

Study on the Application Mechanism of AI-empowered Curriculum Ideology and Politics in Financial Management under the Background of New Liberal Arts

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Abstract: The construction of new liberal arts focuses on digital transformation and value empowerment as its core orientation, presenting new requirements for the quality improvement and efficiency enhancement of ideological and political education in finance-related professional courses. "Financial Management" is a core course in finance-related majors in universities, and it is a key carrier for implementing professional education, cultivating professional qualities, and guiding patriotic sentiments. Taking Lingnan Normal University as an example, this paper analyzes the current situation and pain points of ideological and political education in the "Financial Management" course at the university, constructs an AI-enabled application mechanism for ideological and political education in line with the new liberal arts construction, and forms a corresponding implementation path and guarantee system. This provides theoretical references and practical lessons for the digital reform of ideological and political education in finance courses in universities.

Keywords: New Liberal Arts; AI Empowerment; Financial Management; Course Ideological Education; Teaching Mechanism

1. Introduction

Under the comprehensive promotion of the new liberal arts construction strategy, the digitalization, integration and value-oriented reforms of liberal arts education have become the core direction of teaching innovation in universities. As a key area of new liberal arts construction, finance-related majors urgently need to break through the traditional teaching model that emphasizes professional knowledge but neglects basic qualities, and emphasizes theory but neglects empowerment, and achieve

deep collaboration between digital technology, professional teaching and ideological and political education. "Financial Management" is a core course for finance-related majors, covering core teaching contents such as financing, investment, operation management and financial analysis, and bears the important educational mission of cultivating students' financial professional abilities, professional ethics, risk awareness and patriotism. It is a key carrier for implementing the construction of ideological and political education in courses. Currently, the ideological and political education construction of this course in most domestic universities still remains at the traditional teaching level, with common problems such as awkward integration of ideology and politics, fixed educational model and lack of precise education, especially the integration degree of intelligent technology and ideological and political education is extremely low.

In the current academic research, domestic scholars mostly focus on the exploration of ideological and political elements in the "Financial Management" course, traditional teaching reforms, or the application of single AI technology [1]. There are common shortcomings such as the separation of ideological and political research and digitalization reform research, insufficient targetedness of empirical research, and the lack of systematic educational mechanism construction. Although the research on intelligent education and business skills education in foreign countries has certain reference value [2], they do not have a localized curriculum ideological and political education system and cannot directly adapt to the educational requirements of Chinese universities. Based on the existing research gaps and the teaching practical problems of local universities, this paper takes Lingnan Normal University (hereinafter referred to as LNU) as the research object, relying on technical tools such as

artificial intelligence big data, scenario simulation, and dynamic assessment, to explore the internal logic, application mechanism, and implementation path of AI empowering the ideological and political education in the "Financial Management" course. This research can not only enrich the theoretical research system of digital and ideological education in finance courses from the perspective of new liberal arts, but also fill the gap in related mechanism research of local universities. It can also effectively solve the problems of formalization and homogeneity of ideological and political education in the school's courses, and provide a replicable practical solution for the digital improvement and efficiency enhancement of ideological and political education in financial courses of application-oriented undergraduate colleges. It has important theoretical value and practical application value.

2. Analysis of the Current Situation and Problems of Ideological and Political Teaching in the "Financial Management" Course at LNU

2.1 Design and Implementation of the Research Plan

To objectively and comprehensively understand the actual situation of the ideological and political education and digitalization teaching in LNU "Financial Management" course, a research method combining questionnaire surveys and interviews was adopted. The research subjects included sophomore and junior undergraduate students majoring in financial management and accounting in the Business School, as well as full-time teachers and teaching management personnel responsible for this course. The questionnaire design covered four dimensions: perception of ideological and political integration, evaluation of teaching models, application of digital technologies, and feedback on assessment methods. It included a total of 28 Likert five-point scale questions and 5 open-ended questions. The interview outline focused on topics such as teachers' digital teaching capabilities, difficulties in course ideological and political design, and resource construction needs.

