https://doi.org/10.53964/jmer.2024020

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Journal of
Modern Educational Research

ISSN 2790-3192 (Online)

Open Access

Research Article

Pathways for Enhancing the Teaching Quality of Financial Education through Research Practices

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Received: October 8, 2024 **Revised:** October 17, 2024 **Accepted:** October 24, 2024 **Published:** November 12, 2024

Abstract

Objective: This study investigates how integrating research practices into financial education can enhance students' learning outcomes, practical skills, and innovation capacity. With the rapid evolution of the financial sector due to globalization and technological advancements, financial education must move beyond traditional theoretical approaches to prepare students for complex real-world challenges. The objective of this research is to explore specific pathways for incorporating research-driven practices into financial curricula to better align education with industry demands.

Methods: The study employed a mixed-method approach, combining quantitative and qualitative research methods. Surveys were distributed to 461 students and 121 faculty members from four universities—two research-intensive institutions and two applied colleges—aiming to capture diverse perspectives on the integration of research into teaching. The data were analyzed using descriptive statistics, regression models, and qualitative analysis of interviews with selected participants. The regression analysis focused on the relationship between the frequency of research participation and the development of practical skills and innovation capacity.

Results: The regression analysis revealed a significant positive correlation between research participation and improved learning outcomes (β=0.52, p<0.01), practical skills (β=0.47, p<0.01), and innovation capacity (β=0.43, p<0.01). Students who participated in research projects demonstrated a deeper understanding of financial theories, stronger data analysis and decision-making skills, and greater creativity in problem-solving. These results suggest that research engagement significantly enhances students' ability to apply theoretical knowledge in practical contexts.

Conclusion: Integrating research practices into financial education bridges the gap between theory and practice, fostering critical thinking, problem-solving skills, and innovation among students. Universities should prioritize research-based learning, offering opportunities for interdisciplinary research, university-business collaborations, and digital platforms to expand student access to research experiences. Future studies should explore the role of interdisciplinary research in further enhancing financial education outcomes, particularly through fields such as data science, behavioral economics, and artificial intelligence.

https://doi.org/10.53964/jmer.2024020

Keywords: Financial education, research practices, practical skills, digital platforms, learning outcomes, emerging markets

Citation: Zhang C, Ye Z, Jiang H. Pathways for Enhancing the Teaching Quality of Financial Education through Research Practices. *J Mod Educ Res*, 2024; 3: 20. DOI: 10.53964/jmer.2024020.

1 INTRODUCTION

1.1 Background

In recent years, the rapid pace of globalization and technological advancement has transformed virtually every aspect of the global economy. As the world becomes increasingly interconnected and digitized, the financial sector is undergoing significant changes, driven by the adoption of new technologies, evolving market dynamics, and the growing complexity of global financial systems. In this evolving landscape, the demand for highly skilled financial professionals with the ability to navigate complex markets and technologies has never been higher. Financial education, therefore, plays a pivotal role in shaping the next generation of professionals capable of responding to these challenges. However, traditional approaches to financial education are proving to be insufficient in preparing students for the demands of the modern workforce, where practical skills, innovation, and adaptability are crucial.

Historically, financial education has been heavily reliant on theoretical instruction, often focused on imparting knowledge of established financial models, accounting principles, and market theories. This approach, while foundational, has limitations in addressing the dynamic nature of contemporary financial markets, which require a more flexible, skills-oriented approach to learning. Students are increasingly required to possess practical problem-solving abilities, critical thinking skills, and a capacity for innovation—competencies that cannot be fully developed through lecture-based teaching alone. Theoretical knowledge, though essential, often leaves students unprepared for the challenges of applying concepts in real-world financial contexts, especially when dealing with unpredictable markets, technological disruptions, and rapid changes in regulatory environments.

