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Research on the Digital and Intelligent Integrated Teaching Reform of Financial Derivatives

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Abstract:
With the rapid development of digital-intelligent technologies such as big data, artificial intelligence, and cloud computing, the financial industry is undergoing profound digital transformation. As a core component of the modern financial system, financial derivatives are increasingly complex in pricing, trading, and risk management, imposing unprecedentedly high requirements on the digital-intelligent literacy of practitioners. However, the current teaching model of the "Financial Derivatives" course generally suffers from problems such as the disconnection between theory and practice, outdated analytical tools, and a single assessment method, making it difficult to meet the needs of financial talent training in the new era. This paper aims to explore the necessity and urgency of promoting the digital-intelligent integration teaching reform of the "Financial Derivatives" course, conduct an in-depth analysis of the current teaching status and core pain points, and creatively propose a systematic "four-in-one" reform path: reconstructing teaching content based on the trinity of "theory-tool-scenario", innovating teaching methods with project-based learning as the core, reforming assessment and evaluation through a diversified and intelligent system, and providing guarantees with a "double-qualified" teaching team and intelligent platforms. It provides strong support for cultivating high-quality interdisciplinary talents who meet the development requirements of the future financial industry.

Keywords:
Financial Derivatives, Digital-Intelligent Integration, Teaching Reform, Project-Based Learning

Since the 21st century, the wave of digital-intelligent technologies represented by big data, artificial intelligence, blockchain, and cloud computing has swept the world, reshaping all fields of social economy with unprecedented breadth and depth. As a technology-intensive and data-intensive industry, the financial sector is at the forefront of this transformation. From high-frequency trading and robo-advisors to quantitative hedging and risk modeling, digital-intelligent technologies have penetrated all aspects of financial business, becoming the core engine driving industrial innovation and efficiency improvement. Financial derivatives, as advanced tools for risk management and price discovery in the modern financial system, their inherent complexity and deep reliance on mathematical models make them a natural testing ground and main battlefield for the application of digital-intelligent technologies. Promoting the digital-intelligent integration teaching reform of the "Financial Derivatives" course is no longer an optional "elective course", but a "compulsory course" to address the challenges of the times and improve the quality of talent training.

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1.Necessity of the Digital and Intelligent Integrated Teaching Reform of the "Financial Derivatives" Course

1.1. Complying with the Trend of Fintech Development

The essence of fintech is technology-driven financial innovation. Currently, the development of fintech has evolved from the 1.0 stage of "Internet + Finance" to the 2.0 stage of "Artificial Intelligence + Finance". In the field of derivatives, the digital-intelligent transformation is particularly prominent. Firstly, the trading method has undergone a fundamental change. Algorithmic trading and program trading have become the mainstream of the market, with trading decisions completed in milliseconds or even microseconds, supported by complex mathematical models and powerful computing capabilities. Secondly, pricing and risk management models are increasingly complex. Although the traditional Black-Scholes model is classic, it is inadequate in addressing complex market phenomena such as volatility smiles and jump diffusion. The industry generally adopts numerical methods such as Monte Carlo simulation and finite difference, and has begun to introduce machine learning models (such as neural networks and random forests) to predict volatility and identify risk factors. The implementation of these methods is inseparable from programming and data processing capabilities. Thirdly, data has become a core production factor. The acquisition, cleaning, and analysis of high-frequency trading data and alternative data (such as news sentiment and satellite images) are prerequisites for building effective trading strategies and risk models. Faced with this trend, if university teaching still remains in formula derivation on blackboards and PPTs, it is equivalent to "using tactics from the cold weapon era to cultivate soldiers for the information age". The trained students will be unable to understand the operating logic of modern financial markets, let alone participate in them.

1.2. Meeting the Demand for Interdisciplinary Talents in the Financial Industry

The digital-intelligent transformation of the financial industry has directly triggered profound changes in the talent demand structure. Traditional financial knowledge background is no longer the sole consideration for financial institutions in recruitment; interdisciplinary talents with dual backgrounds in "finance + technology" have become highly sought-after in the market. Job requirements on recruitment websites for positions such as quantitative analysts, risk managers, and financial engineers all invariably emphasize skills such as "proficiency in Python/R programming", "familiarity with SQL databases", "ability to apply machine learning algorithms", and "experience in big data processing". This change in demand provides clear guidance for the talent training objectives of universities. As a core course in finance majors, "Financial Derivatives" must assume the responsibility of cultivating students' digital-intelligent literacy. Through digital-intelligent integration teaching, students can not only understand the pricing principles of derivatives, but also personally write code to implement pricing models, use real data for backtesting, and construct value-at-risk (VaR) models for stress testing. This ability to "know not only what it is, but also why it is, and how to use it" is the core competitiveness valued by modern financial institutions. Therefore, promoting digital-intelligent teaching reform is a bridge connecting university talent training with industry talent demand, and a key measure to improve students' employment quality and career development potential.