A total of 320 questionnaires were distributed, and 308 valid questionnaires were retrieved, with an effective recovery rate of 96.25%. Among them, 32.1% were male and 67.9% were

female; 54.3% were sophomore students and 45.7% were junior students. In the interview session, 8 full-time teachers and 3 teaching management personnel were deeply interviewed. The research sample covered the entire teaching process, and the data is reliable and can reflect the actual level of ideological and political construction in this course at the university.

2.2 Current Teaching Situation

Currently, "Financial Management" at LNU has been included in the school-level curriculum ideological and political reform pilot system. At the top-level design level, it has clearly defined the dual goals of "professional education + value guidance". The course outline has added indicators for professional qualities, social responsibilities, and financial regulations, and teachers can attempt to integrate ideological and political content such as industry norms and financial cases into classroom teaching. This has initially broken the previous single teaching model of pure theory and pure skills.

In terms of digital teaching, the course has realized basic functions such as courseware release, assignment distribution, and online sign-in through the Superstar Learning Platform. Some teachers have begun to try using the built-in discussion areas and voting functions of the platform to enhance classroom interaction. However, from the overall operation situation, the ideological and political construction of this course at the school still remains in the initial stage. The digitalization empowerment level is relatively shallow, and AI intelligent technology has not truly been embedded in the ideological and political teaching process. The education model still mainly relies on traditional offline teaching, and there is a significant gap from the new liberal arts' advocated digitalization, precision, and integration-based education requirements. Specifically, ideological and political content mostly relies on teachers' personal experience for random implantation, lacking systematic design; digital tools are only used as information dissemination channels and do not play deep functions such as data collection, learning situation analysis, and personalized push; the course assessment is still dominated by the final written exam, and the ideological and political education effect is difficult to be quantitatively evaluated.

2.3 Analysis of Existing Problems

2.3.1 The integration of professional knowledge and ideological and political education has been superficial, and ideological and political education has become merely a formality

The research data shows that 78.2% of the students believe that the content of course ideological education is mostly imposed by teachers in a rigid manner, and has a low correlation with professional knowledge points. Only 21.8% of the students indicated that they could naturally feel the organic connection between ideological elements and professional knowledge. In classroom teaching, teachers mostly adopt a piecemeal teaching model of "theoretical explanation + additional cases", failing to deeply explore the ideological genes inherent in core knowledge points such as fundraising, investment, operation management, and profit distribution. At the same time, the case resources are highly homogeneous, with a large number of national common cases being used, lacking localized characteristic cases that are relevant to the development of small and medium-sized enterprises in western Guangdong regions, the rural revitalization strategy, and the new era's financial construction. This abstract preaching that is disconnected from regional contexts is difficult to evoke students' emotional resonance, resulting in the ideological education flowing in a superficial manner and failing to achieve the "gentle and imperceptible" educational effect [3].

2.3.2 The teaching model has become rigid, and individualized education has been neglected

In this survey, 85.7% of the students indicated that the courses adopted a uniform large-class lecture model, with class sizes often exceeding 50 students. Teachers were unable to conduct differentiated teaching based on the different cognitive foundations, learning abilities, and value qualities of individual students. In fact, students exhibit significant individual differences in aspects such as risk perception, professional ethics, and social responsibility. The traditional teaching model imparts the same ideological and political content to all students, lacks bottom-line education for students with weak risk perception, and fails to provide high-level expansion such as patriotism, national sentiment, and innovative qualities for students with outstanding abilities. Homogeneous teaching has significantly weakened the effectiveness of education. Moreover, due to the lack of intelligent learning situation analysis

tools, teachers are unable to accurately identify the deficiencies in each student's qualities. Classroom interactions are mostly limited to a few active students, while most students are in a passive receiving state, and personalized education is lacking.

