Research on the Co-construction Project of the Online Course "Intelligent Financial Shared Practice" Under the "Cloud-Intelligence Integration" Framework

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Abstract: This paper explores the current teaching status of the course "Intelligent Financial Shared Practice", under the background of cloud-intelligence integration, as well as the problems in network-based and project-based teaching, and further puts forward several feasible and effective development strategies. The purpose is to innovate the online course teaching model, inject new vitality into school-enterprise co-construction projects, support the penetration of big data, cloud computing, and artificial intelligence into the teaching of financial and accounting courses, and improve the corresponding teaching efficiency and quality.

Keywords: Cloud-intelligence integration; Intelligent Financial Shared Practice; Online course; Co-construction; Project

1. Introduction

With the popularization and application of internet technology, enterprises are also pursuing digital and intelligent transformation and upgrading paths. Cloud finance and financial sharing are obviously new management models spawned by the internet, big data, and artificial intelligence, which need to be practically implemented to exert their real effectiveness. Therefore, the reform of "Intelligent Financial Shared Practice" is very necessary. Through the co-construction and sharing of online courses, a large number of relevant professional talents will be led to consolidate their digital literacy foundation, strengthen their professional quality and core competitiveness, and provide human support for enterprise transformation and upgrading [1]. The following is a specific discussion on the development of the co-construction project of the online course "Intelligent Financial Shared Practice" under the "cloud-intelligence integration" framework.

2. Overview of cloud-intelligence integration and online course co-construction

As the name suggests, cloud-intelligence integration refers to the collaborative integration of innovative technologies such as cloud computing and artificial intelligence into cloud platforms, effectively integrating computing power resources and improving the corresponding intelligent service level. In the field of education, the development of cloud-intelligence integration makes teaching more effective: on the one hand, it expands the coverage of teaching resources; on the other hand, personalized recommendation and intelligent evaluation promote the organic integration of teaching, learning, and evaluation. It is foreseeable that the exploration of cloud-intelligence integration will be indispensable in the future construction of educational modernization [2–3]. The online course project of "Intelligent Financial Shared Practice" also needs corresponding platforms and resources as support to gradually deepen the construction of teachers' teams and evaluation systems, and collaboratively improve the quality of course teaching. The application of cloud-intelligence integration has improved the efficiency of educational resource utilization, promoted the transformation of the teaching center to students and learning, and laid a solid foundation for the healthy development of the educational ecosystem.

The co-construction and sharing of online courses cannot be achieved overnight. It requires the collaborative efforts of multiple subjects, as well as more advanced technologies, platforms, and resources, as support to change the situation of traditional courses. Under the background of cloud-intelligence integration, the in-depth reform of the online course "Intelligent Financial Shared Practice" first involves adjustments in course content and form, which "blossom" with the support of the internet and live courses, focusing on improving the quality of online teaching. Subsequently, AI-driven data analysis is used to optimize teaching design, and intelligent teaching assistants and virtual experiments are used to enhance the learning experience. In addition, school teachers and enterprise mentors work together in a dual-track model to make scientific, objective, and personalized teaching evaluations, realizing the implementation of co-construction and sharing, which can be described as achieving multiple goals with one effort [4]. Cloud-intelligence integration and online course co-construction complement each other, jointly promoting the digital transformation of higher education towards a high-quality and intelligent new stage.

3. Current status of the online course "Intelligent Financial Shared Practice"

The current teaching implementation of the online course "Intelligent Financial Shared Practice" is not optimistic, and it is slightly backward and single under the background of cloud-intelligence integration. In terms of course content, the most obvious problem is the mere coverage of theoretical content, with poor integration with first-hand enterprise cases and cutting-edge technologies [5]. Although some teachers make detailed supplements to this, they cannot bring real enterprise work content and feelings, leading to students' difficulty in establishing an effective understanding of intelligent financial systems and their operations. Then, when students enter the workplace in the future, they are not familiar with their own work content and lack the corresponding digital and intelligent background, thus facing great career development dilemmas, which is very unfavorable for their personal growth. On this basis, related course resources are fragmented, and teaching modules are simplified. Various problems work together to weaken the effect of teaching and practical training. Faced with the rapid update and iteration of financial intelligent technologies, it is even more difficult to have the corresponding teaching transmission effect, and it is difficult to measure the gap between real teaching and professional work. These problems together restrict the effectiveness of the online course "Intelligent Financial

Shared Practice" in cultivating financial talents adapting to the digital intelligence era, and it is necessary for financial and accounting educators and managers to conduct in-depth reflections to strive to build a harmonious professional educational environment and ecosystem at an early date [6].

