How to Enhance the Effectiveness of Ideological and Political Education in Graduate Courses at Finance and Economics Universities in the Era of Artificial Intelligence: A Pathway Based on the Construction of an Evaluation System

Shi Junwei, Jia Yongxu, Wang Meibin

School of Management Science and Engineering, Shandong Technology and Business University, Yantai, Shandong 264005, China

Abstract: Against the background of the deep integration of artificial intelligence (AI) and new liberal arts education, postgraduate education in finance and economics universities is faced with the dual mission of "professional competence cultivation" and "value guidance shaping". As the core carrier for implementing the fundamental task of "fostering morality and cultivating people", Curriculum Ideological and Political Education (CIPE) directly determines the comprehensive literacy of high-level financial talents. However, the current relevant evaluation system has prominent problems such as rigid evaluation dimensions, insufficient integration of AI technology, and weak discipline adaptability. Based on CIPE theory, educational evaluation theory and AI education theory, this study adopts literature research method, Delphi method and analytic hierarchy process (AHP) to construct a four-dimensional evaluation system of "teaching input-teaching process-teaching output-AI empowerment", clarifies the connotation and weight distribution of each level of indicators, and verifies the effectiveness of the system through empirical research on 30 postgraduate courses in 3 finance and economics universities. The results show that the evaluation system has good reliability and validity, and can accurately identify teaching shortcomings. In response to the problems such as insufficient in-depth application of AI technology and inadequate interactive effect found in the empirical study, this paper proposes optimization paths including teacher competence improvement, teaching model innovation and technical support improvement. This study provides a theoretical basis and practical paradigm for improving the teaching quality of CIPE in postgraduate courses of finance and economics universities under the background of AI, and helps cultivate high-quality financial talents with "excellent professionalism, good morality and strong sense of responsibility".

Keywords: artificial intelligence; finance and economics universities; postgraduate education; curriculum ideological and political education; teaching quality evaluation system

1. Research Foundation and Problem Proposal

1.1 Research Background

In the era of digital economy, AI technology has profoundly restructured the business model, risk characteristics and talent demand of the financial industry, putting forward the dual requirements of "technology empowering professionalism" and "value leading the industry" for postgraduate education in finance and economics universities. The Opinions on Accelerating the Construction of New Liberal Arts issued by the Ministry of Education clearly proposes to "deepen the reform of curriculum ideological and political education, and integrate value guidance into the whole process of talent training", promoting the organic integration of professional education and ideological and political education. As the backbone of the future financial industry, postgraduates in finance and economics universities have their financial ethics literacy, compliance risk awareness and social responsibility directly related to the healthy stability of the financial market and national economic security.

CIPE has unique value in postgraduate education of finance and economics universities: on the

one hand, postgraduates have a solid professional foundation and independent thinking ability, requiring more in-depth and targeted value guidance content; on the other hand, financial innovation and risks coexist under the background of AI, requiring CIPE to be closely combined with industry practice to strengthen students´ bottom-line thinking and sense of responsibility. However, the current teaching quality evaluation system of CIPE for postgraduates in finance and economics universities still has significant shortcomings: first, the evaluation focus is "emphasizing form over effect", focusing on the number of ideological and political elements designed, while ignoring the actual effect of value shaping; second, the evaluation dimension is single, mostly around the traditional framework of "teacher-student-curriculum", failing to fully reflect the enabling role of AI technology; third, the evaluation method is subjective, relying on traditional methods such as questionnaires and classroom observations, lacking objective evaluation tools driven by data; fourth, the discipline adaptability is insufficient, failing to highlight the special requirements of the financial industry for core literacy such as compliance, ethics and risk prevention, making it difficult to achieve accurate alignment between evaluation and industry needs.

With the in-depth application of technologies such as AI, big data and virtual simulation in the field of education, it provides possibilities for the digital and intelligent transformation of CIPE quality evaluation. How to build a scientific, systematic and operable teaching quality evaluation system for postgraduate CIPE based on the characteristics of finance and economics disciplines and integrating the advantages of AI technology has become an urgent task for finance and economics universities to deepen the reform of education and teaching and improve the quality of talent training.

1.2 Theoretical Foundation and Literature Review

1.2.1 Theoretical Foundation

CIPE Theory: With "fostering morality and cultivating people" as the core, it emphasizes the organic unity of value guidance, knowledge impartment and competence cultivation. It requires the evaluation system to not only pay attention to the improvement of professional competence, but also attach importance to the formation of correct values, which is the core basis for the design of indicators such as "value shaping effect"[1].