2.3.3 The application of digital and intelligent technologies is at a rudimentary level, and there is a complete absence of AI empowerment

The research shows that digital teaching has only reached the basic level of converting course materials into electronic form and releasing online assignments. Advanced technologies such as AI learning situation analysis, intelligent case matching, and virtual simulation scenario teaching have not yet been applied in the ideological and political education process. 92.1% of the students stated that they have never come into contact with AI intelligent ideological and political learning resources and immersive scenario teaching, and they are completely unfamiliar with the concept of "digitalized course ideological and political education". Teacher interviews further revealed that due to the lack of support from intelligent teaching platforms, teachers are unable to capture cutting-edge ideological and political cases in real time, have difficulty dynamically adjusting teaching content based on students' classroom feedback, and are unable to build immersive educational scenarios. The enabling advantages of digital technologies have been completely idle. The ideological and political education in courses is seriously out of sync with the requirements of the new liberal arts digitalization reform, and even lags behind the reform pace of similar local universities to a certain extent.

2.3.4 The evaluation system is simplistic and lacks comprehensive data assessment throughout the entire process

The assessment of the "Financial Management" course is based on 60% from the final exam and 40% from the regular performance. There is no independent indicator for course ideological and political education. Teachers' evaluations of students' professional qualities and ideological cognition mostly rely on subjective impressions, lacking quantitative standards and behavioral data support. The assessment focuses on outcome-based evaluation, neglecting process-related data such as students' participation in classroom discussions, the depth of case analysis, and the trajectory of their

intellectual development. This approach fails to comprehensively and objectively reflect the effectiveness of ideological and political education. This "one exam determines the entire life" evaluation method not only makes it difficult to urge teachers to improve their ideological and political teaching methods, but also easily leads students to misunderstand that "ideological and political education is just an additional question", weakening the seriousness and orientation of course ideological and political education, and failing to form a "teaching - evaluation - optimization" closed-loop education mechanism.

2.3.5 The teachers' comprehensive ability in digitalized ideological and political education is weak

The results of the teacher interviews show that the finance teachers in this school generally possess solid professional skills and the ability to explore basic ideological and political education. However, there are significant shortcomings in their digital and intelligent teaching capabilities. Among the 8 interviewed teachers, only 1 had participated in the school-level training on AI teaching tools. The remaining teachers had not systematically learned the operation and application of large data analysis platforms and virtual simulation software. In their daily teaching, although the teachers have the intention to try digital and intelligent ideological and political reform, they are troubled by the lack of technical support and design methods, making it difficult to integrate ideological and political elements with intelligent technology in an organic way. The deficiency in the digital and intelligent literacy of the teachers has become the core bottleneck restricting the implementation of curriculum reforms.

3. Construction of the Application Mechanism for AI-Enhanced Ideological and Political Education in the "Financial Management" Course under the Context of New Disciplines

3.1 The Core Logic of AI Enabling Course-based Ideological Education

The construction of new liberal arts emphasizes the digitalization, integration and value-oriented transformation of liberal arts education, and requires that the ideological education in courses achieve a paradigm shift from "coarse indoctrination" to "precise drip irrigation", from

"one-way transmission" to "multi-dimensional interaction", and from "result evaluation" to "whole-process monitoring". The traditional manual teaching mode is constrained by the limitations of energy, data and technology, and is difficult to break through the educational predicaments of homogeneity, subjectivity and formality [4].

With its core advantages of big data retrieval, intelligent matching, scenario simulation and dynamic monitoring, artificial intelligence technology can provide comprehensive empowerment for ideological education in courses from four dimensions: on the content supply side, AI can quickly capture, screen and integrate massive ideological education resources, achieving precise mapping of professional knowledge and ideological elements; on the teaching transmission side, the AI learning situation analysis system can precisely depict student profiles and push personalized learning paths, implementing individualized teaching [5]; on the scene experience side, AI virtual simulation technology can construct immersive and interactive educational scenarios, enhancing students' emotional resonance and value recognition; on the effect evaluation side, AI's full-process data collection and dynamic assessment can build a quantitative evaluation system and form a closed-loop feedback. These four dimensions support each other and jointly form an "content adaptation - precise education - immersive experience - dynamic evaluation" AI-enabled logic loop for ideological education in courses, precisely solving core problems such as the lack of integration, fixed mode and lagging evaluation in Lingxi University's ideological education, and perfectly aligning with the core orientation of new liberal arts for integrated education and digital education.

