

Thoughts on the Course Construction of "Internet Financial Laws and Regulations"

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Abstract: With the rapid development of internet finance, universities face challenges in constructing "Internet Financial Laws and Regulations" courses, including a lack of systematic content, limited diversity in teaching methods, and a lack of comprehensive evaluation approaches. Through literature review and case studies, this paper conducts a systematic analysis of current course configurations in higher education, revealing areas for improvement in meeting market demands. The findings indicate significant room for enhancement in dynamic content updating, interactive teaching methods, and multi-tiered evaluation systems. Based on these insights, this study proposes a "Dynamic Knowledge Module," an "Interactive Teaching Framework," and a "Multi-level Evaluation System Model" to help universities better adapt to the rapid evolution of internet finance. This research not only provides theoretical support for the forward-looking design of course content but also offers specific recommendations for diversifying teaching methods and enriching evaluation approaches. These contributions aim to drive innovation in internet finance law education and provide practical guidance for cultivating high-quality legal professionals suited to the emerging financial environment.

Keywords: Internet financial laws and regulations, course construction, interactive teaching, evaluation system, dynamic knowledge module

1. Introduction

With the rapid development of internet finance, new legal and regulatory challenges have emerged in the financial market (Ediagbonya & Tioluwani, 2023). While the growth of internet finance brings innovation and convenience, it also introduces numerous issues in areas such as information security, credit management, and risk regulation (Ediagbonya & Tioluwani, 2023). Existing laws and regulations often struggle to adapt to the unique characteristics of internet finance (Wronka, 2023). At present, financial regulation primarily relies on traditional oversight models designed for conventional financial institutions (Uddin et al., 2022); however, these models are insufficient for addressing the unique business structures of internet finance firms, resulting in regulatory gaps and legal vacuums. This regulatory lag not only poses potential risks to consumer financial security but also threatens the overall stability of the financial market. Consequently, constructing and refining curricula on internet finance law and regulations has become a critical task for universities aiming to prepare competent professionals in this field (Zhao et al., 2023).

The key to addressing these challenges lies in developing systematic and effective curricula that enable students to master core knowledge of internet finance laws and regulations while equipping them with the analytical skills to assess and manage financial risks(Menberu, 2024). Significant progress has been made in course design research both domestically and internationally. Studies indicate that introducing practical teaching methods, such as case-based learning and mock court simulations, can help students better understand and apply internet finance law and regulations(Mahmood et al., 2023). However, current course structures still lack systematic and forward-looking frameworks, with some courses limited to theoretical aspects that fail to meet students' needs for addressing real-world financial issues(Li, 2023).

This study aims to explore effective strategies for constructing an "Internet Financial Laws and Regulations" course that meets professional standards while incorporating practical and forward-thinking elements to develop students' expertise and operational competence in this domain. This study adopts the methods of text analysis and case analysis, this study systematically examines the strengths and weaknesses of existing courses and proposes recommendations for improvement based on practical teaching requirements. The structure of this paper is as follows: first, an overview of current internet finance laws and regulatory education; second, an analysis of the limitations in existing teaching approaches and the need for improvement; and finally, specific course design recommendations, including teaching methods, content modules, and practical components. This study seeks to offer guidance for universities in optimizing related courses, thereby contributing to the high-quality development of internet finance law education.

2. Literature review

Against the backdrop of rapid development in internet finance, legal and regulatory aspects of internet finance have increasingly become focal areas of academic research. Existing studies largely explore this course design from the perspectives of law, economics, and education, aiming to enhance students' understanding of and ability to address emerging financial risks. From a legal perspective, scholars are primarily concerned with how the rule of law can ensure the stability and security of financial markets. For instance, Li et al. (2022) argues that financial regulatory frameworks must gradually adapt to the unique characteristics of internet finance to prevent regulatory gaps from negatively impacting the financial system. In economics, research emphasizes the importance of appropriate regulation in promoting market efficiency and fair competition, maintaining healthy financial markets by enhancing information transparency and risk control mechanisms(Heremans & Paccès, 2012).

Furthermore, educational research has become a theoretical foundation for the course design of internet finance law and regulation(Castañeda & Williamson, 2021). Relevant literature, both domestically and internationally, suggests that the core of this course is to cultivate students' legal awareness and their capacity to manage practical financial risks. To this end, scholars recommend incorporating practical teaching methods such as case-based learning, mock trials, and project-based learning to improve students' practical skills. Alam (2023) highlight that through case analysis and project-based learning, students can understand the real-world application of legal provisions within financial contexts and experience the entire process of legal decision-making and risk assessment in a simulated environment.

