

# *Exploration and Practice of Financial Curriculum Reform Based on Case Teaching*

Yangang Li

*Liaodong University, Dandong, 118000, China*

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**Abstract:** This paper focuses on the reform of the finance curriculum based on case teaching, aiming to enhance students' practical operational abilities and problem-solving skills through practical exploration. Introducing case teaching allows students to gain a deeper understanding of financial theory and apply it to real-world situations. By studying the application of case teaching in the finance curriculum, this paper summarizes the experiences and insights of the reform, providing an effective teaching method for enhancing finance courses.

## 1. Introduction

As an important branch of economics, finance has an increasingly complete theoretical system. However, in practical applications, students often face a disconnect between theory and practice. To address this shortfall, this paper proposes a finance curriculum reform based on case teaching and explores its application in teaching. Case teaching, as a method that focuses on problem-solving and practical operations, is expected to enhance students' comprehensive qualities and better prepare them for future professional demands.

## 2. Case Teaching Theory and Finance Curriculum Reform

### 2.1. Basic Concepts of Case Teaching

As a teaching method, case teaching emphasizes stimulating students' interest in learning and enhancing their problem-solving abilities by applying theoretical knowledge to practical situations. In the field of finance, the basic concept of case teaching is reflected in the in-depth analysis of actual financial issues and the promotion of participatory student learning.[1]

Firstly, case teaching focuses on the integration of theory and practice. By selecting real financial cases, students can understand financial theories more deeply and apply these theories to solve practical problems. This teaching model, which links theory with practice, helps to improve students' comprehensive qualities, enabling them to better face various challenges in their future careers.

Secondly, case teaching emphasizes a problem-oriented approach. Through case analysis, students are exposed to real financial challenges, from which they identify problems, formulate solutions, and collaborate in teams to complete tasks. This problem-oriented learning model helps develop students'

critical thinking and problem-solving abilities, making them more competitive in financial management practices.[2]

Lastly, case teaching focuses on student participation and self-directed learning. By involving students in case analysis and discussion, teachers can guide them to actively explore knowledge, enhancing their motivation and interest in learning. Students also develop teamwork and communication skills during the case analysis process, laying a solid foundation for their future career development.[3]

## **2.2. Problems and Challenges in Finance Curriculum**

In traditional finance curriculum teaching, we face a series of problems and challenges, which reflect not only questions about teaching methods but also the urgent need to train students as well-rounded financial professionals.

### **2.2.1. Disconnection between Abstract Theoretical Knowledge and Practical Situations**

Financial theory is often abstract and difficult to directly integrate with practical situations. Traditional theoretical teaching methods often lead students to memorize concepts without applying them to solve real financial problems. This results in students feeling lost in practical applications, with a significant disconnection between theoretical knowledge and practical operations.

### **2.2.2. Lack of Practical Operational Skills**

Traditional courses overly emphasize the imparting of financial theoretical knowledge, with insufficient focus on training students to use this knowledge to solve real problems. Students lack opportunities to practice in real situations, leading to difficulties in adapting to actual work after graduation. The disconnection between theory and practice causes students' practical operational abilities to lag far behind their theoretical knowledge level.

### **2.2.3. Monotony and Lack of Flexibility in Teaching Forms**

Traditional lecture-based teaching dominates finance courses, making it difficult to stimulate students' interest in learning. Students may find the subject dull and uninspiring, leading to a lack of interest in finance. Moreover, this teaching form also limits the depth and breadth of the content, failing to meet diverse student learning needs.

### **2.2.4. Lack of Student Initiative**

Due to the passivity of traditional teaching methods, students tend to be less proactive in finance courses. They are more receivers of knowledge than active participants in thinking and solving problems. This impacts the cultivation of critical thinking and innovation skills, which are essential in addressing financial practices.