3.2 Application Mechanism Construction of Ideological and Political Education in the "Financial Management" Course Enabled by AI

3.2.1 Intelligent ideological and political content mining and adaptation mechanism

Regarding the issue of the disconnection between ideological education and professional education, this paper designs an AI intelligent content adaptation mechanism. Firstly, based on natural language processing (NLP) and big data crawling technology, an exclusive ideological

education case library for "Financial Management" is established, which captures real-time national financial policy documents, compliance operation typical cases, financial fraud judicial precedents, outstanding enterprises' financial construction achievements, and reports on local enterprises' practices, forming a dynamically updated ideological education resource pool [6]. Secondly, using AI intelligent algorithms, the course knowledge points are semantically annotated, and a knowledge map of the "Financing - Investment - Operation - Distribution - Analysis" five modules is established, and it is matched with ideological education element libraries such as integrity and law-abiding, risk prevention and control, craftsmanship spirit, common prosperity, and national and family sentiments. Finally, through machine learning, the matching model is continuously optimized to achieve automatic association of 3-5 levels of progressive ideological education cases for each professional knowledge point, with the basic level being industry norms, the intermediate level being local practices, and the high level being value guidance, constructing an integrated content system of "professional knowledge points + ideological education elements + local cases", ensuring that ideological education content is naturally integrated and seamlessly connected.

3.2.2 Personalized and precise education push mechanism

Relying on the AI learning situation analysis system, multi-modal data such as students' online learning behaviors (video viewing duration, correct answers to exercises, discussion participation frequency), classroom interaction performance (answer accuracy, group contribution degree), and homework completion status are collected throughout the process to build a digital portrait of the students, accurately judging their professional weaknesses, career cognition deviations, and weak qualities [7]. On this basis, the system, according to preset educational rules, pushes personalized ideological education learning resources to students: for students with weak risk awareness, automatic push of compliance operation guidelines, financial fraud warning animations, risk prevention and control micro-lectures; for students with outstanding professional abilities but insufficient social responsibility, push financial powerhouses special reports, corporate social responsibility reports, and financial

practice cases for rural revitalization; for outstanding students with sufficient spare capacity, push advanced expansion resources such as intelligent finance frontiers, green finance, and ESG investment. This "one-size-fits-all" precise push truly implements the concept of individualized teaching, completely solving the drawbacks of homogeneous teaching.

3.2.3 Mechanism for Constructing Immersive Ideological and Political Teaching Scenarios

Utilizing AI virtual simulation and scenario simulation technologies, diverse financial ideological and political immersive teaching scenarios are constructed. Specifically: (1) Scenario of financial fraud risk prevention and control. Students play the role of the financial director, facing the financing pressure of a fictitious enterprise, and need to make a choice between "compliant operation" and "performance fraud". The system provides real-time feedback on the legal consequences and professional reputation impacts of different choices. (2) Rural revitalization financial service scenario. Students form teams to design financial management systems for rural cooperatives in western Guangdong. They experience the value of financial services to society while solving practical problems such as shortage of funds and cost control. (3) Enterprise compliance financial management scenario. Simulating the financial shared center of a listed company, students handle real anonymized bills, and the system automatically identifies violations and pops up regulatory prompts. (4) Public welfare financial practice scenario. Students prepare budgets and audit reports for charitable organizations, strengthening the awareness of honest performance. Through role-playing, real-time interaction, and consequence simulation, students transform from passive listeners to active participants, and the immersive and infectious nature of ideological and political education is qualitatively enhanced [8].