Several core concepts are particularly important when discussing the construction of an internet finance law and regulation course. The first is “internet finance,” which refers to financial services provided through online platforms and information technology, encompassing, but not limited to, payments, lending, and investments. With technological advancement, internet finance has evolved into a broad financial ecosystem that includes both traditional financial institutions and innovative enterprises (Barroso & Laborda, 2022). The second concept, “financial risk,” is a central component of the course, encompassing various types of risks such as information security risk, credit risk, and market risk. Unlike traditional financial institutions, these risks often involve complex cross-border and cross-platform factors, which demand a broader and stricter set of legal regulations (Harvey & Rabetti, 2024).

In education, “course construction” is an important concept, referring to the systematic design of teaching content and format to achieve specific educational objectives (Zengxian & Zhe, 2021). For a course in “Internet Financial Laws and Regulations,” course construction includes building a comprehensive knowledge framework, arranging practical components, and fostering students' professional skills. Based on existing research, an effective course design should encompass foundational legal knowledge, risk management skills, and the latest developments in internet finance, enabling students to possess a solid legal foundation while responding to a dynamically changing financial environment (Zhao et al., 2023). Additionally, “case-based learning” and “mock trials” are regarded in related studies as effective tools for enhancing students' practical and analytical skills. By simulating real legal cases, these methods allow students to gain an in-depth understanding of the laws and regulations in internet finance and cultivate their application skills in legal practice (Wang, 2025).

In conclusion, existing literature provides a solid theoretical foundation for constructing an internet finance law and regulation course, highlighting key elements in teaching methods, course content, and practical design. However, the rapid evolution and complexity of internet finance present higher demands for course design. Integrating emerging legal regulations with practical content remains a current challenge. This study, therefore, further explores the innovative construction of an internet finance law and regulation course to better meet the needs for high-quality legal talent in the new era.

3. Research Methodology

This study employs a combination of textual analysis and case study methods to systematically explore the design concepts and implementation strategies of the “Internet Financial Laws and Regulations” course. Through these methods, the study comprehensively reviews existing theories on course construction and provides specific recommendations based on practical teaching requirements.

The textual analysis method is applied to collect and organize relevant literature on internet finance law education, policy documents, and teaching materials from both domestic and international sources. The textual analysis process consists of three main steps: (1) Literature Search and Selection: Core literature on internet finance, legal education, and curriculum design is identified using academic databases and library resources. Priority is given to recent, authoritative policy documents, journal articles, and instructional materials; (2) Information Extraction and Organization: Key information from the collected literature is extracted, focusing on critical course design elements such as content structure, teaching methods, and assessment mechanisms. This information is organized into an initial analytical framework; (3)

Analysis and Synthesis: Based on the organized information, the strengths and limitations of existing course designs are identified, with particular attention to the importance of systematic, forward-looking content and interactive teaching methods. The textual analysis thus constructs a theoretical framework for course development, clarifying essential modules, risk management skills, and innovative applications in internet finance.

The case study method examines the teaching practices of existing "Internet Financial Laws and Regulations" or related courses at universities both domestically and internationally. Representative university courses are selected as cases to analyze their approaches to teaching content, methods, and evaluation systems, facilitating a comparative analysis to identify innovative practices in current course construction. The case study process consists of the following steps: (1) Case Selection and Background Analysis: Courses are chosen based on teaching objectives, market needs, and available resources, ensuring that they represent diverse educational backgrounds from different regions; (2) Course Structure Analysis: Each case is analyzed in terms of course structure, including its core content, practical teaching components, and assessment strategies, summarizing the strengths and weaknesses of each approach; (3) Comparison and Synthesis: By comparing different course designs, effective teaching practices are identified, such as case-based learning and mock trials. These insights, when aligned with practical teaching requirements, offer specific optimization strategies for course design.

In the data analysis process, textual analysis provides systematic theoretical support, while case studies offer practical insights drawn from real teaching practices. Specifically, textual analysis assists in defining a structured framework for course content to ensure both systematic and forward-looking perspectives. Case studies, by examining comparative teaching practices, support the adoption of interactive teaching and multi-level evaluation systems with empirical examples. The analytical process is as follows: first, the theoretical foundation and practical requirements of course design are established through textual analysis; second, representative university courses are selected for case studies to identify successful practices and potential areas for improvement; finally, based on the findings from both textual and case analysis, specific recommendations are proposed, including content modules, teaching methods, and optimized evaluation strategies.