To address these issues, finance courses need more flexible teaching methods that focus on integrating theory and practice. Future development should aim at innovating teaching forms, enhancing students' practical operational abilities, and training students to be more comprehensive in the financial field.[4] Introducing case teaching is a direction worth exploring; through the analysis of real cases, students can better understand theoretical knowledge and develop the ability to solve practical problems. This will provide strong support for the reform and innovation of finance courses, training more practically skilled financial professionals.

## **2.3. Prospects for the Application of Case Teaching in Finance**

As an innovative teaching method, case teaching shows a broad and profound application prospect in the field of finance. This teaching model not only bridges the gap between theory and practice but also plays a crucial role in cultivating students' comprehensive qualities, critical thinking, and teamwork abilities.[5]

### **2.3.1. Bridging the Gap between Theory and Practice**

Case teaching, by introducing real financial cases, allows students to better understand abstract theoretical knowledge and apply it to practical situations. By analyzing and solving financial problems in cases, students can develop a deep understanding of theoretical knowledge, enhancing their practical operational skills. This teaching approach that integrates theory with practice helps students better adapt to future professional challenges, making them financial professionals who are knowledgeable in theory and skilled in practice.[6]

### **2.3.2. Promoting Critical Thinking and Problem-Solving Abilities**

In case teaching, students need to deeply ponder the problems in cases and propose reasonable solutions. This not only cultivates their critical thinking abilities, enabling deep analysis of problems, but also trains their abilities to solve actual problems. The financial field often faces complex and variable issues, making the cultivation of students' problem-solving abilities crucial for their future career development.

### **2.3.3. Developing Teamwork and Communication Skills**

Case teaching usually requires students to collaborate in groups to analyze and solve problems in cases. This teamwork model cultivates their abilities to work in teams and communicate effectively. In actual financial work, there are few situations of working alone; teamwork is an essential skill. Through case teaching, students learn to communicate opinions effectively within a team and reach consensus, preparing them well for their future careers.

### **2.3.4. Enhancement of Practicality and Competitiveness**

Case teaching emphasizes students' ability to apply knowledge in practical situations, making them more practically oriented. This not only helps students better understand the essence of finance but also enables them to flexibly face various financial challenges. In the job market, professionals with strong practical skills are more sought after. Case teaching provides students with a more practical and comprehensive learning experience, enhancing their future competitiveness.

The reform of the finance curriculum based on case teaching is expected to inject new vitality into financial education. By bridging the gap between theory and practice and promoting students' critical thinking and teamwork abilities, case teaching provides strong support for training financially skilled professionals. In the future, the field of finance should continuously innovate teaching methods, combining case teaching with other teaching approaches to better meet student learning needs and cultivate more comprehensively skilled financial professionals.

## **3. Practical Application of Case Teaching in Finance Courses**

### **3.1. Case Design and Selection**

Case design and selection play a key role in the reform of finance courses, significantly

contributing to students' in-depth understanding of financial theory and enhancing their ability to solve real-world problems.

### **3.1.1. Consideration of Realism and Complexity**

When designing cases, the primary considerations are the realism and complexity of the case. Realistic cases bring students closer to the actual environment of financial management, allowing them to perceive its challenges and opportunities. Complex cases encourage deep thinking and analysis by students, helping them to unearth the essence of problems. Through real and complex cases, students can better understand the application of theoretical knowledge in practical situations and develop their problem-solving abilities.

### **3.1.2. Covering Cross-Disciplinary Cases**

Case selection should cover financial problems from different fields, ensuring that students gain a comprehensive understanding of various aspects of finance. This includes aspects such as budgeting, tax policy, and debt management, providing students with a holistic view of financial challenges. Cross-disciplinary case coverage allows students to better understand the integrative nature of finance and prepare for future practical work.

### **3.1.3. Matching Academic Level with Case Difficulty**

In designing and selecting cases, it's essential to consider the academic level and practical abilities of students. The difficulty of cases should be tailored to meet the learning needs of students at different stages, ensuring they can understand and apply theoretical knowledge without feeling overwhelmed. A moderate challenge can stimulate students' interest and help them build confidence, encouraging active involvement in case analysis.