The digital economy has introduced new complexities into the financial sector. Technologies such as artificial intelligence (AI), blockchain, and data analytics have reshaped how financial services are delivered and have significantly altered the skills required for financial professionals. AI-driven decision-making, for instance, has automated many traditional finance roles, while also creating demand for new competencies in data interpretation and algorithmic management. Blockchain technology has transformed the way transactions are recorded and verified, requiring a deep understanding of cryptography and decentralized systems. At the same time, data analytics tools have become essential for making informed financial decisions based on vast quantities of data, necessitating proficiency in statistical analysis and the ability to extract actionable insights from complex datasets. In this context, the financial industry is not just seeking professionals with strong theoretical foundations but also those with practical skills in using modern financial technologies and innovative approaches to problem-solving.

Despite these shifts, many financial education programs continue to emphasize theoretical knowledge over practical application, leading to a disconnect between what is taught in the classroom and the realities of the financial sector. Graduates often struggle to transition smoothly into the workforce, where they are expected to navigate complex financial technologies, respond to market volatility, and apply creative solutions to emerging problems. This disconnect highlights the need for financial education to evolve, moving beyond traditional instructional models to incorporate more experiential, research-driven learning opportunities.

Research practices have emerged as a promising solution to this gap, providing a means for students to engage with real-world financial problems, develop practical skills, and cultivate innovative thinking. By integrating research into financial education, universities can offer students hands-on experience with the challenges they will face in the workforce. Research participation allows students to move beyond passive knowledge reception and engage actively with financial data, case studies, and problem-solving exercises. This experiential learning process helps students understand the nuances of financial theories and models by applying them in practical scenarios, thus bridging the gap between theory and practice.

The integration of research into teaching is not a new concept. Historically, research has played a significant role in the academic environment, particularly in higher education, where it is seen as a key driver of innovation and knowledge creation. In the late 20th century, Boyer[1] introduced a paradigm shift with his theory of "scholarship reconsidered," which emphasized the importance of integrating research and teaching as complementary processes. Boyer argued that teaching should not be viewed as separate from research but rather as an extension of it, wherein the latest academic findings inform and enrich the learning experience. In this view, research is not only a source of new knowledge but also a mechanism for ensuring that teaching remains dynamic and relevant to

contemporary issues. This concept is particularly applicable to financial education, where rapid changes in the industry demand continuous updating of course content to reflect the latest trends and challenges.

In the context of financial education, research practices offer several key benefits. First, they facilitate the continuous updating of theoretical frameworks, ensuring that students are learning content that is relevant to the current financial landscape. Financial theories and models are not static; they evolve in response to changes in the economy, technology, and regulation. By engaging with research, students can stay abreast of the latest developments in areas such as fintech, algorithmic trading, and digital currencies, which are reshaping financial markets. Research also exposes students to cutting-edge tools and techniques, such as data analytics platforms, AI-driven financial models, and blockchain technologies, all of which are becoming increasingly important in modern finance.

Research practices help students develop practical skills that are critical for success in the financial industry. Through participation in research projects, students are exposed to real-world financial problems that require them to apply theoretical knowledge in practical ways. For instance, students might work on research projects that involve analyzing financial data, forecasting market trends, or developing strategies for managing financial risks. These experiences not only enhance students' technical abilities but also improve their critical thinking, creativity, and problem-solving skills. Furthermore, research encourages students to think independently, explore new ideas, and approach financial challenges from multiple perspectives—all of which are essential for fostering innovation in the financial sector. Research practices can also help address the need for more case-based and project-based learning in financial education. Traditional financial education often relies on case studies from textbooks or past experiences, which may not reflect the current challenges faced by financial professionals. By integrating research into the classroom, instructors can introduce real-world cases drawn from ongoing research projects, allowing students to engage with up-to-date examples of financial decision-making. These research-driven case studies provide a more authentic learning experience, helping students understand how financial theories are applied in practice and how they can be adapted to meet the demands of a rapidly changing financial landscape.