4. Construction strategies of the online course project "Intelligent Financial Shared Practice" under "cloud-intelligence integration"

For the construction of the online course project "Intelligent Financial Shared Practice", in addition to active investment from schools, it is also necessary to attract the strength of enterprises and social institutions, expand the coverage of teaching resources, build advanced equipment platforms and management mechanisms, and fundamentally improve resource utilization efficiency and actual educational level. The most important thing is to highlight the advancement of cloud-intelligence integration, reverse the rigid and single traditional educational situation, and truly cultivate students' digital literacy and intelligent literacy through online courses, laying a solid foundation for their comprehensive development in further studies and careers. The following analyzes four specific strategies:

4.1. Cloud-intelligence integration leads curriculum system construction

Today, as the digital wave sweeps across all industries, the new paradigm of "cloud-intelligence integration" formed by the deep integration of cloud computing and artificial intelligence is profoundly reshaping the connotation and extension of financial work. As a core course for cultivating financial talents in the new era, "Intelligent Financial Shared Practice" must be guided by cloud-intelligence integration to systematically reconstruct the curriculum system, making it not only in line with technological development trends but also meeting the actual needs of the industry. Curriculum construction should break through the limitations of traditional financial teaching that focuses on accounting and financial reporting, and shift to cultivating students' ability to use intelligent tools to handle complex financial businesses in a cloud environment. This means that students not only need to master basic accounting knowledge but also understand how cloud platforms support the integration of financial data across multiple organizations and systems, and how artificial intelligence improves financial management efficiency through automation, prediction, and decision support [7–9]. Regarding course content, it is necessary to integrate cloud computing architecture, basic intelligent algorithms, data governance logic, and the operating principles of mainstream intelligent financial tools. For example, the application of robotic process automation (RPA) in invoice processing, the practice of optical character recognition (OCR) technology in bill entry, and the value of natural language processing (NLP) in contract review. In terms of structure arrangement, follow the progressive path from cognition to application to innovation: in the initial stage, help students establish a basic understanding of cloud service models and intelligent technologies; in the middle stage, simulate typical business processes of enterprise financial shared service centers through a high-simulation virtual experimental environment; in the later stage, guide students to carry out comprehensive project design around real scenarios. Thus, achieving in-depth education and teaching, which can be effectively taught and trained online, and practically improving the real level of students in corresponding majors. Course resources are dynamically updated and elastically distributed based on cloud-native technology to ensure that teaching content is always synchronized with industry development; focus on technical ethics education to guide students to pay attention to issues such as data security, algorithm transparency, and professional

responsibility... Gradually optimize the curriculum system, content, and activity forms, fundamentally improve the teaching level of financial and accounting courses, and help cultivate compound intelligent financial talents with professional ethics, which requires our joint efforts.

4.2. Collaborative sharing teaching platform: Learning by doing

Tao Xingzhi's educational theory is renowned and has been reflected and developed at all stages. "Learning by doing" is one of them, emphasizing that students should acquire knowledge and practice applications in real or highly simulated task scenarios, and ultimately consolidate their professional foundation and improve their overall quality. This is also the key to cultivating applied talents at present, and "learning by doing" on a collaborative sharing teaching platform is equally crucial. In the teaching of the course "Intelligent Financial Shared Practice", the optimization of platform construction should focus on the digital practice field of enterprise financial shared operations. The platform should be based on a cloud computing architecture to support multi-role online collaboration, where students can be grouped to play different roles in the financial shared service center [10]. At the same time, the platform should integrate lightweight interfaces or sandbox environments of mainstream intelligent financial software, allowing students to access real industry tools without complex deployment, such as cloud financial modules of UFIDA, Kingdee, or SAP, and provide real-time feedback and intelligent guidance through an AI engine. The platform should also support cross-school resource sharing. Different universities can co-construct case libraries and experimental templates: eastern universities contribute cases of financial sharing in transnational groups, and central and western universities provide examples of intelligent transformation of small and medium-sized enterprises, forming a teaching resource ecosystem with strong complementarity and wide coverage [11–12]. More importantly, the platform should be project-driven, setting challenging tasks such as "design an abnormal payment early warning mechanism based on three months of transaction flow of a manufacturing enterprise", prompting students to comprehensively use skills such as data cleaning, rule configuration, and model training to solve problems. It is believed that with the joint efforts and organization of schools, enterprises, and social institutions, educators will eventually be able to collaborate and share teaching platforms for "learning by doing." Through a highly collaborative and realistic environment, educators can improve students' operational technical level, cultivate their excellent process thinking and collaborative ability, and effectively enhance their professional competitiveness.