Educational Evaluation Theory: Drawing on the concept of combining formative evaluation and summative evaluation, and integrating the "multi-dimensional and whole-process" evaluation logic of the balanced scorecard, a complete evaluation chain covering input, process, output and empowerment is constructed.

AI in Education Theory: It emphasizes the application of big data, machine learning and intelligent algorithms in educational evaluation, realizing the transformation of evaluation from "experience-driven" to "data-driven", and providing theoretical support for the indicator design of the "AI empowerment" dimension.

Financial Talent Cultivation Theory: It highlights the trinity training goal of "professional competence, professional ethics and innovative thinking" for financial talents, requiring the evaluation system to fully reflect the requirements of the financial industry for core literacy such as compliance operation, risk prevention and social responsibility.

1.2.2 Literature Review

Foreign research focuses on student-centered evaluation models and the application of educational technology. For example, Bloom´s Taxonomy of Educational Objectives provides a framework for value dimension evaluation . Some scholars have explored the application of big data and machine learning in teaching evaluation . However, foreign research lacks the cultural context and policy background of "curriculum ideological and political education", and there is

insufficient targeted research on the evaluation of value guidance[2].

In terms of domestic research, certain progress has been made in CIPE quality evaluation in recent years: some scholars have constructed a three-dimensional evaluation system of "teacher-student-curriculum" for undergraduate courses ; some studies focus on evaluation practices in disciplines such as engineering and literature . For finance and economics majors, relevant research mostly focuses on the undergraduate stage, with less attention to postgraduate education; in terms of AI application, existing research mostly discusses the integration of technology and teaching, and there is insufficient systematic research on AI-assisted evaluation , and the evaluation indicators lack adaptability to the characteristics of finance and economics disciplines.

In summary, existing research has not formed a CIPE teaching quality evaluation system suitable for the background of AI and the characteristics of postgraduate education in finance and economics universities. This study aims to fill this gap.

1.3 Research Significance

Theoretical Significance: Constructing a four-dimensional evaluation system of “teaching input-teaching process-teaching output-AI empowerment” expands the research perspective of CIPE evaluation under the digital background; designing targeted indicators combined with the characteristics of finance and economics disciplines enriches the theoretical system of disciplinary CIPE evaluation; determining indicator weights through Delphi method and AHP improves the scientificity and rationality of the evaluation system.

Practical Significance: It provides tool support for finance and economics universities to accurately grasp the implementation effect of postgraduate CIPE and identify teaching shortcomings; provides clear guidance for teachers to optimize teaching design and improve teaching quality; helps cultivate high-quality financial talents who adapt to the development of digital economy and have both professional ability and sense of responsibility, providing talent guarantee for the healthy and stable development of the financial industry.

2. Core Logic and Indicator Design of the Evaluation System

2.1 Construction Principles

Scientificity Principle: Based on relevant theories, the selection of indicators and determination of weights adopt scientific methods, which are in line with the laws of postgraduate teaching and the development characteristics of the financial industry.

Systematicness Principle: Fully cover the whole process of CIPE teaching, take into account the enabling role of AI technology in each link, and form a logical closed loop.

Operability Principle: Indicators are specific, quantifiable and observable, evaluation methods combine qualitative and quantitative analysis, and AI technology is used to simplify the evaluation process[3].

Discipline Adaptability Principle: Highlight the requirements of the financial industry for core literacy such as compliance awareness, financial ethics and risk prevention, and reflect the characteristics of finance and economics disciplines.

AI Empowerment Principle: Give full play to the advantages of AI in data collection, analysis and processing, and promote the digital and intelligent transformation of the evaluation system.