3.2.4 Full-process data-based evaluation and feedback mechanism

Construct an AI all-process dynamic evaluation system, connecting the data links before, during, and after the class. Before class, the system records the click rate of pre-class resources and the scores of pre-class tests; during class, data on classroom interaction, scenario simulation operations, and group collaboration are collected through intelligent terminals; after class, the

completion degree of extension tasks and the quality of reflection diaries are tracked. A quantitative scoring model is established from four dimensions: professional ability, professional ethics, value cognition, and social responsibility. Each dimension has 3-5 secondary indicators, such as professional ethics including integrity awareness, risk sensitivity, and compliant operation, forming a personal ideological and political growth file for students. The system automatically generates teaching evaluation reports monthly, precisely reflecting the overall shortcomings of the class and the individual progress trajectory, providing data support for teachers to optimize teaching content and adjust educational strategies, truly achieving the closed-loop educational process of "evaluation - feedback - improvement".

4. Implementation Path of AI-Enabled Ideological and Political Education in the "Financial Management" Course

4.1 Building a Modular Ideological and Political Content System Based on AI Technology

In line with Lingshan University's regional education positioning of "Based in Western Guangdong and Serving Guangdong", we utilize AI technology to restructure the content of the "Financial Management" course and map it with ideological and political elements. The specific design is as follows: (1) Financing Management Module. Incorporate the concepts of compliant financing and financial risk prevention, and use AI to match financing cases of local city investment companies to guide students to understand the national policies for preventing systemic financial risks. (2) Investment Management Module. Integrate rational decision-making and the orientation of serving the real economy, and use AI to push investment cases of strategic industries such as semiconductors and new energy, cultivating students' patriotism for the industry. (3) Working Capital Management Module. Emphasize rigorous and pragmatic craftsmanship spirit, combined with inventory management cases of manufacturing enterprises in Western Guangdong, use AI simulation to demonstrate the risks of loose management leading to the breakage of the capital chain. (4) Profit Distribution Module. Incorporate the concepts of social responsibility and common prosperity,

match profit distribution and charitable donation cases of enterprises such as Gree Electric Appliances and Tencent, deepening students' understanding of the social value of the enterprise. (5) Financial Analysis Module. Strengthen objective fairness and honest performance of duties, use AI to automatically generate tasks for identifying financial fraud in listed companies, and have students adhere to the bottom line of professional ethics in data analysis.

At the same time, through AI to continuously capture the dynamics of local enterprises in Western Guangdong, update the case library continuously, ensuring that the ideological and political content is constantly updated and presented, and constructing a dynamic and school-based ideological and political content system.

4.2 Innovate the Digital-Intelligent Integration Model and Create a Smart Ideological and Political Classroom

Construct a three-stage intelligent teaching model of "AI pre-learning - intelligent interaction during the class - precise expansion after the class". (1) AI pre-learning. Teachers release personalized pre-learning packages through the AI platform, including knowledge point micro-lessons, ideological and political case short videos, and pre-tests. The system automatically generates a class knowledge mastery heat map based on students' pre-learning data, helping teachers accurately identify teaching key points and difficulties. (2) During the class, intelligent interaction. Teachers use intelligent question-answering robots to answer basic questions, releasing more time for in-depth discussions; through the scenario simulation system, role-playing is conducted to allow students to experience professional ethical conflicts in simulated decision-making; using real-time assessment tools such as pop-up voting and instant questioning to capture students' cognitive blind spots and dynamically adjust the teaching rhythm. (3) After the class, precise expansion. AI provides differentiated expansion tasks for each student based on the class performance, with basic weak students receiving knowledge consolidation exercises and basic ideological and political cases; students with extra learning capacity receive open-ended research topics. Ideological and political education thus runs through the entire teaching

process, completely solving the problem of traditional course ideological and political teaching being formalized and monotonous.