By combining textual analysis and case study methods, this research seeks to construct a curriculum framework that is theoretically grounded and practically relevant. The study aims to provide concrete guidance and insights for the high-quality development of internet finance law education.

4. Results

4.1 Lack of Systematic and Forward-Looking Content

This study reveals that the "Internet Financial Laws and Regulations" course content lacks both systematic structure and a forward-looking perspective. Most universities, when designing courses related to internet finance, primarily rely on traditional legal frameworks, which insufficiently address the unique risks and increasingly complex regulatory requirements introduced by advancements in internet finance, cutting-edge financial technologies such as digital currencies and blockchain are rarely integrated into the curriculum, despite their transformative impact on the financial landscape and their implications for regulatory adaptation(Wronka, 2023). The absence of such content restricts students' exposure to

recent developments, potentially leaving them unprepared for emerging legal challenges .

This emphasizes a prevalent fragmentation in course content. Although some universities attempt to address various internet finance topics, limitations in teaching resources and course duration often hinder the formation of a cohesive knowledge framework(Kidron & Kali, 2024). For instance, a Japanese university's "Fintech and Law" course stands out as a model, systematically covering foundational laws, regulatory frameworks, and risk management strategies while incorporating applications of specific technologies(Anagnostopoulos, 2018). This structured approach has shown positive outcomes in enhancing students' comprehensive understanding . Research highlightsematic course structure improves student engagement and reinforces analytical abilities necessary for handling complex legal challenges in the rapidly evolving financial sector .

The lack of a forward-looking in course content further limits its relevance in real-world applications(Razi et al., 2023). Financial technology is advancing rapidly, necessitating ongoing curriculum updates to cover emerging risks. Many courses are slow to incorporate topics like decentralized finance (DeFi) and artificial intelligence (AI) in finance, leaving material outdated and less applicable. The demand for legal professionals skilled in these new technologies underscores the importance of forward-looking content in preparing students to meet market demands .

4.2 Lack of Practicality and Interactivity in Teaching Methods

The study identifies that many "Internet Financial Laws and Regulations" courses predominantly employ traditional lecture-based teaching methods, which significantly limit students' ability to acquire practical, hands-on experience(Carrió et al., 2011). Although lectures are effective for conveying foundational theoretical knowledge, they lack the interactive elements essential for students to develop critical thinking, problem-solving skills, and the adaptability needed in dynamic legal contexts. Research suggests that students retain information and build skills more effectively when engaged in active learning scenarios, especially in fields requiring practical application, such as internet finance law (Nilimaa, 2023).

Interactive teaching methods, such as case-based learning, simulations, and mock trials, have been found effective in helping students bridge the gap between theory and practice(Park & Yi, 2023). For example, some U.S. law schools incorporate situational simulation labs, which immerse students in complex legal decision-making scenarios. These labs allow students to experience real-world applications of legal principles in a controlled environment, thereby enhancing their analytical and strategic skills Leenes et al. (2017). In these settings, students confront realistic legal challenges, such as handling digital fraud cases or regulatory compliance issues, encouraging them to apply legal knowledge and think critically under pressure.

Conversely, certain universities in the UK have faced obstacles in implementing such interactive methods due to limited resources and insufficient training for instructors in practical teaching methodologies(Gibbs & Coffey, 2004). Without the necessary expertise and support, instructors find it challenging to facilitate meaningful engagement, leading to reduced student participation and limited outcomes from the case-based and group-discussion sessions. This disparity underscores the importance of institutional support and professional development for instructors to effectively deliver interactive learning experiences.

Furthermore, project-based learning has shown promise in internet finance law courses(Ye et al., 2017). In project-based assignments, students work in teams to research, analyze, and present on current issues, such as digital asset regulation or cyber-financial fraud(Ali et al., 2022). This collaborative approach fosters teamwork, communication skills, and in-depth understanding of complex legal topics. By engaging with these issues directly, students become better prepared for the intricacies of real-world internet finance legal challenges, building both competence and confidence. Therefore, broadening the use of interactive teaching methods is vital for cultivating the practical skills required for students to succeed in rapidly evolving financial and legal landscapes.

