Article

The Brand Construction of the Core Course of "Securities Investment Theory and Practice"

Dongming Yang [1,*]

[1] Geely University of China, Chengdu, China
* Correspondence: Dongming Yang, Geely University of China, Chengdu, China

Abstract: Under the background of China's economic transformation and upgrading and the deepening reform of the capital market, securities investment plays an increasingly important role in conforming to the economic law, resource allocation and risk management. However, financial education in colleges and universities, especially the course of "Securities Investment Theory and Practice," generally has problems such as disconnection between theory and practice, low fit with industrial development and market demand. Based on the concept of OBE (outcome-based education), this paper analyzes its current situation and challenges, reveals its gap with market demand through empirical research, and systematically puts forward the curriculum brand construction strategy with ' deep integration of industry and education ' as the core and 'shaping excellent brand' as the goal. By reconstructing the teaching content, innovating the "double-qualified" teaching mode, building a practical platform, establishing a multi-dimensional evaluation system and implementing systematic brand communication, it aims to cultivate compound financial talents with solid theoretical foundation and excellent practical ability, enhance the core competitiveness and social influence of the course, so as to better serve the national financial strategy and the high-quality development of the real economy.

Keywords: securities investment; brand curriculum construction; higher education; finance

Published: 03 September 2025

Copyright: © 2025 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (https://creativecommons.org/licenses/by/4.0/).

1. Introduction

China's economy has shifted from a high-speed growth stage to a high-quality development stage. The national economy is in a critical period of structural optimization and power conversion. Technological innovation, green finance, and inclusive finance have become new growth engines. In this macro picture, the capital market has been given the hub function of "pulling one hair and moving the whole body." The implementation of the comprehensive registration system marks that China's capital market has entered a new stage of more marketization and legalization, and puts forward higher requirements for the pricing ability, risk identification ability and value investment concept of market players. As a key link between the real economy and the capital market, the healthy development of securities investment plays an irreplaceable role in optimizing resource allocation, promoting industrial upgrading and broadening residents' property income channels.

As the cradle of financial talents, the quality of talent training in colleges and universities is directly related to the future of the capital market and even the national economy. As the core course of finance, "Securities Investment Theory and Practice" is the main position to cultivate students' investment analysis ability, market insight and financial risk awareness. However, the reality is that China's higher education still has a "two skins" phenomenon that is out of touch with the industry and the market demand to a certain extent. The course content is updated slowly, the teaching method is old, and the evaluation system is single. As a result, although the graduates have rich theoretical knowledge,

they are often at a loss when facing the real market, and enterprises have to invest a lot of costs to retrain.

Therefore, the profound brand construction and reform of the "Securities Investment Theory and Practice" course is not a simple teaching task, but an urgent strategic need. Based on this background, this paper aims to explore how to build the course into an 'education brand' with high recognition, high reputation and high loyalty, so that the talents it trains can accurately meet the needs of the industry, and provide solid talent support for the steady development of China's capital market and the high-quality transformation of the national economy.

To strengthen the practical relevance of the course, it is necessary to systematically incorporate case studies from the real financial market, simulate trading environments, and foster a culture of data-driven decision-making. Additionally, aligning the curriculum with international standards and certification programs can enhance students' global competitiveness, facilitating future cross-border financial operations. The role of interdisciplinary knowledge—spanning computer science, behavioral economics, and regulatory frameworks—should also be emphasized to equip students with the versatility required in a complex investment landscape. Moreover, cultivating students' entrepreneurial mindset and adaptive capabilities is essential in a rapidly changing financial ecosystem. Courses should integrate scenario-based exercises that simulate market shocks, regulatory changes, and investor sentiment fluctuations, allowing students to develop resilience and rapid problem-solving skills. Encouraging students to engage in research competitions, financial innovation projects, and cross-disciplinary collaborations can further enhance critical thinking, creativity, and leadership qualities. By embedding ethical decision-making, corporate governance awareness, and sustainability considerations into the curriculum, graduates are better prepared to navigate the complex responsibilities of modern investment management [1].