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1.3. Intrinsic Requirement for Enhancing Students' Core Competitiveness

In the era of knowledge explosion, the value of mere knowledge memory is rapidly declining, while learning ability, analytical ability, and innovation ability have become the core competitiveness for personal development. The "Financial Derivatives" course itself is characterized by profound theories, abstract models, and strong applicability, making it an excellent carrier for cultivating these core competencies of students. Digital-intelligent integration teaching can transform abstract mathematical models into executable code and apply static theoretical knowledge to dynamic market data, thereby greatly stimulating students' learning interest and desire to explore. When students successfully calculate the price of European options through lines of code and draw curves showing how the price changes with the underlying asset price, their understanding of the theory will be far deeper than mere rote memorization of formulas. When students use machine learning algorithms to mine factors affecting the implied volatility of options from massive data, their data analysis and modeling capabilities will achieve a qualitative leap. This project-based and inquiry-based learning process not only exercises students' programming skills and data processing capabilities, but more importantly, cultivates their computational thinking, logical thinking, and ability to solve complex practical problems. These transferable core competencies will enable them to maintain a competitive advantage in their future careers, regardless of technological changes and market fluctuations.

2.Current Teaching Status and Core Pain Points of the "Financial Derivatives" Course

2.1. Teaching Content: Rigid Theoretical System and Weak Practical Links

The construction of the current teaching content of the "Financial Derivatives" course still has obvious lag and structural contradictions. In terms of the theoretical knowledge system, the existing course content mainly focuses on classic theories such as traditional derivative pricing models and risk hedging principles, and the update cycle of textbooks is generally lagging behind the innovation rhythm of the financial market. Taking option pricing models as an example, although basic theories such as the Black-Scholes model still have teaching value, the course lacks in-depth coverage of modern pricing methods such as volatility surface modeling and jump diffusion models, and rarely involves cutting-edge fields such as blockchain smart contracts and machine learning-driven derivative strategy optimization. The teaching content shows an obvious characteristic of "emphasizing theoretical derivation while neglecting practical mapping", failing to effectively connect with the practical needs of derivative product innovation and risk management under the background of fintech development.

The weakness of practical teaching links further highlights the imbalance of the teaching system. Although the course syllabus generally includes case analysis and scenario simulation links, there are significant limitations in actual implementation. On the one hand, experimental data mostly relies on historical market quotes or standardized case libraries, making it difficult to obtain real-time market data and high-frequency trading information, resulting in students being unable to master dynamic risk monitoring and strategy adjustment capabilities. On the other hand, the complexity of financial derivatives determines that practical teaching requires professional quantitative platform support, but most universities still stay at the level of Excel calcu-

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lations and simple software operations, lacking systematic training on programming tools such as Python and MATLAB, not to mention distributed risk stress testing environments based on cloud computing. The weakness of this practical support system makes students' understanding of key links such as VaR model parameter sensitivity and Monte Carlo simulation iterative optimization superficial. There is an urgent need to realize the dynamic update of the course system through digital-intelligent teaching reform.

2.2. Teaching Methods: Dominated by One-Way Indoctrination and Lack of Interactive Inquiry

The current teaching methods of the "Financial Derivatives" course are still dominated by the one-way indoctrination teaching model, with obvious lack of interactive inquiry links. The high complexity of the course content is an important inducement for strengthening the tendency of one-way indoctrination. Financial derivatives involve complex pricing models, risk hedging strategies, and market microstructure theories. To ensure the completeness and accuracy of knowledge transmission, teachers tend to conduct one-way output through detailed formula derivation, parameter analysis, and reproduction of classic cases. However, this "cramming" teaching ignores the individual differences in students' cognitive construction. Especially in the teaching of abstract concepts such as cross-market arbitrage of derivatives and nonlinear risk characteristics, there is a lack of targeted guidance for students' cognitive obstacles, leading to difficulties for students in establishing effective connections between theoretical knowledge and the actual market environment.