4.3. Building a dual-track tutor system to improve teaching capabilities

The technology in the financial field updates and iterates rapidly, and knowledge is highly interdisciplinary. Simple teacher lectures are insufficient to support theoretical depth and practical breadth. The construction and "sharing" of corresponding online course projects are important links in educational reconstruction in the background of cloud-intelligence integration. The authors believe that the teaching reform of "Intelligent Financial Shared Practice" is imperative, and it is necessary to fully deepen the reform with the help of enterprises and social organizations to cultivate applied talents who can collaborate with industrial transformation and upgrading. By building a dual-track tutor system, on-campus teachers only give play to their expertise to carry out research and teaching-related work, maintaining depth [13]. As for cutting-edge enterprise technologies and information materials, they are transmitted, supervised, and evaluated by enterprise tutors, which is believed to achieve twice the result with half the effort in teaching. Generally speaking, enterprise tutors come from financial shared service centers, intelligent financial solution companies, or digital departments

of large enterprises. They bring front-line experience into the classroom, such as process pain points in RPA implementation, misjudgment optimization of intelligent document review systems, and common obstacles in multi-system data docking, making teaching content closely follow the industrial pulse. For example, when teaching intelligent report generation, on-campus tutors first explain the principles of data modeling and visualization, and enterprise tutors then demonstrate how a group uses Power BI combined with machine learning models to achieve dynamic operational analysis, forming a seamless connection between theory and practice. To ensure the long-term operation of the system, universities should establish a selection, appointment, and incentive mechanism for enterprise tutors, regularly organize teaching seminars, and promote the two-way flow of knowledge between the education end and the industrial end. In addition, forms such as "dual-teacher co-teaching" live courses, online Q&A weeks with enterprise tutors, and short-term enterprise internships for students can be adopted to break time and space limitations and enhance interaction effectiveness. In this way, accelerating the organic integration of the education chain, talent chain, and industrial chain, and transporting compound talents who truly understand technology, are familiar with business, and can innovate in the field of intelligent finance, is obviously a new educational development path under the background of cloud-intelligence integration.

4.4. Constructing a diversified evaluation system to ensure teaching quality

Under the background of cloud-intelligence integration, the learning outcomes of the course "Intelligent Financial Shared Practice" are highly comprehensive, process-oriented, and practical. The traditional final written exam can no longer fully reflect students' real abilities. Therefore, it is necessary to construct a diversified evaluation system covering three dimensions: knowledge mastery, skill application, and professional quality. The system emphasizes the diversity of evaluation subjects. In addition to teacher evaluation, it introduces enterprise tutor scoring, peer evaluation, automatic system scoring, and student self-evaluation to form a multi-angle ability profile [14–15]. For example, after completing an intelligent reimbursement process design project, teachers evaluate whether its theoretical logic is rigorous, enterprise tutors judge its feasibility in real business, group members evaluate collaborative performance, and the teaching platform automatically generates technical scores based on code standardization, process integrity, and error handling mechanisms. The evaluation process should run through the entire learning process. Relying on the teaching platform to collect students' behavioral data in links such as micro-course learning, simulation experiments, discussion interactions, and project submission, dynamic ability maps are generated using learning analysis technology to realize "promoting learning through evaluation and promoting improvement through evaluation." The evaluation content should highlight the characteristics of intelligent finance, not only examining students' understanding of cloud service types and data governance principles but also evaluating their performance in practical tasks such as RPA script writing, intelligent voucher generation, and abnormal transaction identification, and paying more attention to their system integration thinking, data security awareness, and ability to innovate and solve problems. At the same time, the evaluation standards should be aligned with industry certifications, such as referring to the requirements of professional qualifications, such as RPA developer certification and CDP data analyst, to improve the social recognition of the evaluation. Finally, establish a closed-loop feedback mechanism. After each evaluation, provide students with detailed diagnostic reports, pointing out strengths and weaknesses, and intelligently push supplementary learning resources. Through this diversified, dynamic, and data-driven evaluation system, it can not only objectively measure teaching effectiveness but also continuously

promote course optimization and teaching quality improvement, ensuring that "Intelligent Financial Shared Practice" maintains a high level of development in the era of online education.

5. Conclusion

In summary, under the background of cloud-intelligence integration, financial and accounting professional courses urgently need in-depth reform. On the basis of the original courses, we should enrich the content and activity forms, attract enterprises to participate in the transformation, and effectively improve teaching quality. For the online course "Intelligent Financial Shared Practice", to meet the standards of co-construction and sharing, in addition to building a dual-track tutor system, it is also necessary to actively improve the evaluation system to ensure project quality. Only when more forces participate in educational reform and construction can educators reverse the traditional educational situation, and with the support of the internet, big data, and artificial intelligence, realize educational modernization and enterprise modernization, which is worthy of in-depth exploration and practice.

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