

Exploration and Practice of Ideological and Political Teaching Reform in Investment Course

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Abstract: Deeply exploring the ideological and political elements of various courses in universities and integrating ideological and political education into the entire teaching process is the development trend of ideological and political education in universities under the new situation. Investment has strong characteristics of modernity, practicality, universality, and interest, which naturally give this professional course advantages in carrying out ideological and political practices and make it easy to form a broad consensus on ideological and political concepts. This article combines the characteristics of the investment course, guided by the ideological and political teaching goals of the investment course, and fully utilizes various teaching modes to explore and integrate ideological and political elements into the investment course. Finally, it evaluates the ideological and political teaching of the investment course, aiming to improve the quality of ideological and political teaching and achieve comprehensive education for all students throughout the entire process.

Keywords: Investment; Course ideology and politics; Ideological and political elements; Teaching reform; Teaching evaluation

Online publication: April 28, 2025

1. Introduction

In May 2020, the Ministry of Education issued the “Guiding Outline for the Ideological and Political Construction of Curriculum in Higher Education” (Teaching High [2020] No. 3) (hereinafter referred to as the “Guiding Outline”), which clearly states: Professional courses are the basic carriers of ideological and political construction in curriculum. It is necessary to thoroughly sort out the teaching content of professional courses, combine the characteristics, thinking methods, and value concepts of different courses, deeply explore the ideological and political elements of the courses, and integrate them into course teaching organically, so as to achieve the effect of educating people silently. Among them, professional courses in economics and management should adhere to the guidance of Marxism and accelerate the construction of a disciplinary, academic, and discourse system of philosophy and social sciences with Chinese characteristics throughout the entire process of course teaching. It is necessary to help students understand the national strategies, laws and

regulations, and related policies of relevant professions and industry fields, guide students to go deep into social practice, pay attention to real-world problems, and cultivate students' professional qualities of benefiting the people, honest service, and moral and legal cultivation ^[1].

President Xi emphasized at the National Conference on Ideological and Political Work in Colleges and Universities that we should adhere to the principle of cultivating talent and fostering virtue as the central link, integrate ideological and political work throughout the entire process of education and teaching, achieve full-process and comprehensive education, and strive to create a new situation for the development of higher education in China ^[2]. To achieve this goal, many universities are actively exploring the construction of an “ideological and political education teaching system integrating ideological and political theory courses, comprehensive literacy courses, and professional courses.” Among them, professional courses have begun to implement ideological and political teaching reforms. Through effective design and implementation of teaching objectives, teaching content, teaching methods, and carriers in professional course teaching, the moral education connotation is reflected, and the value penetration role of professional courses and the value-leading role for college students are exerted. Based on this, this article takes the professional course “Investment” as an example to explore how to deeply tap into the ideological and political education function of professional courses through teaching reform.

2. Characteristics of the investment course

Investment studies focus on investment behaviors and capital allocation, explaining the phenomena and inherent laws of capital market operations, and exploring the main theories and methods to achieve capital market equilibrium. This course is built on the foundation of advanced mathematics, economics, and finance, laying the groundwork for subsequent courses in related majors. With a strong integration of theory and practice, this course enables students to become familiar with the basic theoretical knowledge of securities investment, apply basic investment analysis methods to conduct practical investment analysis and make investment decisions, establish correct investment values, cultivate their ability to apply knowledge, and emphasize a combination of qualitative and quantitative analysis methods. The course provides an in-depth analysis of the relationship between the securities market and macroeconomics, industry lifecycle analysis, and company value analysis; briefly introduces the basic theories, methods, and several key technical indicators of securities technical analysis; and covers securities portfolio management, risk asset pricing and application, and investment portfolio management performance evaluation in combination with practical applications ^[3].

Due to its highly comprehensive nature, it is relatively easy to find entry points for integrating ideological and political elements into the investment course. Investment backgrounds, investment environments, methods of calculating returns, analysis of factors affecting investment, the founders of the efficient market hypothesis, related analysis of bonds and stocks, principles of portfolio construction, and performance evaluation methods are all potential entry points for integrating ideological and political education into the curriculum.

3. Ideological and political teaching objectives of the investment course

In combination with the “Guiding Outline” and professional talent training objectives, the ideological and political teaching objectives of the investment course are mainly reflected in “one center and four dimensions.”

The “one center” refers to shaping core values, which is the top priority of moral education and ideological and political education in courses at universities. The construction of ideological and political education in courses aims to instill values in knowledge imparting and ability cultivation, helping students shape a correct

worldview, outlook on life, and values.