The lack of interactive inquiry links further weakens the depth of teaching effects. In existing teaching practices, classroom discussions mostly stay at the level of repetitive questioning of knowledge points, lacking in-depth discussions on key issues such as the parameter setting of derivative pricing models and the assumptions of VaR calculations. Group collaboration tasks often evolve into superficial cooperation under simple task division due to insufficient teacher guidance strategies, failing to form effective ideological collisions and collaborative innovation. This superficialization of teaching interaction makes it difficult for students to master the decision-making logic and problem-solving paths in the application of derivatives. Especially in practical links such as the design of on-exchange and over-the-counter derivative contracts and the creation of structured products, students generally have a cognitive gap of "knowing what it is but not why it is".

2.3. Teaching Tools: Outdated Technical Means and Disconnection from Industry Practice

The technical application of current teaching tools for the "Financial Derivatives" course shows significant lag, mainly manifested in the structural disconnection between teaching means and the practical needs of financial derivatives. Most teaching still uses blackboard writing and two-dimensional charts as the core teaching media. For the knowledge system of financial derivatives with strong dynamic characteristics such as option pricing models and risk hedging strategies, traditional teaching tools are unable to achieve three-dimensional visual dynamic demonstration and real-time data interaction. Although some classrooms attempt to introduce basic financial simulation software, most of them stay at the level of basic parameter input and output, lacking trading simulation functions linked to real-time market quotes, resulting in students being unable to intuitively understand the dynamic change rules of key indicators such as Greek letters (e.g., Delta, Gamma) in market fluctuations. The static characteristics of teaching tools directly lead to the continuous expan-

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sion of the cognitive gap between abstract financial theories and complex market scenarios. Especially when dealing with complex derivatives such as cross-market arbitrage and structured product design, students often struggle to establish a complete logical framework due to the lack of an immersive operating environment.

2.4. Assessment and Evaluation: Single and Rigid Methods, Lack of Competency Orientation

In terms of the assessment and evaluation system, the current teaching model is still dominated by standardized tests, over-reliance on final closed-book exams, with content focusing on the memory and reproduction of concepts and formulas. This will guide students to conduct "exam-oriented" learning, cramming before exams and quickly forgetting after exams, making it impossible for knowledge to be effectively internalized. A single test paper cannot assess students' programming ability, data analysis ability, teamwork ability, and comprehensive ability to solve complex problems. The lack of a process-oriented evaluation mechanism makes it difficult to systematically record and analyze students' phased achievements in course projects, teamwork performance, and market simulation operation data, leading to significant lag in teaching feedback. Teachers are unable to timely identify problems in teaching and make adjustments through assessment. This evaluation system runs counter to the competency-oriented and process-oriented educational concepts advocated in the digital-intelligent era.

3.Path of the Digital and Intelligent Integrated Teaching Reform of "Financial Derivatives"

In response to the above pain points, a systematic and top-down teaching reform must be carried out. This paper proposes a "four-in-one" reform framework, advancing in coordination from four dimensions: content, methods, evaluation, and guarantees.

3.1. Content Reconstruction: Building a Modular Knowledge System Based on the Trinity of "Theory-Tool-Scenario"

The core of the digital and intelligent integrated teaching reform of the "Financial Derivatives" course lies in breaking the traditional linear knowledge transmission model and realizing the transformation of the teaching paradigm by building a modular knowledge system based on the trinity of "theory-tool-scenario". This system takes the theoretical framework of financial derivatives as the foundation, digital-intelligent tool chains as support, and real market scenarios as the practice field, forming a spiral ascending knowledge construction path of "cognition-simulation-application".

The theoretical module focuses on reconstructing the basic theoretical system of financial derivatives, granulating traditional pricing models, risk hedging principles, market microstructure and other contents to form reorganizable knowledge units. By introducing dynamic visualization technology, abstract theories such as the Black-Scholes option pricing model and interest rate swap valuation methods are transformed into interactive mathematical expressions and three-dimensional dynamic charts, enabling students to intuitively observe the dynamic changes of model outputs through parameter adjustment and realize the visualization of theoretical cognition. The tool module constructs a digital-intelligent tool chain including programming mod-

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eling, data processing, and risk measurement, designing differentiated quantitative analysis toolkits for different financial derivatives. For example, embedding Python's PyVaR value-at-risk calculation module in the teaching of option trading strategies, and building an interactive experimental environment combined with Jupyter Notebook; developing Excel-based VBA macro programs in the interest rate derivative pricing module to realize the automatic calculation of duration gap analysis. The scenario module builds a real-time market environment through a virtual simulation platform, introducing high-frequency trading data streams and parameterized market disturbance mechanisms, enabling students to complete the whole process of practice from strategy design to risk control in simulated scenarios such as stock option markets and interest rate futures markets. This module specifically sets up stress test scenarios, generating extreme market data through machine learning to train students' decision-making ability to respond to sudden market changes.