2. Analysis of the Current Situation of Foreign Exchange Investment Experiment Course

2.1. Teaching Content Lags behind the Market Demand

The update of teaching materials is slow, and many colleges and universities still use the teaching materials before 2015, which are not included in the new plate rules such as the Science and Technology Innovation Board and the North Exchange. Although the system is complete, it has little involvement in the frontier fields such as quantitative investment, program trading, behavioral finance practice, smart investment advisory, ESG (environmental, social and governance) investment, which have developed rapidly in recent years. The latest practices such as IPO pricing and trading rules changes under the comprehensive registration system have not been integrated into the teaching system in a timely manner, resulting in a 'time difference' between what students learn and what the market uses [2].

Moreover, the lack of integration with global investment trends hinders students from understanding cross-border capital flows, international portfolio diversification, and emerging market risk factors. Including comparative studies of foreign exchanges, regulations, and investment instruments can broaden students' horizons and foster a more holistic understanding of global finance. Such exposure ensures students are not only market-ready domestically but also internationally competent.

2.2. Teaching Mode Emphasizes Theory over Practice

The traditional indoctrination teaching mode of "teacher speaking, student listening" is still dominant. The experimental or practical part is often limited to the use of simple stock simulation trading software, and lacks in-depth simulation of complete investment processes such as investment research, data analysis, strategy back testing, and risk management. Students cannot experience complex challenges such as information asymmetry,

emotional fluctuations, and capital management in the real market, and the cultivation of practical ability becomes a mere formality.

In addition, the absence of interdisciplinary project-based learning reduces opportunities for students to engage in collaborative problem-solving [3]. Integrating multi-stakeholder projects, where students analyze market data, predict trends, and defend investment strategies to a panel of mentors, can substantially improve critical thinking, negotiation, and decision-making skills. The adoption of fintech tools such as AI-driven analytics platforms or blockchain-based investment simulations can further modernize the course and prepare students for technologically advanced market operations.

2.3. Lack of Practical Experience in Teaching Staff

Most of the teachers in colleges and universities are academic talents from school to school. Although they have a solid theoretical foundation, most of them lack practical experience in front-line work in financial institutions such as securities companies and fund companies. Even many teachers who have never done securities investment in the classroom are teaching the dilemma of securities investment. This largely restricts the depth and pertinence of its practical guidance to students, and the phenomenon of "talking on paper" is difficult to avoid [4].

The recruitment of industry practitioners as adjunct professors or mentors can bridge this gap. These professionals can provide up-to-date case studies, demonstrate real-world problem-solving strategies, and mentor students on risk management practices that are not easily captured in textbooks. Furthermore, teacher exchange programs with financial institutions can expose faculty members to evolving market conditions, enhancing their ability to deliver experiential learning effectively [5].

2.4. Single Assessment Method

The final examination is usually based on the final closed-book examination, which focuses on the examination of theoretical knowledge and computing ability, and cannot effectively measure the students' investment analysis ability, strategy construction ability and risk control ability. This kind of "one test determines the Qiankun" mode indirectly leads to the learning orientation of students' emphasis on memory and light application.

To cultivate versatile investment professionals, assessment methods should incorporate continuous evaluation mechanisms. These may include portfolio simulation performance, peer and mentor evaluations, project reports, and presentation skills. Such multidimensional assessment encourages practical application, teamwork, innovation, and critical reflection, moving beyond rote memorization and fostering real-world competence (Table 1).

Table 1. Comparative analysis of traditional curriculum teaching mode and market demand.

dimensional	traditional curriculum model	market demand	existing gap
knowledge structure	The classical investment theory is given priority to	Both cutting-edge theory and practical skills are emphasized.	Knowledge update is slow and frontier fields are missing.
ability training	Theoretical calculation and analysis	Data analysis, strategy development, risk control, customer communication	Pay more attention to analysis than decision-making, pay more attention to individual than team
mode of teaching	Classroom teaching, simple simulation	Case study, project driven, practical exercise	Poor interaction, lack of actual combat situation

teachers constitute	Academic teachers are the main ones	'Theoretical + practical' compound tutor	Teachers are lack of practical experience.
system of assessment	The final exam results dominate	Process and comprehensive ability evaluation	Can not effectively measure the comprehensive ability

3. Course Brand Construction Strategy

3.1. Brand Positioning and Core Value Remodeling

Positioning: to create a 'securities investment elite cradle with deep integration of industry and education'.