2.2 Indicator System Design

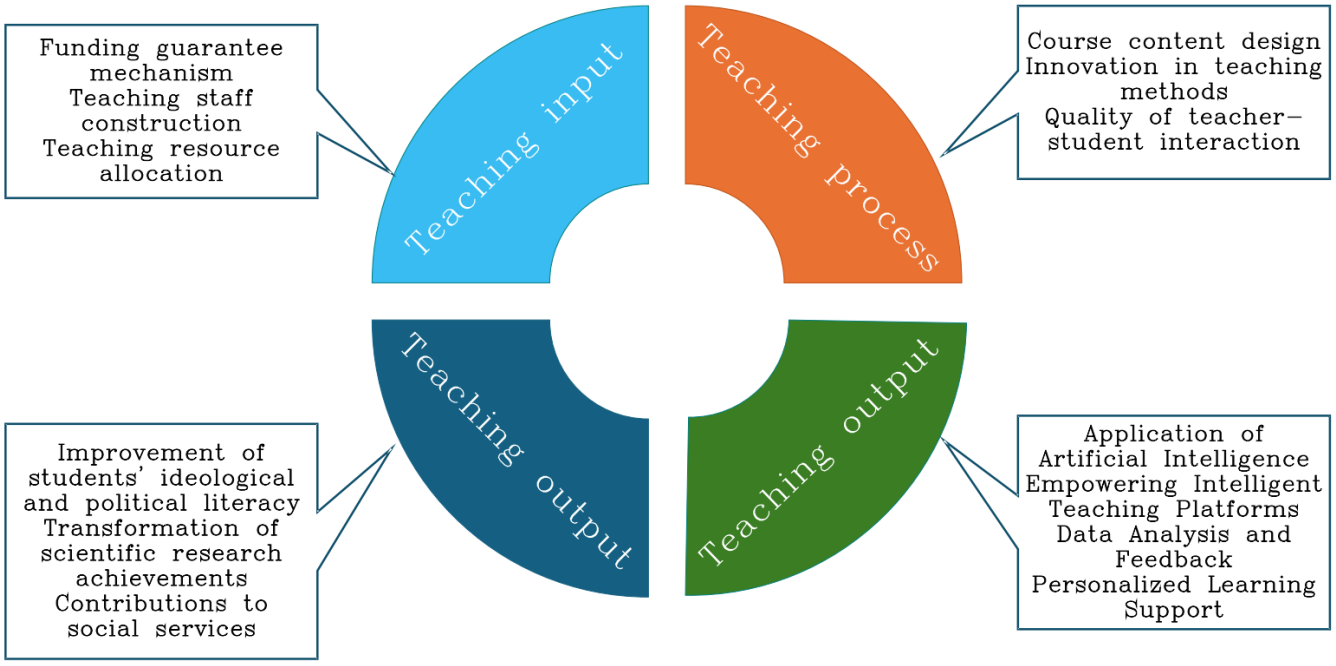

Figure 1 Logical Framework of the Evaluation System for the Ideological and Political Teaching Quality in Postgraduate Courses of Finance and Economics Universities

Based on the construction principles and theoretical foundation, 32 initial indicators were selected through literature research and expert interviews. After two rounds of optimization by Delphi method (inviting 15 experts including postgraduate teaching experts in finance and economics, CIPE research experts and AI education technology experts), 22 core indicators were finally determined, and a "four-dimensional and three-level" evaluation system was constructed.

2.2.1 Design of First-Level and Second-Level Indicators

Teaching Input Dimension (weight 0.25): As the foundation for the implementation of CIPE, it includes two second-level indicators: "Teacher Competence" (weight 0.55) and "Curriculum Design" (weight 0.45), focusing on teacher literacy and curriculum resource preparation.

Teaching Process Dimension (weight 0.30): As the core link of CIPE implementation, it includes three second-level indicators: "Teaching Method" (weight 0.30), "Interactive Effect" (weight 0.35) and "AI Application" (weight 0.35), focusing on the effectiveness of teaching implementation.

Teaching Output Dimension (weight 0.30): As a direct reflection of CIPE effectiveness, it includes three second-level indicators: "Knowledge Mastery" (weight 0.25), "Competence Improvement" (weight 0.40) and "Value Shaping" (weight 0.35), reflecting the improvement of students' comprehensive literacy.

AI Empowerment Dimension (weight 0.15): As a characteristic dimension under the background of AI, it includes two second-level indicators: "Technical Support" (weight 0.50) and "Data-Driven Evaluation" (weight 0.50), reflecting the supporting role of technology in the evaluation system[4].

2.2.2 Design of Third-Level Indicators and Weight Allocation

The analytic hierarchy process (AHP) was used to determine the weights of each third-level indicator. After consistency test (CR<0.1), the weight allocation is reasonable. The specific indicator system is shown in Table 1 below :

Table 1 Evaluation Indicator System of CIPE Teaching Quality for Postgraduates in Finance and Economics Universities