The three modules are organically connected through a digital teaching platform. The theoretical units and tool modules establish a two-way mapping relationship, with each theoretical knowledge point corresponding to a supporting digital tool template; the scenario module sets multi-level task checkpoints, and each checkpoint requires calling a specific combination of theoretical tools to complete the challenge. The digital-intelligent evaluation system real-time collects students' behavioral data in tool operation and scenario decision-making, forming a three-dimensional competency profile including theoretical mastery, tool proficiency, and scenario adaptability, providing data support for personalized teaching and cultivating students' systematic problem-solving ability in the face of complex financial issues.

3.2. Method Innovation: Implementing an Immersive and Inquiry-Based Teaching Model with PBL as the Core

To promote the digital-intelligent teaching reform of the "Financial Derivatives" course, it is necessary to take method innovation as a breakthrough and build an immersive and inquiry-based learning model in line with the characteristics of the digital-intelligent era. The core lies in the full implementation of project-based learning (PBL), reconstructing the course content into practical projects that run through the whole process. At the beginning of the module, students receive tasks, take the initiative to explore theories and learn tools with problems. The teacher's role is transformed into a project manager and mentor, guiding students to decompose tasks, collaborate in teams, and overcome difficulties.

In specific implementation, it is necessary to build a hierarchical project task system covering basic cognition, strategy application, and innovation expansion. For example, requiring students to optimize option pricing model parameters in a virtual trading market based on Python or MATLAB, or simulate over-the-counter derivative transactions using blockchain technology to analyze the risk prevention and control role of smart contracts. Each project needs to integrate financial data processing, quantitative analysis, and strategy simulation, forming a complete closed loop of "problem proposal-scheme design-technical implementation-effect evaluation", prompting students to master core knowledge through dynamic iteration.

To stimulate students' innovative awareness and connect with industry frontiers, small-scale case analysis competitions can be held regularly, and industry experts such as quantitative analysts and risk managers can be invited to enter the classroom to share real project experience and industry insights. At the same time, the application of digital-intelligent tools is the key technical support of this model. By introducing a financial

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engineering simulation platform, students can access real-time market data and use Monte Carlo simulation and machine learning algorithms for derivative valuation; relying on VR/AR technology to build an immersive trading scenario, such as simulating hedging in a virtual futures exchange to intuitively understand complex concepts such as basis risk. This practical environment combining virtual and real effectively breaks the time and space limitations of traditional classrooms, forming a strong connection between abstract theories and the real operation mechanism of the market, and ultimately cultivating interdisciplinary talents who meet the needs of "finance + technology".

3.3. Evaluation Reform: Establishing a Diversified and Intelligent Evaluation System Emphasizing Both "Process and Outcome"

In the teaching reform of the "Financial Derivatives" course, building a scientific and reasonable evaluation system is the key to ensuring the realization of teaching objectives. The traditional evaluation model over-relies on final exams, making it difficult to accurately reflect students' cognitive depth and practical ability of complex financial tools. Therefore, it is necessary to build a diversified and intelligent evaluation system centered on the dual dimensions of "process and outcome", realizing the precise assessment and feedback of teaching effects through data-driven methods.

Firstly, the system establishes a dynamic process-oriented evaluation mechanism. Through the learning management system, it real-time collects students' behavioral data in participating in case discussions, simulated transactions and other links, uses natural language processing technology to analyze the quality of discussions, and records the complete track of knowledge application combined with blockchain technology. For example, the system can automatically track students' programming implementation process of core algorithms such as Monte Carlo simulation, quantifying their understanding of the theory. At the same time, peer evaluation and self-evaluation mechanisms are introduced, and the objectivity of evaluation is ensured with the help of intelligent platforms.

In terms of outcome evaluation, it is necessary to break through the limitations of traditional test papers and adopt an intelligent testing system to build an adaptive assessment model. Based on students' process data, the system predicts their weak knowledge points and dynamically generates personalized test question combinations. For example, for option hedging strategies, dynamic volatility surface modeling tasks can be designed, and students' problem-solving processes can be evaluated in multiple dimensions through machine learning algorithms. The final assessment results form a closed-loop analysis with process data, assessing both knowledge mastery and problem-solving and innovative thinking.