1.2 Objectives

The primary objective of this study is to investigate how research practices can improve the quality of financial education. Specifically, the study will explore the following research questions:

1.How does the integration of research practices update financial theories and teaching content?

2.What are the effects of research participation on students' practical skills and innovative thinking?

3.What are the key pathways for incorporating research practices into financial education, and what challenges exist in balancing research with coursework?

2 LITERATURE REVIEW

2.1 Research Practices and Financial Education

The role of research in improving education quality has been widely recognized, particularly in applied disciplines such as finance. Boyer[1] introduced the concept of "scholarship reconsidered," arguing that research is integral to academic development, not only creating new knowledge but also driving the continuous updating of teaching content. This paradigm is particularly relevant in financial education, where industry changes rapidly, requiring teaching methods that evolve with new academic findings and financial market shifts.

Wu, Luo, and Wu[2] emphasized that integrating research into teaching helps ensure that course content remains aligned with industry developments. They argued that research promotes both teaching innovation and students' engagement, as it allows instructors to bring real-world challenges into the classroom. Moreover, this approach fosters student involvement in problem-solving, a key skill in the financial industry.

Simons[3] examined the teaching practices of Western universities and proposed a "practice-oriented teaching method," which involves using real-world corporate cases and projects to enhance students' practical skills. This method integrates research by encouraging students to analyze actual business situations, thus bridging the gap between theory and practice.

2.2 Expanding Perspectives: Insights from Emerging Markets

Financial education reforms in emerging markets provide unique perspectives on integrating research practices, particularly in contexts where access to resources and technological infrastructure may differ significantly from Western and Chinese academic environments. Emerging markets such as Latin America, Africa, and Southeast Asia have demonstrated innovative approaches to education reform, driven by the need for financial inclusion and development.

In Brazil, for example, financial education is seen as critical for fostering financial inclusion in low-income populations. Research by Lima and Zambaldi[4] emphasizes how Brazilian universities have integrated research projects focused on microfinance and digital banking solutions to provide students with hands-on experience in addressing real-world financial challenges. This approach not only equips students with practical skills but also contributes to

societal development by addressing financial literacy gaps in underrepresented communities.

In South Africa, a country grappling with high unemployment and income inequality, financial education reforms focus on enhancing entrepreneurial skills. Research conducted by Kachingwe and Moyo[5] shows that South African universities have partnered with local businesses and NGOs to create research platforms that allow students to develop financial strategies for small and medium enterprises (SMEs). This collaboration strengthens the practical component of financial education and helps students apply theoretical knowledge in diverse business environments.

In Southeast Asia, countries such as Malaysia and Indonesia have made significant strides in integrating research into financial education. In Malaysia, research by Ismail et al.[6] highlights how universities have developed digital financial labs to simulate real-world financial scenarios. These labs are integrated into the curriculum, allowing students to participate in research on financial markets, risk management, and Islamic banking—key components of the region's financial landscape. Similarly, Indonesia's educational reforms emphasize using technology and digital platforms to support research participation, especially in fintech and digital banking sectors[7].

2.3 The Role of Research in Developing Practical Skills

Research participation plays a crucial role in developing the practical skills of finance students. Studies have shown that students who engage in research projects, especially those related to real-world financial issues, gain hands-on experience that enhances their ability to apply financial theory in practical contexts[8].

In Chinese universities, Li and Zhao[8] identified a common issue in financial education: theory-heavy curricula that fail to provide students with adequate opportunities to apply their knowledge in practice. They suggested that integrating research into the curriculum through case-based and project-based learning would help remedy this imbalance. The same study emphasized that research-driven teaching helps students develop competencies such as data analysis, market research, and decision-making—skills that are essential for their future careers.

2.4 Research and Innovative Thinking

Research is also a key driver of innovation in financial education. As Healey and Jenkins[9] argued, "research-led teaching" promotes innovative thinking by encouraging students to critically engage with cutting-edge theories and emerging trends in their field. This process not only enhances students' knowledge but also fosters the creativity needed to solve complex financial problems.