4.3 Build a School-Based Digital-Intelligent Ideological and Political Resource Platform

Relying on the campus intelligent teaching platform, integrate internal and external resources to build an exclusive digital-intelligent ideological and political resource library for "Financial Management". The platform architecture includes: (1) AI intelligent question bank. Includes objective questions and case analysis questions with ideological and political elements, supporting adaptive test paper generation. (2) Local ideological and political case library. Classified by knowledge points, industries, and ideological and political themes, supports intelligent search and one-click push. (3) Virtual simulation resources. Integrates VR/AR scenarios such as financial fraud simulation and rural revitalization financial services, supporting multi-person online collaboration. (4) Quality expansion materials. Aggregates rich media resources such as financial documentaries, policy interpretation audio, and interviews with outstanding graduates. The platform uses AI algorithms to achieve intelligent classification and precise recommendation of resources, and establishes an operation and maintenance process of "teacher upload - teaching research group review - AI duplication - regular archiving". The course group designates a dedicated person to update cases monthly, and organizes a resource construction seminar once each semester to ensure the platform content is up-to-date and provides a solid resource foundation for the regular teaching of ideological and political courses.

4.4 Construct a Multi-Dimensional Dynamic Comprehensive Evaluation System

Break the traditional assessment method of "one exam at the end of the term", and establish a comprehensive evaluation system of "AI quantitative evaluation (40%) + teacher's qualitative evaluation (30%) + final professional assessment (30%)". (1) AI quantitative evaluation. It covers process data such as classroom interaction participation, quality of completing ideological and political cases, standardization of virtual simulation operations, and achievement of post-class extension tasks, and is scored automatically by the system. (2)

Teacher's qualitative evaluation. Teachers conduct subjective scoring based on students' classroom performance, contributions in group discussions, and depth of reflection diaries, with a focus on internalization of value and behavioral change. (3) Final professional assessment. Traditional written tests are retained, but add ideological and political integrated case analysis questions, with a score proportion of no less than 30%. The final score is formed through weighted calculation of the three aspects, and a radar chart of students' personal development is generated to visually present their growth trajectory in each dimension. This multi-dimensional evaluation is not only objective and fair but also can drive students to attach importance to daily ideological and political cultivation, promoting the continuous optimization of teaching models.

4.5 Strengthen the Construction of Composite-Type Teacher Teams

In response to the pain point of weak digital and intelligent ideological and political capabilities of teachers, implement the "three-dimensional integration" teacher improvement project, including: (1) Technology empowerment dimension. Conduct no less than 16 hours of special training on AI teaching tools each semester, covering modules such as the Xueyong AI module, Python basics, operation of virtual simulation platforms, and interpretation of learning data, and issue a school-recognized certificate upon passing the assessment. (2) Teaching design dimension. Establish a "digital and ideological political teaching research workshop", conduct collective lesson planning once a week, inviting educational technology experts, ideological and political teachers, and enterprise financial directors to participate, and refine the "professional + ideological and political + technology" three-in-one teaching design plan. (3) Practical training dimension. Select key teachers to visit schools such as Chongqing University of Technology and Nanjing Audit University that are pioneers in intelligent finance, or to hold internships at practice bases of companies like Youfen and Jindai, to accumulate intelligent teaching cases and practical experience.

Through a three-year cycle of systematic training, strive to enable 90% of professional teachers to possess the ability to independently carry out AI-enabled course ideological and

political teaching, and build a composite-type teacher team suitable for the new liberal arts reform.

5. AI-Enabled Course Ideological and Political Implementation Guarantee Measures

5.1 Institutional Guarantee: Build Top-Level Design and Long-Term Mechanism

The college will incorporate the AI-enabled course ideological and political reform into the "15th Five-Year Plan" for professional teaching reform, issue the "Implementation Plan for Digital and Intelligent Ideological and Political Construction", clarify reform goals, implementation roadmap, and time nodes. Revise the "Teacher Teaching Work Specifications", list digital and intelligent ideological and political teaching design as a necessary part, and require that ideological and political elements and digital and intelligent technologies be integrated in the curriculum standards [9]. Establish a reform tolerance mechanism to encourage teachers to boldly try new teaching models and exempt them from liability for teaching accidents caused by technical failures. At the same time, incorporate the effectiveness of ideological and political course construction into the professional assessment and course assessment indicator system to form institutionalized rigid constraints, avoiding the reform from becoming a formality.