### **3.1.4. Incorporating Current Issues**

Case selection can be aligned with current hot topics in the field of finance. This helps students keep up with trends in finance, better understanding and solving contemporary financial issues in society and the economy. By focusing on current issues, students can feel the cutting-edge and practical nature of finance, cultivating sensitivity and insight into future financial developments.

In the process of case design and selection, focusing on realism, cross-disciplinary coverage, matching academic levels, and incorporating current issues will help create a challenging and practical case-teaching environment. This provides students with a deeper and broader learning experience, facilitating finance course reform and laying a solid foundation for students' comprehensive development and practical abilities.

## **3.2. Case Teaching Procedure**

A well-structured case teaching procedure is crucial for ensuring full student participation and deep thinking, offering strong support for students to gradually master problem-solving methods and skills.

### **3.2.1. Case Introduction and Problem Posing**

The starting point of the case teaching procedure is an engaging case introduction. By arousing students' interest in real-world problems, teachers can stimulate their enthusiasm for learning. At this stage, teachers should carefully select cases and pose related questions to guide students to discover and focus on key points in the case. This guidance helps students think more deeply about the issues,

laying the foundation for subsequent analysis.

### **3.2.2. Group Collaboration Analysis**

Case teaching emphasizes teamwork, and group collaboration analysis is a vital part of the process. Through group work, students share different views and insights, enhancing their analysis and problem-solving abilities. Teachers should facilitate group activities to ensure active participation from every student, promoting a collaborative atmosphere.

### **3.2.3. Whole-Class Discussion and Case Analysis**

Whole-class discussion is a key phase in the case teaching process, where different group perspectives are integrated, fostering idea exchange. Teachers should guide the discussion, focusing on key issues in the case. Additionally, in-depth case analysis combining theoretical knowledge with practical scenarios helps students understand finance theories more comprehensively and expand their depth of thought.

### **3.2.4. Independent Thinking and Summary by Students**

At the end of the teaching process, students should be encouraged to think and summarize independently. This phase is designed to consolidate knowledge gained from the case, deepen understanding of financial theory, and develop independent problem-solving skills. Teachers can provide guidance, helping students combine learned knowledge with practical situations for a holistic understanding of the issues.

Through a well-designed case teaching process, students are fully exercised in participation, discussion, analysis, and independent thinking, thereby mastering finance theories and developing problem-solving skills. This process will spark students' interest in finance and lead to significant academic achievements.

## **3.3. Student Participation and Feedback**

Active student participation and effective feedback are key factors in the successful implementation of case teaching, directly impacting teaching outcomes and student learning experiences.

### **3.3.1. Student Participation**

Student participation is central to case teaching, and teachers should use various methods to stimulate students' interest and initiative. Questioning is a common approach, where thought-provoking questions can guide students to think deeply about the case and share their views in group discussions. Other forms like group sharing and role-playing can also engage students more deeply in case analysis. Establishing an open, interactive learning atmosphere encourages students to share and discuss, fully utilizing the advantages of case teaching.

### **3.3.2. Real-Time Feedback and Adjustment**

In the teaching process, real-time feedback is vital for teachers to adjust teaching strategies. By observing student performance in case analysis and listening to their opinions and questions, teachers can understand how well students comprehend and apply financial theories. Such real-time feedback allows teachers to adjust teaching pace and content flexibly, ensuring it aligns with students' actual needs. Student feedback also provides important clues for improving teaching methods and case designs.

### **3.3.3. Personalized Guidance and Assessment**

Considering individual differences among students, teachers should provide personalized guidance and assessment throughout the participation process. This involves understanding different academic levels, learning styles, and thought processes. Personalized guidance can better stimulate students' learning interests, help them overcome learning obstacles, and improve learning outcomes. In evaluating case teaching, focus on uncovering individual strengths and potentials, offering targeted suggestions for personal development.