Hattie and Marsh[10] conducted a meta-analysis that demonstrated a positive relationship between research engagement and teaching quality, concluding that faculty involved in research are more likely to integrate innovative approaches into their teaching. This integration enables students to approach financial problems from multiple perspectives, encouraging the development of creative solutions and critical thinking skills.

3 MATERIALS AND METHODS

3.1 Study Design

This study employed a mixed-method approach to explore the impact of research practices on financial education. The research combined both quantitative and qualitative methods to assess the participation of students and faculty in research activities and their effects on learning outcomes and teaching quality.

3.2 Sample

A total of 461 student surveys and 121 faculty surveys were collected from four universities—two research-focused institutions and two applied undergraduate colleges. The selection of these institutions was deliberate to capture a diverse range of educational settings and practices, ensuring that the sample represented both theory-heavy research universities and more practical, application-oriented colleges. This diversity helps provide insights into how different types of institutions incorporate research into teaching.

Sampling Method: A stratified random sampling approach was used to ensure that the sample reflected a broad range of student and faculty backgrounds. Within each institution, students and faculty were selected randomly from different academic years, departments, and fields to ensure a representative mix. Stratifying by these factors helped capture a variety of perspectives on research practices in financial education. Faculty members were chosen based on their teaching experience (a minimum of five years) and their involvement in research activities, which ensured that they had the requisite knowledge to contribute valuable insights.

Representativeness: The student sample was designed to cover multiple academic years (from freshmen to senior students) and programs within the financial discipline. This diversity allowed for the collection of data from students at different stages of their academic journeys, thereby providing a more comprehensive understanding of how research practices impact their education at various points. Faculty participants included both those with extensive research backgrounds and those more focused on teaching, allowing for a balanced view of the integration of research and teaching.

3.3 Data Collection

The data collection process involved two phases:

1.Surveys: Students and faculty were surveyed on

topics such as the frequency of research participation, the perceived impact of research on their understanding of theoretical knowledge and practical skills, and overall satisfaction with the integration of research and teaching. Surveys were administered both online and in person to increase accessibility and participation rates.

2.Interviews: Semi-structured interviews were conducted with a subset of 20 students and 10 faculty members, selected to provide more in-depth insights. The interview participants were chosen to reflect diversity in academic standing, research involvement, and teaching focus.

3.4 Limitations of Sampling

While efforts were made to ensure diversity in the sample, certain limitations should be acknowledged. First, the study focused on universities in a specific geographic region, which may limit the generalizability of the findings to other regions with different educational systems or cultural contexts. Additionally, the institutions selected were limited to research-focused and applied undergraduate colleges, potentially excluding insights from technical or vocational schools that may offer different models of integrating research into financial education.

Moreover, while stratified sampling aimed to capture a broad range of backgrounds, the voluntary nature of survey participation may introduce some bias, as students and faculty already engaged in research might have been more inclined to participate. Future studies should consider expanding the geographic and institutional scope to further validate the findings across a more diverse population of students and educators.

4 EMPIRICAL FINDINGS

4.1 Regression Model: Overview of Variables

The regression analysis in this study examined the relationship between research participation and key learning outcomes, specifically focusing on theoretical understanding, practical skills development, and innovation capacity. The independent variable in the model was the frequency of research participation, which was measured through student self-reports on their involvement in research projects, internships, and case-based learning activities. The dependent variables included learning outcomes (theoretical knowledge and problem-solving abilities), practical skills (such as data analysis and decision-making), and innovation capacity (students' ability to develop creative financial solutions).

4.2 Research Participation and Learning Outcomes

The regression model revealed a significant positive correlation between research participation and improved learning outcomes ($\beta=0.52$, $p<0.01$). This finding indicates that students who engage in research more frequently demonstrate a deeper understanding of financial theories and concepts.