Core value: 'frontier theory, practical empowerment, market docking, value creation'. It is emphasized that the course is not only the imparting of knowledge, but also the ability forging platform for seamless docking with the market, so that students can 'learn to get started after learning, and create value after graduation'.

Brand positioning should also incorporate international recognition and accreditation. By aligning the course with global finance standards and industry certifications, the program can enhance its credibility, attract international students, and create a benchmark for other domestic universities. Furthermore, a strong brand narrative emphasizing innovation, ethics, and sustainability can distinguish the course in an increasingly competitive educational environment. Leveraging international benchmarking and academic alliances can help the course gain global recognition. Participation in joint case competitions, collaborative research, and dual-degree programs can strengthen the course's reputation and attract high-quality students worldwide. Introducing modules on global financial regulation, emerging markets, and cross-border investment strategies ensures that students not only master domestic practices but are also capable of competing and innovating on a global stage [6].

3.2. Teaching Content and Resource Branding

The branding of teaching content and resources mainly builds a 'modular and dynamic' course package. The specific content can be roughly analyzed in the following four parts:

Basic theory module: securities market regulations, fine classic, solid foundation.

Leading-edge topic module: Introduce topics such as quantitative investment, smart investment advisors, ESG investment, and derivative innovation, and invite industry experts to teach.

Practical skills module: embed the use of tools such as Wind, Python, and Matlab into teaching, and set up practical projects such as "financial analysis of listed companies," "investment strategy back testing," and "research report writing."

Develop "loose-leaf" school-based teaching materials: write case base and teaching materials together with enterprises, update them every year, and ensure that the content is synchronized with the market.

A digital platform for teaching resources can further enhance accessibility and engagement. Interactive dashboards, online simulations, and virtual trading floors can supplement traditional lectures. Additionally, integrating AI-driven analytics into practical modules allows students to explore real-time market behavior, enhancing predictive modeling skills and quantitative analysis capabilities [7].

3.3. Teaching Mode and Teacher Branding

Promote 'double-teacher' and 'project-driven' teaching: each core course is equipped with an academic tutor and an industrial tutor from the enterprise to teach and guide the

project together. In the form of groups, students simulate the investment team and complete the whole process project from macro analysis, industry selection, company research to portfolio construction.

Create a 'amphibious' teaching staff: encourage teachers to go to enterprises for appointment, training, and cooperative research, and vigorously introduce part-time professors and visiting professors with rich industry experience.

Mentorship programs pairing students with alumni in the investment industry can further reinforce practical learning. By incorporating mentorship evaluation into course grading, students gain direct feedback on both technical skills and professional conduct, bridging classroom learning and workplace expectations.

3.4. Practice Platform and Cooperative Branding

Establish 'campus investment fund': cooperate with alumni associations and financial institutions to raise a small part of real funds, which are managed by students under the guidance of teachers and industry mentors. This is the highest form of brand building, which can greatly enhance the attraction and influence of the course.

Establish a 'financial actual combat center' imitate the real financial institution trading hall, configure hardware and software, and create an immersive learning environment.

Deepen the 'famous enterprise cooperation' establish long-term internship bases and order classes with head brokerages and fund companies, and pre-position enterprise training on campus.

Expanding partnerships to include fintech startups and global hedge funds can offer exposure to diverse investment strategies, innovative technologies, and cross-border regulatory challenges. Additionally, hosting industry hackathons and trading competitions can enhance competitive spirit, creative thinking, and collaboration skills among students.

Establish a 'multi-dimensional and procedural' evaluation system: reduce the weight of final exam results, increase the proportion of experimental reports, portfolio performance, research report quality, simulated roadshows, teamwork and other processes.

Systematic brand communication:

Internally: hold brand activities such as "securities investment simulation competition" and "investment strategy report meeting" to stimulate students' enthusiasm for learning.

External: show students 'excellent research reports and investment performance through public accounts and official websites; publish the annual "course white paper" to report the results of talent training to the society; cooperate with the media to expand the social influence of the course (Table 2).