Primary Dimension	Weight	Secondary Indicator	Weight	Tertiary Indicator	Weight
Teaching Input	0.25	Teacher Competence	0.55	Mastery of CIPE theory	0.25
				Proficiency in AI teaching tools	0.20
				Financial industry practice experience	0.30
				Demonstration role of teachers' ethics	0.25
		Curriculum Design	0.45	Pertinence of ideological and political elements	0.35
				Integration degree of professional knowledge and value guidance	0.40
				Application of AI technology in curriculum design	0.25
Teaching Process	0.30	Teaching Method	0.30	Application of case teaching and discussion teaching	0.40
				Rationality of practical teaching design	0.35
				Innovation of teaching methods	0.25
		Interactive Effect	0.35	Frequency of teacher–student interaction	0.25
				Depth of value discussion	0.40
				Students' participation enthusiasm	0.35
		AI Application	0.35	Use of intelligent teaching platforms	0.30
				Application of big data in learning status analysis	0.35
				Effect of virtual simulation teaching	0.35
Teaching Output	0.30	Knowledge Mastery	0.25	Mastery of core professional knowledge	0.45
				Understanding of financial ethics and laws	0.35
				Recognition of national financial policies	0.20
		Competence Improvement	0.40	Financial analysis and risk management ability	0.35
				Compliance operation ability	0.30
				Innovative practice ability	0.35
		Value Shaping	0.35	Establishment of correct financial values	0.30
				Sense of social responsibility	0.25
				Integrity and compliance awareness	0.30
				Risk prevention awareness	0.15
AI Empowerment	0.15	Technical Support	0.50	Perfection of intelligent teaching platforms	0.40
				Availability of AI teaching tools	0.35
				Stability of technical support	0.25
		Data-driven Evaluation	0.50	Comprehensiveness of data collection	0.30

Primary Dimension	Weight	Secondary Indicator	Weight	Tertiary Indicator	Weight
				Accuracy of data analysis	0.40
				Timeliness of evaluation feedback	0.30

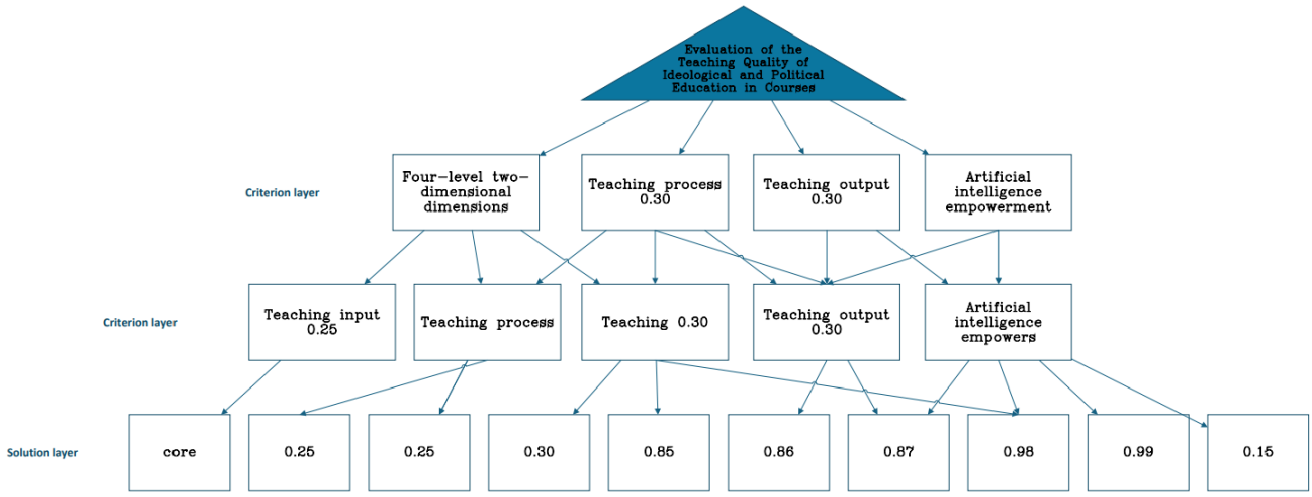

Figure 2 Hierarchical Structure and Weight Allocation of the Evaluation Index System

2.3 Connotation Refinement and Operational Definition of Indicators

To ensure the operability of the evaluation system, the connotation and operational definition of core third-level indicators are clearly defined to avoid evaluation bias:

Mastery of CIPE theory: The depth of teachers' understanding of the core concepts and integration methods of CIPE, quantified by teachers' teaching plan design and special test scores in practice[5].

Proficiency in AI teaching tools: Teachers' proficiency in using intelligent lesson preparation platforms, big data analysis tools, virtual simulation systems, etc., measured by tool usage frequency and the number of teaching application cases.

Pertinence of ideological and political elements: The matching degree between CIPE elements and professional knowledge points of finance and economics as well as industry needs, determined by expert review scores (1-5 points).