5.2 Technical Guarantee: Strengthen Hardware Foundation and Operation Support

The school increases investment in smart teaching software and hardware, upgrades existing multimedia classrooms, and equips them with interactive intelligent tablets, high-definition recording systems, VR teaching terminals, etc. Introduce or customize development of a big data learning data analysis system to achieve data interoperability with the educational administration system and learning platforms. Form a "three-party operation team" consisting of information center technicians, enterprise engineers, and course teachers, provide 7×12-hour technical support, conduct regular system performance inspections, and promptly fix vulnerabilities. Conduct platform operation training at the beginning of each semester, collect teachers' and students' usage

feedback at the end of the semester, continuously optimize user experience, and ensure the normalization and stability of AI ideological and political teaching scenarios.

5.3 Resource Guarantee: Establish a Multi-Party Collaborative and Continuous Update Mechanism

Set up a special construction fund, allocating no less than 100,000 yuan annually for the procurement of digital and intelligent ideological and political resources, the development of case libraries, and platform maintenance. Establish a tripartite resource collaboration mechanism among "school, enterprise, and local area". Sign cooperation agreements with local leading enterprises in western Guangdong to regularly obtain de-identified financial data and local cases; collaborate with education technology companies such as Yonyou Xin Dao and Kingdee to introduce their intelligent financial teaching resource libraries; jointly obtain the latest financial policy interpretation materials from local finance bureaus and tax bureaus. Led by the course teaching group, formulate the "Management Measures for Updating Ideological and Political Resources", stipulating that the case library should be updated by at least 20% every quarter, and new virtual simulation scenarios should be added by 2-3 each year, ensuring the timeliness and applicability of the resources.

5.4 Assessment Guarantee: Improve the Incentive System and Quality Monitoring

Integrate the achievements of digital and intelligent ideological and political course reform into the core indicators of teachers' performance evaluation, professional title assessment, and awards and honors. Establish the "Special Award for Digital and Intelligent Ideological and Political Teaching Reform", providing material rewards and honors to teachers who perform outstandingly in teaching competitions, resource development, and student evaluations. Implement the "Student Evaluation + Peer Review + Expert Supervision" three-dimensional quality monitoring, releasing the "Course Ideological and Political Teaching Quality Report" at the end of each semester, and requiring immediate rectification for existing problems [10]. Use the improvement in students' ideological and political literacy as an important observation point for teachers' teaching

effectiveness, linking it to performance wages, fully mobilizing the enthusiasm and initiative of teachers to participate in the reform, and forming a "willing to reform, able to reform, and do well in reform" favorable ecosystem.

6. Conclusion

Under the new liberal arts context, the digital and intelligent reform of ideological and political education in finance courses is an inevitable trend for improving educational quality and cultivating comprehensive financial talents. Taking Lingnan Normal University as an example, this paper addresses the issues of insufficient professional ideological and political integration, fixed teaching models, lack of AI technology application, single evaluation system, and weak digital capabilities of teachers in the ideological and political education of the "Financial Management" course, and has constructed four core application mechanisms: intelligent content adaptation, personalized precise education, immersive scenario education, and full-process data evaluation. It has also formed an implementation path of modular content optimization, smart classroom construction, resource platform construction, multi-dimensional evaluation, and teacher improvement, as well as a four-dimensional guarantee system of institutions, technology, resources, and assessment. The research has confirmed that the deep integration of AI technology and ideological and political education in finance courses can effectively solve traditional educational problems, improve the accuracy and effectiveness of financial ideological and political education in local universities, and contribute to the cultivation of new liberal arts-oriented comprehensive financial talents.

With the continuous iteration of artificial intelligence and virtual reality technologies, the application scenarios of digital and intelligent ideological and political courses will continue to expand. In the future, it is possible to expand the research sample, compare the teaching situations of different types of universities, further optimize the educational mechanism and implementation path, and enhance the universality of the research. At the same time, continue to track the long-term educational effects of AI empowerment in ideological and political education, dynamically improve the educational system, and continuously promote

the high-quality digital and intelligent development of ideological and political education in finance courses under the new liberal arts context.

Acknowledgements

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