Students involved in research projects were more effective in applying theoretical concepts to real-world financial problems. This engagement allowed them to bridge the gap between abstract theories learned in lectures and practical applications, leading to more active participation in classroom discussions and higher performance in problem-solving activities.

4.3 Research Participation and Practical Skills Development

A significant positive relationship was also found between the frequency of research participation and the development of practical skills ($\beta=0.47$, $p<0.01$). The enhancement of practical skills was most evident in areas such as data analysis, market research, and decision-making.

Data Analysis: Students who participated more frequently in research activities developed stronger data-handling skills. They were able to collect, analyze, and interpret large financial datasets, enhancing their ability to use financial software and tools. These competencies are increasingly important in the data-driven financial industry.

Market Research: Research participation provided students with exposure to real-world market conditions, which helped them make better-informed decisions based on empirical data. This experience improved their analytical thinking and decision-making abilities, key skills for future financial professionals.

These findings imply that Financial Education reform should prioritize structured research activities, such as mandatory research projects, internships, or industry collaborations, to enhance students' practical skills. Smaller institutions with limited resources can achieve similar outcomes by leveraging partnerships with local businesses or using digital research platforms.

4.4 Research Participation and Innovation Capacity

The analysis also demonstrated a significant positive effect of research participation on innovation capacity ($\beta=0.43$, $p<0.01$). Innovation capacity was measured by assessing students' ability to develop creative solutions to complex financial problems.

Cross-Disciplinary Collaboration: Research projects that involved students from various academic disciplines encouraged them to think beyond traditional financial frameworks. The exposure to different perspectives stimulated innovative thinking and creative problem-solving skills, which are essential for addressing the complexities of modern financial markets.

Complex Problem-Solving: Students participating in research often faced ambiguous and uncertain scenarios,

which pushed them to think critically and propose unconventional solutions. This process fostered creativity and helped students to adapt quickly to dynamic financial environments.

These findings suggest that research participation is a powerful tool for enhancing students' innovation capacity. Institutions should focus on providing research opportunities that encourage interdisciplinary collaboration and expose students to complex, real-world financial problems. This can be achieved through partnerships with businesses or the creation of interdisciplinary research projects.

4.5 Implications for Financial Education Reform

The regression analysis underscores the critical role that research participation plays in enhancing both practical skills and innovation capacity. For financial education reform, this means that institutions must integrate research into the curriculum more deeply to ensure that students develop the competencies required to succeed in the financial sector.

For research-intensive institutions, this could involve expanding access to research labs, offering interdisciplinary projects, and fostering collaborations between students from various academic backgrounds to stimulate innovative financial solutions.

For smaller institutions, the emphasis could be placed on leveraging digital platforms or forming partnerships with local businesses to integrate research-driven learning opportunities, ensuring that students benefit from practical and innovative learning experiences regardless of resource constraints.

5 DISCUSSION

5.1 Addressing the Challenges of Research Integration: Institutional Resource Considerations

The recommendations in this study for institutionalizing research participation and strengthening university-business collaboration are intended to benefit financial education across diverse types of institutions. However, it is crucial to acknowledge that universities with varying resource levels—such as smaller institutions, applied colleges, and large research-intensive universities—face different challenges when implementing these strategies. Below are some concrete examples and case studies of how institutions with different resource levels can adapt these recommendations.

5.1.1 Small Universities and Applied Colleges

Smaller universities and applied colleges, often with limited funding and infrastructure, may face challenges in integrating extensive research participation into their curriculum. However, these institutions can still create impactful research platforms by leveraging partnerships with local businesses and using cost-effective digital tools.

Case Study: A small regional university in Brazil successfully integrated research practices by establishing micro-labs focused on local microfinance and digital banking solutions. By collaborating with local banks and fintech startups, the university created a research platform where students could work on real-world projects without requiring expensive infrastructure. These micro-labs were also connected to digital platforms that allowed students to engage in research remotely, thus overcoming resource constraints.