Depth of value discussion: Whether the discussions between teachers and students on issues such as financial ethics and social responsibility touch the core, evaluated based on discussion duration, innovation of viewpoints and logical rigor.

Effect of virtual simulation teaching: Students' practice effect of compliant operation and risk prevention in virtual simulation of financial scenarios, quantified by the operation compliance rate and risk avoidance success rate automatically recorded by the simulation system.

Integrity and compliance awareness: Students' honest attitude and compliant operation habits reflected in course assignments and project practice, comprehensively determined by teachers' evaluations and the number of violations recorded by the system.

Accuracy of data analysis: The consistency between the analysis results of students' learning behavior and value cognition data by AI tools and the actual situation, verified through sampling comparison.

2.4 Design of Dynamic Adjustment Mechanism for Indicators

The scientificity of the evaluation system not only relies on the reasonable design of initial

indicators but also requires a dynamic adjustment mechanism that adapts to the iteration of artificial intelligence technology, the development of the financial industry, and the update of educational policies, ensuring that the indicators always remain targeted and effective. Currently, the digital transformation of the financial industry is accelerating, and the application of artificial intelligence technology in fields such as quantitative trading, intelligent risk control, and green finance continues to deepen. Meanwhile, national financial regulatory policies and the requirements of the new liberal arts education reform are constantly updated. If the evaluation indicators remain rigid for a long time, they will be unable to reflect the needs of ideological and political education in courses under new scenarios. Therefore, constructing a full-process dynamic adjustment mechanism of "monitoring - evaluation - optimization - implementation" has become a key support for the sustainable operation of the evaluation system.

The triggering conditions for dynamic adjustment mainly include four types of scenarios: first, technological innovation scenarios. When new artificial intelligence technologies (such as generative AI and the application of blockchain in financial compliance) are widely integrated into teaching, or new intelligent teaching tools (such as financial large-model training platforms) become popular, relevant indicators need to be added or optimized. For example, indicators like "the effect of generative AI-assisted ideological and political case design" and "the application effectiveness of blockchain technology in compliance teaching" should be supplemented; second, scenarios of changes in industry demand. If the financial industry puts forward new professional literacy requirements (such as the ability to practice ESG responsibilities in the field of green finance and the ability to operate digital RMB-related businesses in compliance), the weights and connotations of indicators in the dimensions of "value shaping" and "ability improvement" need to be adjusted in a timely manner. For instance, third-level indicators such as "cognition of ESG investment ethics" and "proficiency in digital financial compliance operations" should be added; third, policy adjustment scenarios. When the Ministry of Education issues new guidelines for the construction of ideological and political courses or financial regulatory authorities release new industry ethics regulations, the indicators need to be optimized in alignment with policy requirements to ensure that the evaluation system is consistent with the national educational orientation; fourth, teaching practice feedback scenarios. Through empirical application, if it is found that some indicators are insufficient in operability and disconnected from teaching practice (for example, some universities lack virtual simulation platforms, making it impossible to effectively quantify relevant indicators), the definitions of the indicators need to be revised in a timely manner or replaced with alternative indicators.