### **3.3.4. Reflection and Independent Learning**

The final stage of case teaching should encourage students to reflect and summarize, sharing their gains and insights to form a deep understanding of financial knowledge. This process not only helps teachers gauge students' learning achievements but also develops students' self-awareness and reflective abilities regarding their learning process. Encouraging independent learning prepares students for future independent application of financial knowledge, internalizing and applying what they've learned.

In summary, student participation and feedback are the driving forces of case teaching. The organic combination of active participation, timely feedback, personalized guidance, and independent learning can better motivate students, develop their comprehensive qualities, and effectively integrate theory with practice.

## **4. Impact of Case Teaching on Student Abilities**

Case teaching, as a method that emphasizes practical application and problem-solving, profoundly impacts students' abilities in various aspects. This chapter focuses on exploring the effects of case teaching in enhancing students' knowledge application capabilities, cultivating problem-solving abilities, and strengthening teamwork and communication skills.

### **4.1. Enhancement of Knowledge Application Ability**

Case teaching provides a unique learning platform for students, significantly enhancing their knowledge application ability by combining financial theory with actual cases. In cases, students are guided not only to understand theory at an abstract level but to organically apply learned knowledge to specific financial issues.

By analyzing and thinking deeply about cases, students integrate theoretical knowledge with practical situations to develop viable solutions. This process of practical application not only deepens their understanding of financial theories but also cultivates their ability to apply knowledge in complex environments. Students, acting as decision-makers in cases, face real financial challenges, forcing them to comprehend theories more deeply and translate them into practical steps for solutions.

This practice-oriented learning approach helps students build a cognitive framework linking financial theory with practice. Through case teaching, students not only learn abstract financial concepts but also apply them flexibly in real situations. This enhancement in knowledge application lays the foundation for students' academic development and equips them to adeptly face various financial challenges in their future careers. In summary, case teaching effectively enhances students' knowledge application abilities by encouraging the integration of financial theory and practice.

### **4.2. Cultivation of Problem-Solving Ability**

Case teaching focuses on cultivating students' ability to solve real problems. During case analysis, students confront complex situations in financial management, propose feasible solutions, and analyze the viability and potential impacts of these solutions. This process gradually develops their



abilities to analyze problems, identify core issues, and creatively solve problems.

Firstly, through multi-faceted analysis of cases, students develop a comprehensive understanding of issues. This experience enables them to examine financial challenges from both macro and micro perspectives, leading to a profound understanding of the problems.

Secondly, students cultivate creative thinking in proposing solutions. Given the unique and evolving nature of problems in cases, students need to think beyond traditional methods to propose novel and feasible solutions. This trains their ability to flexibly address issues in unknown situations.

This cultivation equips students with stronger problem-solving abilities, laying a practical foundation for their future careers.

### 4.3. Strengthening of Teamwork and Communication Skills

Case teaching often unfolds in a group collaboration format, enhancing students' teamwork and communication abilities. In groups, students collectively analyze cases, discuss issues, and propose solutions. Through collaboration with peers, students learn to listen to others' opinions, share their views, and coordinate different opinions and perspectives. This cultivates their ability to work in teams, better adapting them to future work environments requiring teamwork.

In conclusion, case teaching has a comprehensive impact on enhancing student abilities. It not only significantly fosters knowledge application and problem-solving skills but also substantially strengthens teamwork and communication. This comprehensive impact equips students in the field of finance not only with a solid theoretical foundation but also with the ability to solve practical problems and teamwork skills. Case teaching provides a richer and more practical learning experience, enabling students to better adapt to future professional challenges and possess more comprehensive and competitive abilities.

## 5. Conclusion

Through the practical implementation and exploration of case teaching in finance courses, this paper has found that case teaching effectively enhances students' practical operational abilities and problem-solving skills. Introducing case teaching in finance courses is an effective teaching method that helps bridge the gap between theory and practice. However, the implementation process also faces challenges, requiring more effort from teachers and educational institutions in case design and teaching methods. Overall, the reform of finance courses based on case teaching provides beneficial insights for improving students' comprehensive qualities and preparing them for future challenges.

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