The “four dimensions” include: first, firmly believing in the Chinese path, constantly paying attention to China’s achievements in theory and practice, enhancing national pride, and solidly establishing the Four Self-Confidences (confidence in the path, theory, system, and culture of socialism with Chinese characteristics); second, cultivating professional literacy, focusing on fostering students’ professional qualities of benefiting the people, providing honest services, and possessing both moral and legal accomplishments; third, fostering a high sense of social responsibility and work responsibility, where students are made aware through relevant cases of industry violations that investment industry practitioners should abide by laws and regulations, adhere to professional ethics, strengthen rule awareness, maintain fair competition, and shoulder social responsibilities; and fourth, cultivating students’ positive attitude towards life and sense of competition, as modern society’s investment work is stressful and highly competitive, it is important to cultivate students’ good psychological quality, sound personality, and positive attitude towards life, so that they can correctly face and understand social competition, and understand that harmonious coexistence with others is a valuable attribute for professional investors ^[4].

4. Ideological and political teaching mode in the investment course

Utilizing online resources and smart teaching tools such as Chaoxing Learning Pass, Chinese University MOOCs, and financial practical teaching platforms, we comprehensively use four classroom formats: online classrooms, physical classrooms, practical classrooms, and enterprise classrooms. Guided by the outcome-based education (OBE) teaching philosophy and aimed at cultivating applied talents, we aim to create an interactive learning platform that integrates mobile clients, online teaching, and offline teaching.

4.1. Online classroom

Before class, students are familiarized with relevant basic concepts, fundamental principles, and background knowledge through task-driven learning utilizing online resources like Learning Pass and self-made Investment MOOC resources. This aids in achieving the goal of imparting knowledge.

4.2. Physical classroom

The physical classroom focuses on explaining and discussing cutting-edge knowledge, typical cases, and hot topics (32 hours) as well as experimental operations (16 hours). This enhances professional literacy and abilities while shaping values.

4.3. Practical classroom

The practical classroom takes full advantage of opportunities to guide students in discipline competitions such as the “Orient Fortune Cup” and “ICBC Cup,” as well as college student innovation and entrepreneurship projects and social practice projects. This helps students establish a sense of fair competition and teamwork, stimulating their enthusiasm for innovation and entrepreneurship.

4.4. Enterprise classroom

The “Enterprise Classroom” primarily employs the “One Course, Two Teachers” model. This innovative teaching mode typically involves two teachers collaborating in the classroom, leveraging their respective strengths to complete teaching tasks together. The Investment course primarily adopts the format of “school

teacher + enterprise mentor,” where the school teacher teaches theoretical knowledge, and the enterprise expert guides practical operations. Through resource integration and complementary advantages, the “One Course, Two Teachers” model significantly enhances teaching effectiveness, providing students with a more efficient learning experience.

5. Exploring and integrating ideological and political elements in the investment course

This article uses the textbook “Investment” (1st edition) by Xu *et al.* as an example to illustrate the exploration and integration of ideological and political elements in the Investment course.

For instance, when explaining knowledge points such as the investment environment and securities trading principles, the importance of competition and reasonable competitive behavior can be derived through the order-driven bidding system. It is hoped that students can form a good competitive atmosphere of “catching up, helping, and surpassing” during the learning process. By analyzing the advantages and disadvantages of the market maker market and the order-driven market, students are guided to learn how to dialectically analyze problems in life. Through the entrustment process in securities trading, qualities such as loyalty and trustworthiness are introduced, which are essential qualities for students to establish themselves in society after they start working in the future. However, it should also be understood that loyalty does not mean blindly obeying and pleasing others. Through fraudulent, insider trading, and market manipulation behaviors that are prohibited, concepts such as integrity are proposed, which further lead to the core socialist values. Students are encouraged to actively practice these values. With the help of cases of financial fraud in Shede Liquor and Zhangzidao, students are assisted in establishing professional ethics of fairness, rigor, integrity, and customer interest first ^[5].

When explaining knowledge points such as the measurement of risk and return, students are reminded that not only do investments carry risks, but also that risk awareness should be enhanced in every aspect of life to improve preventive abilities. Through the calculation of return rates, students are guided to understand the concept of compound interest, thus becoming vigilant against various consumer loans in society and developing good consumption habits. By analyzing the impact of industry development and macroeconomic development on businesses and companies, students are guided to deepen their understanding of the relationship between family and country, recognizing that a strong country leads to a prosperous family, and advocating patriotism and a sense of responsibility for both family and country. Taking the investment value of the new energy vehicle industry under the dual-carbon background as a case study to introduce industry analysis knowledge, the superiority of the socialist system is highlighted through the rise of national brands and the establishment of dual-carbon goals. This makes students aware of the role of financial markets in serving the real economy and national development, stimulating their sense of patriotism and mission ^[6].