Table 2. Curriculum brand construction strategy system table.

the construction dimension	concrete tactics	Brand embodiment
content resources	Modular dynamic course package, loose-leaf teaching materials	Leading edge, authority
instructional mode	Double division, project-driven (PBL)	Actual combat, interaction
teaching staff	Academic and industrial 'amphibious' mentor	Professional, senior
practice platform	Campus Investment Fund, Financial Practice Center	Real, high-end
Evaluation communication	Multidimensional evaluation, brand activities, white papers	Excellent, transparent

Digital branding can complement offline initiatives. Creating an online portal showcasing student achievements, course materials, alumni success stories, and interactive fo-

rums can reinforce the course brand and attract prospective students. Social media engagement, live webinars, and virtual workshops with industry leaders can further enhance visibility and influence.

4. Conclusions and Prospects

This study deeply analyzes the necessity and urgency of brand building in the course of "Securities Investment Theory and Practice" under the new economic form. The problem of disconnection between curriculum and market is rooted in the closed teaching system. Only by breaking the barriers of the ivory tower and promoting the deep integration of industry and education with an open mind can we cultivate financial talents that meet the requirements of the times.

The construction of brand curriculum is a long-term and systematic project. Its success depends on the support of the top-level design of the college, the deepening of the school-enterprise cooperation mechanism and the continuous investment of the teaching team. Through the implementation of the branding strategy with "campus investment fund" as the benchmark and "double teacher system" and "project-based" teaching as the core, the course will not only significantly improve the teaching quality and student satisfaction, but also form a strong brand effect, attract high-quality students, gain high recognition from employers, and ultimately achieve a win-win situation among students, schools and enterprises.

Looking forward to the future, with the continuous evolution of FinTech and the continuous opening of the capital market, the brand construction of the course "Securities Investment Theory and Practice" still needs to pay close attention to the disruptive changes brought by new technologies such as artificial intelligence, big data and blockchain to the investment field, continue to integrate the latest elements into the curriculum system, maintain the vitality and leadership of the brand, and contribute to the modernization and internationalization of China's financial industry.

Future prospects also involve fostering global partnerships and joint programs with overseas universities and financial institutions. This international cooperation can provide students with exposure to diverse financial markets, innovative investment tools, and cross-cultural professional practices. Emphasis should also be placed on ethics, sustainability, and social responsibility, ensuring that graduates contribute not only to market efficiency but also to societal well-being. The brand curriculum must remain adaptive, incorporating emerging trends such as decentralized finance (DeFi), ESG analytics, and AI-powered financial advisory, ensuring that graduates are equipped to navigate the increasingly complex and interconnected financial ecosystem.

References

1. F. Allen, C. Zhang, and M. Zhao, *China's financial system: Opportunities and challenges*, 2012, doi: 10.3386/w17828.
2. L. Feng, "Design and reform of industry-education integration," in *Proc. 2024 3rd Int. Conf. Educ. Sci. Soc. Culture (ESSC 2024)*, vol. 914, pp. 132, Springer Nature, Apr. 2025, doi: 10.2991/978-2-38476-384-9_16.
3. S. Wen, "Research on curriculum reform and laboratory construction through academia-industry integration in quantitative investment," *Educ. Rev., USA*, vol. 7, no. 5, 2023, doi: 10.26855/er.2023.05.015.
4. E. J. Elton, M. J. Gruber, S. J. Brown, and W. N. Goetzmann, *Modern portfolio theory and investment analysis*, John Wiley & Sons, 2009, ISBN: 9780471238546.
5. E. W. Stein, "A method to identify candidates for knowledge acquisition," *J. Manage. Inf. Syst.*, vol. 9, no. 2, pp. 161–178, 1992, doi: 10.1080/07421222.1992.11517963.
6. K. Dong, "The study on reform of practical teaching content of the curriculum of investment based on teaching paradigm," in *Proc. Int. Acad. Conf. Front. Soc. Sci. Manage. Innov. (IAFSM 2018)*, pp. 261–265, Atlantis Press, Mar. 2019, doi: 10.2991/iafsm-18.2019.40.
7. R. Yan, "Analysis on the construction of digital sharing service platform for school-enterprise cooperation financial management," *Int. J. Educ. Econ. Manage.*, vol. 36, 2023.

Disclaimer/Publisher's Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of the publisher and/or the editor(s). The publisher and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.