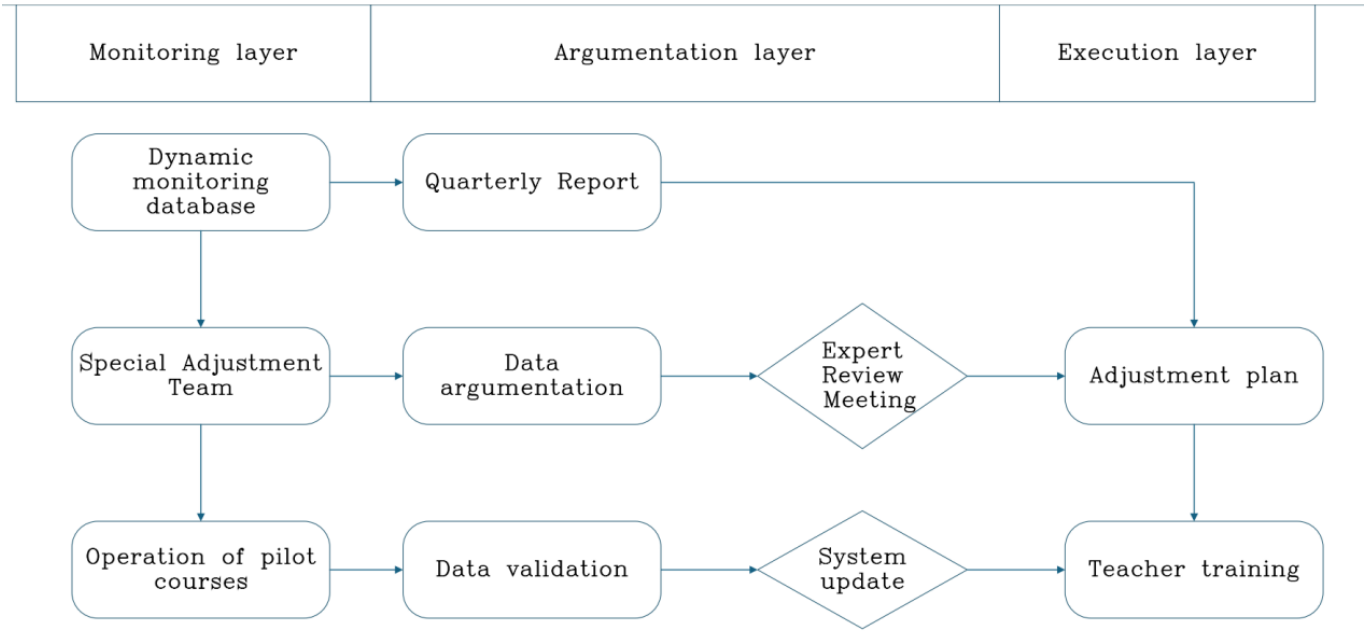

Figure 3 Flow of Dynamic Adjustment Mechanism for Evaluation Indicators

The dynamic adjustment process of indicators follows the scientific logic of "data-driven + expert demonstration": the first step is to establish a dynamic monitoring database, which collects in real-time data on the development trends of artificial intelligence educational technology, reports on talent demand in the financial industry (such as changes in job requirements on recruitment platforms and capability frameworks released by industry associations), policy documents, and feedback data on the application of indicators in teaching practice, and forms quarterly monitoring reports; the second step is to set up a special adjustment team consisting of financial and economic teaching experts, financial industry practitioners, artificial intelligence technology experts, and educational evaluation experts, which identifies the types of indicators that need adjustment (addition, deletion, weight adjustment, connotation revision) based on the monitoring reports; the third step is to conduct data demonstration, verifying the necessity of indicator adjustment through comparative analysis of historical data and industry research data. For example, if the proportion of relevant capabilities of a new indicator in industry recruitment demand exceeds 30% for two consecutive quarters, the addition process will be initiated; the fourth step is to organize expert review meetings to conduct multiple rounds of demonstration on the adjustment plan to ensure that the adjusted indicators comply with the principles of scientificity and operability; the fifth step is to select 2-3 pilot courses for a one-semester trial operation, collect pilot data to verify the effectiveness of the indicators, and optimize the adjustment plan based on the pilot results; the sixth step is to formally update the evaluation system, simultaneously revise the indicator operation manual and scoring standards, and carry out special training for university teachers to ensure the implementation and application of the indicators.

To ensure the long-term operation of the dynamic adjustment mechanism, three safeguard measures need to be established: first, set up special funds for monitoring data collection, expert consultation, pilot operation, and other work; second, establish an annual evaluation system, conduct a comprehensive review of the evaluation system every year based on monitoring data and teaching practice effects, and form an annual optimization report; third, build a multi-participation mechanism, encourage university teachers, financial enterprise mentors, and graduate students to put forward suggestions for indicator adjustment through feedback channels, ensuring that the adjustment plan takes into account both teaching practice and industry needs. Through this dynamic adjustment mechanism, the evaluation system can continuously adapt to the development changes of ideological and political education in financial and economic postgraduate courses under the background of artificial intelligence, and always maintain scientificity and practicality[6].

3. Empirical Verification of the Evaluation System

3.1 Research Design

Sample Selection: Three finance and economics universities in Beijing, Shanghai and Guangzhou (including 1 key university, 1 ordinary university and 1 specialized finance and economics university) were selected, covering 30 postgraduate courses in majors such as Finance, Financial Technology and Investment, involving 60 teachers and 800 postgraduates.

Data Collection: A combination of "questionnaire survey + interview + platform data collection" was adopted. 60 teacher questionnaires and 800 student questionnaires were distributed, with 58 and 765 valid questionnaires recovered, with effective recovery rates of 96.67% and 95.63% respectively; 15 experts, 20 teachers and 30 students were interviewed; learning behavior, teaching effect and other data from the intelligent teaching platforms of the three universities were collected.

Research Tools: SPSS 26.0 and AMOS 24.0 were used for reliability analysis, validity analysis, correlation analysis and regression analysis.