Implementation Strategy:

Partner with local businesses to provide students with real-world research opportunities. These partnerships can include internships, short-term research projects, or case study competitions that allow students to work on current industry problems.

Leverage digital platforms for remote research participation. Online collaboration tools (such as Microsoft Teams or Zoom) and cloud-based data-sharing platforms can be used to simulate research environments without the need for physical research labs.

5.1.2 Research-Intensive Institutions

Larger research universities with significant resources often have established research infrastructure but face the challenge of ensuring that undergraduate students are actively involved in research. At such institutions, the focus should be on providing opportunities for research integration across the curriculum and ensuring that research findings are seamlessly incorporated into teaching.

Case Study: At a research-intensive university in Malaysia, the integration of digital financial labs allowed for a more comprehensive research experience for undergraduate students. The university created interdisciplinary teams composed of both graduate and undergraduate students to work on complex research projects in collaboration with industry partners. These labs are fully equipped with advanced data analysis tools, but they also utilize cloud-based platforms to ensure students from diverse academic backgrounds can access and contribute to ongoing research.

Implementation Strategy:

Institutionalize undergraduate research programs by embedding research projects into existing financial courses. Students can be required to complete research-based assessments that involve industry partnerships or simulated case studies.

Establish financial research labs where students work in interdisciplinary teams, incorporating tools such as financial simulators, data analysis software, and remote collaboration platforms to expand research capacity and student engagement.

5.1.3 Adaptation in Resource-Limited Contexts

In institutions with more constrained resources, implementing research practices might require creative solutions. For example, institutions in developing countries or those with smaller financial budgets can utilize open-access research tools and collaborate with online learning platforms to facilitate research engagement.

Case Study: In South Africa, a small applied college adapted research-driven education by using open-access datasets and virtual platforms for financial simulations. By partnering with international educational organizations, the college accessed free or low-cost research tools and data resources, allowing students to engage in financial research projects without significant overhead costs.

Implementation Strategy:

Use open-access research tools and data sources (e.g., Google Scholar, Kaggle, or World Bank datasets) to support student research without incurring heavy costs.

Encourage collaboration with international educational platforms that offer research tools or partnerships. For instance, platforms like Coursera or edX offer financial modeling courses with integrated research components that students can leverage.

5.1.4 University-Business Collaboration Across Resource Levels

Strengthening university-business collaboration is vital for enhancing research opportunities in financial education. Institutions with different resource levels can adapt this strategy to suit their capabilities. Larger institutions may have the advantage of securing partnerships with multinational corporations, while smaller universities might focus on local or regional businesses.

Case Study: In Indonesia, a medium-sized university partnered with local SMEs to provide students with research internships. These internships allowed students to apply theoretical financial models to real-world business challenges, focusing on supply chain financing and small-scale lending solutions. Although the university lacked the resources of larger institutions, the partnership with SMEs created a practical research environment.

Implementation Strategy:

Smaller institutions should focus on establishing partnerships with local businesses, creating internship opportunities that offer students hands-on research experience in real-world financial environments.

Larger universities can seek collaborations with multinational corporations or financial institutions that provide more complex research projects and access to advanced resources.

5.2 Leveraging Digital Platforms for Research Integration

As digital transformation continues to impact higher education, institutions can utilize online platforms to expand research opportunities regardless of their resource levels. Digital platforms reduce the need for physical infrastructure and enable broader participation in research.

Implementation Strategy:

Develop or adopt online financial research platforms that allow students to participate in virtual research projects, either independently or in collaboration with industry mentors.

Offer virtual internships or online research collaboration with industry partners, allowing students to work on financial case studies or projects remotely. These platforms can provide access to industry data, financial modeling tools, and collaboration spaces for students and faculty.