When explaining knowledge points about primary financial instruments such as stocks, bonds, and funds, the story of Xiaoping Deng presenting the “First Stock of New China”—Shanghai Feilo Acoustics’ stock certificate to John J. Phelan, the chairman of the New York Stock Exchange, is used to enhance students’ national self-esteem and pride, firmly establishing the Four Self-Confidences. By showcasing the cash dividend list of A-share listed companies, students’ sense of social responsibility and mission is enhanced. Through the introduction of special anti-epidemic treasury bonds, students are made to understand that the financial market is not a playground for speculators, but rather an engine that truly serves the real economy. By sharing stories of excellent fund managers like Warren Buffett and Peter Lynch, students’ professional literacy is cultivated. The comparison of investment funds between China and foreign countries makes students aware of the importance

of staying at the forefront of the times and strengthening the Four Self-Confidences. When discussing funds, the “rat trading” incident is introduced to guide students to establish correct views on wealth and values ^[7].

When explaining investment strategy analysis based on efficient market theory, the case of Eugene Fama, who won the 2013 Nobel Prize in Economics and proposed the efficient market hypothesis, is introduced to guide students to have patience in their academic pursuits, recognizing that any achievement is not easily realized. Regarding the relevant tests of the efficient market hypothesis, students are guided to connect any theory with practice, recognizing that practice is the only criterion for testing truth. By analyzing various phenomena such as the weekend effect and the small company effect, students are encouraged to deeply understand the assumptions underlying economics and dare to challenge traditions. Through the analysis of market efficiency and inefficiency, students’ dialectical thinking is cultivated ^[8].

When explaining asset allocation, Markowitz’s asset allocation model is an important topic. Before Markowitz, securities were selected based on returns without considering risk. Markowitz innovatively proposed considering investment risk in securities selection and described investment returns and risks using mathematical methods, establishing Markowitz’s mean-variance model. This potentially exposed him to the risk of his doctoral dissertation not being approved, requiring great courage and a scientific spirit of pursuing truth. Students are encouraged to learn from his spiritual qualities. With the help of the principles of portfolio construction, students are guided to be vigilant against risks in life and manage them effectively ^[9].

6. Ideological and political education evaluation in investment courses

The proportion of regular grades in investment courses has been increased from 40% to 50% of the total score, with the addition of ideological and political evaluation elements to continuously enrich the forms of in-class assessments. Besides the previously adopted methods such as in-class attendance checks, in-class questioning, group discussions, and after-class assignments, online testing through the Chaoxing Learning Platform has also been utilized to assess students’ learning effectiveness and abilities. This comprehensive evaluation covers the entire learning process and the overall quality of students. Regular grades are uploaded to the Chaoxing Learning Platform, ensuring fair, open, and timely feedback on teaching and self-study, which not only fosters integrity education but also enhances students’ sense of competition ^[6].

Through a hybrid online-offline teaching approach, innovative educational methods and platforms integrate ideological and political education into the entire process of professional education, greatly enhancing student engagement and enthusiasm. Guided by the OBE concept, this approach emphasizes students’ independent thinking, analytical skills, team collaboration, language expression, communication abilities, and the ability to apply theories to practical situations, fostering innovativeness. It also aims to internalize socialist core values and the “Four Self-Confidences” (confidence in the path, theory, system, and culture of socialism with Chinese characteristics) in students’ minds and actions ^[10].

Regarding the application of hybrid teaching models, variations in students’ learning attitudes and foundations lead to uneven learning outcomes. Future efforts should focus on strengthening the monitoring and management of online learning processes to cultivate students’ self-study initiative. Additionally, teachers can utilize platforms like Chaoxing to timely disseminate national strategies, laws and regulations, the latest policies in the financial sector, updates on financial markets, and public information from listed companies. This creates an extracurricular learning environment, encourages students to leave comments, participate in themed discussions, share or voice their suggestions, and transforms high-quality online resources into educational

ones. This approach naturally instills certain values in students, achieving comprehensive education for all, and ultimately integrating explicit and implicit education through new media convergence ^[11].

Funding

Chongqing Institute of Engineering's 2024 Ideological and Political Demonstration Course Construction Project: Investment (KC20240008)

Disclosure statement

The author declares no conflict of interest.

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