3.2 Empirical Results

Reliability and Validity Analysis: The overall Cronbach's α coefficient of the evaluation system was 0.923, and the α coefficients of each first-level dimension were all greater than 0.8, indicating good reliability; exploratory factor analysis showed that the KMO value was 0.887, and the Bartlett spherical test was significant ($p<0.001$), and the cumulative variance contribution rate of the four common factors was 78.63%, indicating good structural validity.

Evaluation Result Analysis: The average score of the 30 courses was 78.36 points (out of 100), among which "Teaching Input" (81.25 points) and "Teaching Output" (79.63 points) scored higher, while "Teaching Process" (76.52 points) and "AI Empowerment" (74.38 points) scored lower. The main problems include: the application of AI technology is superficial, mostly limited to resource release, lacking in-depth application of big data analysis and virtual simulation; the value discussion in teaching interaction is not in-depth, and students' participation enthusiasm is insufficient; the intelligent teaching platform of some universities is imperfect, and technical support is weak.

Correlation Analysis: All four first-level dimensions were significantly positively correlated with the overall teaching quality score ($p<0.01$), among which "Teaching Process" ($r=0.867$) and "Teaching Output" ($r=0.883$) had the highest correlation, and had the most significant impact on teaching quality.

3.3 Analysis of Differentiated Characteristics

Based on the sample data, further analysis was conducted on the evaluation result differences among different types of courses and universities to provide a basis for precise optimization:

Differences in professional types: Technology-oriented courses such as Financial Technology and Quantitative Investment scored significantly higher in the "AI Application" dimension (average 78.5 points) than traditional financial theory courses (average 70.2 points), but slightly lower in the "Value Shaping" dimension (76.3 points vs 79.8 points), reflecting the tendency of "valuing technology over value" in technology-oriented courses.

Differences in university levels: Key universities scored higher in the "Teacher Competence" and "Technical Support" dimensions (85.1 points, 78.3 points) than ordinary universities (79.2 points, 71.5 points), but ordinary universities performed better in the "Interactive Effect" dimension (77.8 points vs 75.6 points), which may be related to the smaller class size.

Differences in course forms: Hybrid online-offline courses scored higher in "Interactive Effect" and "Data-Driven Evaluation" (79.6 points, 76.8 points) than pure offline courses (73.2 points, 71.3 points), confirming the promotion effect of hybrid teaching on interaction and data collection.

3.4 Discussion of Results

The empirical results show that the constructed evaluation system has good reliability and validity, can comprehensively and objectively reflect the CIPE teaching quality of postgraduates in finance and economics universities, and accurately identify teaching shortcomings. The problems revealed by the evaluation results are highly consistent with the actual dilemmas of current postgraduate CIPE teaching in finance and economics universities, verifying the practicality and pertinence of the evaluation system, and providing a clear direction for subsequent teaching optimization. The differentiated analysis further shows that different types of courses and universities have different teaching shortcomings, and targeted optimization strategies need to be adopted.

4. Optimization Paths and Conclusion

4.1 Optimization Paths

Strengthen the Cultivation of Teachers' Comprehensive Competence: Carry out special training on

CIPE and AI technology to improve teachers' ability to integrate ideological and political elements and apply AI tools; establish a teacher exchange mechanism between universities and financial institutions to accumulate industry practice experience; strengthen the construction of teachers' ethics and morality, and give play to teachers' demonstration role in value guidance[7].

Optimize Teaching Process and Interactive Effect: Innovate teaching methods, increase positive and negative case teaching in the financial industry, cross-professional discussions and other forms; use big data to analyze students' learning status and value cognition, and carry out personalized guidance; use virtual simulation technology to build real financial scenarios and improve the effect of practical teaching; build online and offline interactive platforms to deepen value discussion.

Improve the AI Technical Support System: Increase investment in intelligent teaching infrastructure, introduce advanced technologies such as financial simulation software and big data analysis tools; set up a technical support team composed of "educational technology + financial professionals" to provide technical guidance for teachers; establish a technology iteration mechanism to regularly optimize platform functions and interaction logic.

Highlight the Characteristics of Finance and Economics Disciplines and Value Shaping: Integrate industry-specific ideological and political elements such as financial ethics, compliance operation and risk prevention into the curriculum; strengthen the connection with national financial policies to guide students to establish the values of serving the real economy; strengthen the assessment weight of social responsibility, integrity and compliance in the evaluation.