This intelligent evaluation system needs to integrate multi-source heterogeneous data for comprehensive analysis. By building an indicator system covering dimensions such as cognitive level, practical ability, and innovative awareness, data mining technology is used to identify the laws of students' ability development. To ensure the effective implementation of the system, it is also necessary to support a sound quality assurance mechanism, such as establishing a dynamic evaluation standard calibration model, developing intelligent terminals supporting multi-modal data collection, and conducting validity tests through third-party platforms. This evaluation model of "data running through the whole process, technology empowering assessment, and multi-dimensional dynamic feedback" can effectively improve the accuracy of teaching evaluation, providing

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important support for the digital-intelligent reform of the financial derivatives course.

3.4. Teacher and Resource Guarantee: Building a "Double-Qualified" Teaching Team and an Intelligent Teaching Support Platform

The construction of a teaching team and teaching resource guarantee system is the key support to ensure the success of the digital-intelligent teaching reform of the "Financial Derivatives" course. Therefore, it is necessary to form a teaching support system with both theoretical depth and practical orientation by building a "double-qualified" teaching team and an intelligent teaching support platform.

In terms of the construction of the teaching team, efforts should be made to build a "double-qualified" teaching team composed of professional theoretical teachers and industry practice experts. Theoretical teachers need to systematically master the core knowledge system and have the ability to integrate digital-intelligent tools such as Python programming and big data analysis into teaching. They can improve their cutting-edge technology application capabilities through regular training and on-the-job practice in enterprises. At the same time, industry mentors with practical experience are introduced to undertake case teaching and project training, forming a full-chain support of "theoretical teaching-case analysis-simulation operation". In addition, an incentive mechanism is established to incorporate digital teaching capabilities into professional title evaluation and performance assessment, promoting teachers to actively adapt to the reform needs.

The guarantee of teaching resources should focus on the construction of an intelligent teaching platform. Relying on cloud computing and artificial intelligence technology, a smart platform integrating course resource management, teaching interaction, and data analysis is built. The platform should integrate theoretical course videos, virtual simulation trading systems, real-time market data interfaces, and intelligent evaluation modules, and introduce multi-source data such as real enterprise cases to build a dynamically updated resource library. The platform also needs to have intelligent analysis functions, real-time collecting and analyzing students' learning behavior data, and providing personalized teaching suggestions for teachers. At the same time, develop a laboratory system supporting virtual simulation operations, building a derivative trading scenario highly consistent with the real market, providing students with immersive practical training.

The synergy between teachers and resources is the core of improving the reform effect. The teaching team needs to deeply participate in the development and optimization of the platform. Industry mentors can import the latest market cases, while theoretical teachers optimize teaching strategies based on data analysis. By building a "double-qualified" teaching team and an intelligent teaching support platform, the problems of disconnection between theory and practice and single resources in traditional teaching are effectively solved, providing solid human and technical guarantees for the digital-intelligent integration teaching reform, and ultimately realizing the comprehensive improvement of students' professional knowledge, technical application, and innovative thinking.

4.Conclusion

The digital-intelligent wave is reshaping the future of the financial industry and will inevitably reshape the future of financial education. As a key hub connecting financial theory and market practice, the digital-intelli-

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gent integration transformation of the teaching model of "Financial Derivatives" is a major mission entrusted to higher financial education by the times, and an inevitable path to improve the quality of talent training. Through in-depth reflection on the current teaching dilemmas, this paper constructs a systematic "four-in-one" reform framework centered on "content reconstruction, method innovation, evaluation reform, and resource guarantee". The core of this reform plan lies in realizing three fundamental transformations: first, from "knowledge transmission" to "competency cultivation", placing students' digital-intelligent literacy and innovation ability at the core; second, from "teacher-centered" to "student-centered", stimulating students' initiative and creativity through project-based learning; third, from "classroom isolation" to "ecological integration", breaking the barriers between campuses and industries by integrating school-enterprise cooperation, technology platforms and other means. The digital-intelligent teaching reform is a continuous iterative system engineering. It is necessary to gradually build an educational ecosystem adapting to the needs of financial talent training in the new era through multi-dimensional interaction between teaching practice, technological research and development, and theoretical research.

Author Contributions

Table 1. Author contributions to the paper

Roles or Tasks	Name
Conceptualization	Lixiang Zhou
Methodology	Lixiang Zhou
Software	Lixiang Zhou
Validation	Lixiang Zhou
Formal analysis	Lixiang Zhou
Investigation	Lixiang Zhou
Resources	Lixiang Zhou
Data Curation	Lixiang Zhou
Writing – original draft preparation	Lixiang Zhou
Writing – review and editing	Lixiang Zhou
Visualization	Lixiang Zhou
Supervision	Lixiang Zhou
Project administration	Lixiang Zhou
Funding acquisition	Lixiang Zhou

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