-oriented courses lies in the imbalance in the allocation of teaching resources: experimental economics, economic simulation and other ability-cultivating courses have been marginalized due to the shortage of teachers and the large investment in equipment. To solve this dilemma, it is necessary to build a "knowledge - skill - thinking" trinity training framework, embedding economic policy simulation module in macroeconomics courses, and introducing quantitative investment strategy design projects in finance teaching, so as to make a dynamic balance between knowledge transfer and problem solving ability cultivation.

2.2 Conflict between pedagogical innovations and institutional constraints

Teaching innovations such as flipped classroom and project-based learning face rigid institutional constraints in implementation. Taking a large class of microeconomics with 300 students as an example, it is difficult to carry out case studies on industrial organization effectively, and students' group work is often a mere formality; the fixed class time system also makes it difficult to design teaching that requires flexible time, such as experiments in behavioral economics. This contradiction is essentially a reflection of the misalignment between the teaching management system and the goal of

education reform: the classroom scheduling system is still based on the design of the traditional lecture mode, and the insufficient number of smart classrooms affects the effect of blended teaching; the teacher's workload accounting is only based on the standard of classroom hours, and ignores the implicit labor of curriculum development and learning guidance. The root cause of institutional constraints lies in the disconnection between the organization and management model and the law of education, and the breakthrough path lies in the establishment of a flexible teaching system, for example, piloting the alternating mode of "theory week + practice week" in digital economy majors, allowing teachers to dynamically adjust the classroom scale and time allocation according to the teaching content, and building an institutional support system that is suitable for innovative teaching[4].

3. Reform Strategies to Enhance the Quality of Economics Education

3.1 Dynamic Adjustment Mechanism of Curriculum System

Constructing a three-tier response mechanism of "Discipline Frontier - Industry Demand - Teaching Transformation" is the key to cracking the problem of lagging curriculum. It is necessary to set up a joint meeting for curriculum updating composed of academic committees, industry experts, and representatives of graduates, regularly scanning the knowledge map of digital economy, green finance and other fields, and dynamically adjusting the boundaries of curriculum content. For example, the machine learning module is embedded in econometrics, and the fusion analysis of panel data and deep learning is realized with the help of Python tools; the topic of digital trade rules is added to the international trade course, and the case base of WTO e-commerce negotiations is introduced. At the same time, it is necessary to break the traditional disciplinary barriers and form an interdisciplinary course group: combine regional economics with spatial econometrics, and carry out practical training on economic analysis of urban agglomerations relying on geographic information systems (GIS). The core of dynamic adaptation is to establish the "metabolism" standard of teaching content, clarify the knowledge updating cycle of 3-5 years for each course, support the development of loose-leaf teaching materials and case banks, and promote the timely integration of cutting-edge fields such as blockchain finance and carbon neutral economy into the teaching scene.

3.2 Teaching Organization Mode Innovation Program

Implement the "Agile Teaching" model to break the institutional constraints with the help of flexible class hours and modularized design. As shown in Figure 1, to address the problem of large-class teaching, a collaborative mechanism of "lecturer + teaching assistant + intelligent platform" can be constructed: in macroeconomics courses, professors take the lead in teaching the theoretical framework, doctoral teaching assistants guide the deduction of economic models in groups, and the intelligent platform provides real-time policy data visualization support. In experimental economics and other courses that require in-depth interaction, the alternating system of "theory week + practice week" is adopted, allowing teachers to dynamically adjust the class size according to the teaching content. Simultaneously promote the transformation of teaching space by building reconfigurable classrooms and virtual simulation laboratories to provide support for the flexible development of project-based learning. For example, in the industrial economics course, a two-week platform economy antitrust simulation hearing is set up, and students complete the tasks of data evidence and policy debate in roles[5].

4. Conclusion

The reform of economics education is an inevitable choice to adapt to the new pattern of economic development and improve the quality of talent training. Although multiple contradictions and challenges have been encountered in the reform process, an effective path to improve the quality of education has been initially explored through systematic changes in the curriculum system, teaching mode, teacher training, and evaluation mechanism. In the future, the reform of economics education should further deepen the integration of industry and education, strengthen the innovation drive, and continuously optimize the synergy mechanism of each link, so that education can truly serve the needs of economic and social development, cultivate high-quality economics talents with both theoretical literacy and practical ability, and promote economics education to move to a new height in the process of change.

References

[1] Jiang Shuang. Teaching mode innovation in the context of higher education reform[J]. Journal of Hubei Adult Education College,2025,31(02):40-44+92.

[2] ZHANG Dexiang,LU Xiaozhong,CHEN Tingzhu,et al. Multidimensional Strategies and International Experiences of Higher Education in Response to Demographic Changes (Written)[J]. Modern Education Management,2025,(02):1-19.

[3] Publicity Department of the Party Committee of the Chinese People's Public Security University,Focusing on AI-enabled public security higher education reform of the People's Public Security University of China's spring semester full training[J]. Public Security Education,2025,(02):4-5.

[4] Guo Meng.Challenges and coping strategies of Chat GPT-enabled higher education reform[J]. Sino-Arab Science and Technology Forum (in Chinese and English),2025,(02):113-117.

[5] Li Xiaosong. Opportunities and Challenges of Dance Higher Education Reform under Interdisciplinary Perspective[J]. Contemporary Music,2025,(01):11-14.

Author：

Zhao Zhiqi(1992-), Male, Han nationality, Origin: Hangzhou, Zhejiang, Research Direction: Macroeconomic Management.