Implement Differentiated Optimization Strategies: For technology-oriented courses, add more cases and discussion sessions related to financial ethics and social responsibility; provide AI teaching tool sharing platforms and technical training support for ordinary universities; promote the hybrid teaching model, optimize online interaction design, and improve teaching participation.

4.2 Conclusion

Based on the background of AI and the characteristics of postgraduate education in finance and economics universities, this study constructs a four-dimensional CIPE teaching quality evaluation system of "teaching input-teaching process-teaching output-AI empowerment", and verifies the scientificity, effectiveness and operability of the system through empirical research. Breaking through the limitations of the traditional evaluation framework, the system integrates the AI empowerment dimension and discipline-specific indicators of finance and economics, realizing the transformation of evaluation from "experience-driven" to "data-driven", and providing a theoretical basis and practical paradigm for improving the CIPE teaching quality of postgraduates in finance and economics universities.

The empirical results show that there is still room for improvement in the application of AI technology and teaching interaction effect in current postgraduate CIPE teaching in finance and economics universities, and there are differentiated shortcomings among different types of courses and universities. In the future, it is necessary to further expand the sample scope and dynamically adjust the evaluation indicators and weights; deepen the application of AI, big data and other technologies in evaluation to improve the intelligence level of evaluation; promote the deep integration of the evaluation system and teaching reform, implement differentiated optimization strategies, continuously optimize teaching practice, provide strong support for cultivating high-quality financial talents who adapt to the development of digital economy and have both professional ability and sense of responsibility, and help the high-quality development of higher finance and economics education and the healthy and stable operation of the financial industry.

Funded projects:

This paper was supported by the Visiting Scholar Research Fund for Teachers from

ShandongProvincial Ordinary Undergraduate Universities. Meanwhile, this work is financially supported by theTeaching Reform Research Project:(1) 2024 Shandong Institute of Business and Technology Graduate Education and Teaching ReformResearch Project (11688YY202401): Research on the Construction, Evaluation, and ImprovementPathways of a Quality Assurance System for Graduate Education Empowered by New Productive Forces.

References:

[1] Cong Ying, Wang Xiaoshu. Exploration and Practice of Cultivating Master of Engineering Management in Finance and Economics Universities from the Perspective of Integration of Industry and Education[J]. Education and Teaching Forum, 2023, (37): 1-4.

[2] Zhang Guangwei, Yi Tinggang. Institutional Innovation and Optimization Paths for the Construction of "Curriculum Ideology and Politics" in Postgraduate Courses in Finance and Economics Universities[J]. Education Exploration, 2023, (08): 80-83.

[3] Li Chunmei, Duan Xuefeng. Research on the Construction of Evaluation System and Standards for Postgraduate Course Teaching Quality[J]. The Guide of Science & Education, 2022, (34): 32-35. DOI: 10.16400/j.cnki.kjdk.2022.34.011.

[4] Liu Xingzhi, Liu Jun. Research on the Construction of Teaching Evaluation System for "Curriculum Ideology and Politics" in Business Administration Postgraduate Courses[J]. Education Informatization Forum, 2022, (01): 120-122.

[5] Gao Xinyu, Wang Jingxian. Research on Integrating "Curriculum Ideology and Politics" into the Training Process of Public Administration Postgraduates — Taking a Certain Finance and Economics University as an Example[J]. Journal of Hebei University of Engineering (Social Science Edition), 2021, 38(02): 121-125.

[6] Zheng Zhen, Zhu Jinxia. Exploration on the Construction of Mixed Teaching Quality Evaluation System for Postgraduate Courses in Colleges and Universities[J]. Jiangsu Science & Technology Information, 2020, 37(34): 54-56.

[7] Qian Li, Ni Xiufeng. Evaluation of Innovation Ability of Postgraduates Majoring in Regional Economics and Improvement of Training Modes — An Empirical Analysis Based on Finance and Economics Universities[J]. Journal of Lanzhou University of Arts and Science (Social Science Edition), 2020, 36(04): 92-101. DOI: 10.13805/j.cnki.2095-7009.2020.04.018.

Author's Profile:

first author: Shi Junwei (April 20, 1987). male. Han nationality. Pingyao City, Shanxi Province. Shandong Technology and Business University, Safety Engineering Teaching and Research Section. Ph.D. Associate Professor. new energy and marine safety, artificial intelligence and big data, safety and emergency management research.

second author: Yongxu Jia undergraduate student majoring in safety engineering at Shandong Technology and Business University

third author: Meibin Wang, undergraduate student majoring in safety engineering at Shandong Technology and Business University