6 CONCLUSION

6.1 Summary of Findings

This study demonstrates that integrating research practices into financial education significantly enhances students' learning outcomes, practical skills, and innovation capacity. By bridging the gap between theory and practice, research participation equips students with the competencies required to succeed in the financial sector. Through research, students are able to apply theoretical knowledge to real-world financial problems, fostering critical thinking, problem-solving abilities, and creativity. Moreover, faculty benefit from incorporating the latest academic and industry research into their curricula, ensuring that financial education remains relevant and responsive to current industry needs.

To maximize the impact of research practices on financial education, universities need to strengthen the integration of research and teaching. Faculty should be encouraged to consistently incorporate research findings into classroom content, exposing students to the latest developments in finance. Institutionalizing student participation in research projects is equally important, whether through course requirements, research credits, or scholarships. This will ensure that students are regularly engaged in research-driven activities that develop their practical skills and prepare them for future careers.

Furthermore, creating diversified research platforms is crucial for expanding research opportunities. Financial labs and online research platforms can provide students with both physical and virtual spaces to conduct research, participate in interdisciplinary collaborations, and explore real-world financial scenarios. These platforms are particularly important for institutions with limited resources, as they allow broader participation without the need for extensive infrastructure. Additionally, fostering

stronger university-business collaboration is essential for bringing practical, real-world financial problems into the classroom. Such collaborations can provide students with hands-on experience, bridging the gap between academic learning and industry application. To support this process, universities should also focus on enhancing faculty research capabilities through targeted funding and professional development opportunities, ensuring that instructors remain actively engaged in both research and education.

6.2 Future Research Directions

While this study highlights the importance of integrating research into financial education, several areas warrant further exploration. The increasing use of digital platforms presents new opportunities for expanding student engagement in research, particularly for institutions with limited resources. Future research could examine how digital platforms facilitate research participation, enabling students to collaborate across geographical boundaries and engage in research projects outside of traditional classroom settings. The impact of online research tools on improving student outcomes, such as practical skills and innovation capacity, should be closely studied.

Additionally, interdisciplinary research initiatives offer a promising avenue for enhancing financial education. The integration of fields such as data science, behavioral economics, and AI into financial education can provide students with innovative tools and approaches for addressing complex financial problems. Data science, for example, offers the potential to equip students with advanced analytical skills, enabling them to interpret and manage large financial datasets. This is a critical competency in today's data-driven financial landscape. Similarly, incorporating behavioral economics into financial education could help students better understand how human behavior influences market dynamics and financial decision-making. By collaborating with fields like psychology, students can gain a more nuanced view of finance that takes into account behavioral factors. Artificial intelligence, which is revolutionizing the financial industry through automation and algorithmic decision-making, also holds significant potential. Future research should explore how AI-driven research projects can be integrated into financial education, preparing students to develop innovative solutions to challenges such as fraud detection, algorithmic trading, and risk management.

Future studies could also investigate new models of university-business collaboration that integrate interdisciplinary knowledge. Collaborations between universities and industries such as financial technology (fintech) or AI-driven companies could offer students opportunities to work on real-world projects that blend finance with emerging technologies. These collaborations could further expand the practical skills and innovative thinking of students, providing them with the experience needed to thrive in a rapidly evolving financial sector. Ultimately, integrating research practices into financial education—while leveraging interdisciplinary approaches—offers significant potential to enhance student outcomes, making financial education more relevant, forward-looking, and capable of addressing the challenges of the modern financial landscape.

Acknowledgements

This paper is a phased research outcome of the Guangzhou College of Commerce 2022 School-Level Quality Engineering Construction Project "Monetary and Banking Course Teaching and Research Office" (2022ZLGC12)

Conflicts of Interest

The authors declared no conflict of interest.

Author Contribution

Zhang C was the primary researcher and wrote the manuscript. Ye Z provided research and editing assistance to the manuscript. Jiang H contributed to overall article design, data collection as well as revising and approving the manuscript.

Abbreviation List

AI, Artificial intelligence

SMEs, Small and medium enterprises

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