4.3 Lack of Diversity and Comprehensiveness in Evaluation Methods

The study reveals that evaluation methods in "Internet Financial Laws and Regulations" courses remain largely traditional, often relying on written exams and theoretical assessments as the primary forms of student evaluation. While such assessments gauge students' retention of core knowledge, they are inadequate in measuring practical and analytical competencies, which are crucial for career success in internet finance law. Research highlights that diverse evaluation methods foster a more holistic understanding of students' strengths, enabling them to demonstrate skills beyond mere memorization (Nilimaa, 2023).

Diverse assessment methods, including project-based evaluations, group assignments, case analyses, and reflective journals, provide a more comprehensive view of students' competencies(Guo et al., 2020). For instance, a Canadian university's approach to internet finance law assessment involves project-based evaluations in which students identify legal issues in real-world cases and propose legal solutions(Wiek et al., 2014). This type of assessment not only tests students' ability to apply theoretical knowledge but also evaluates their critical thinking, analytical, and decision-making skills. Students report greater satisfaction and engagement when evaluated through practical tasks, as these tasks allow them to apply what they have learned in meaningful ways.

In addition to project-based assessments, peer and self-evaluations can further enhance learning outcomes by encouraging students to reflect on their progress and understand different perspectives(Bogaard & Saunders-Smiths, 2007). Group projects, where students must collaboratively analyze a case and present their findings, often include peer evaluation components that allow for assessment of individual contributions within the team(Freeman, 1995). This fosters accountability, encourages active participation, and enables students to develop interpersonal and professional skills that are highly valued in the workplace.

Moreover, single-format evaluations limit the scope for students to showcase a broader range of skills and creativity(Lohman & Gambrell, 2011). Studies indicate that a diverse assessment system, encompassing case analyses, oral presentations, and experiential learning projects, provides a fuller and more accurate measure of students' learning achievements(Gittings et al., 2020). For example, some universities implement capstone projects that require students to synthesize knowledge from multiple course modules into a final, comprehensive analysis of an internet finance regulatory issue(Topi et al., 2010). This type of multi-faceted assessment allows students to demonstrate an integrated understanding of course content while building practical skills that directly translate to professional environments.

Expanding evaluation methods to include various assessment forms allows instructors to better identify areas for improvement, adjust teaching strategies, and

support students' development of a well-rounded skill set. By implementing a multi-level evaluation framework that combines theoretical exams with practical assessments, universities can ensure students gain both foundational knowledge and the critical practical skills needed in the field of internet finance law.

5. Discussion and Conclusions

5.1 Theoretical Implications

This study makes significant contributions to educational theory and internet finance law education by analyzing the content, teaching methods, and evaluation systems of the current “Internet Financial Laws and Regulations” course. First, by identifying the lack of systematic and forward-looking content in existing courses, this research underscores the need for dynamic course content that aligns with the rapid development of financial technology. This insight provides theoretical support for integrating new technologies and innovative legal concepts into internet finance law education (Michalakopoulou et al., 2023). Second, in terms of teaching methods, this study highlights the critical role of interactive and practical teaching in enhancing students' practical skills. This finding enriches educational theory on interactive learning and supports previous findings on the value of case-based learning and mock trials for fostering students' analytical and critical thinking abilities (Seung-hee et al., 2009). Furthermore, this study's exploration of diverse evaluation methods shows that a single assessment approach limits students' overall development, underscoring the value of project-based assessments and group discussions for comprehensive student evaluation, thereby providing empirical support for evaluation theory in legal education (Lalujan & Pranjol, 2024).

Compared to previous research, this study integrates literature analysis and case study approaches to expand theoretical insights on teaching methods and evaluation strategies in internet finance law education, enriching course design theories within the context of a rapidly evolving technological and market environment. This study not only deepens understanding of the importance of interactive teaching and diverse evaluation systems but also offers new theoretical frameworks and reference points for the academic community to explore more effective approaches to internet finance law education.

5.2 Practical Implications

This study has important practical implications for various stakeholders. For universities and educational administrators, the findings reveal current shortcomings in the systematicity of course content, diversity of teaching methods, and comprehensiveness of evaluation approaches in internet finance law education, along with corresponding recommendations. These include adding forward-looking modules, incorporating practical teaching methods, and adopting diverse evaluation techniques to help universities better prepare legal professionals who meet the demands of the digital age (Li, 2023). Furthermore, educational administrators can use these findings to establish course standards that align more closely with market demands, ensuring that graduates possess the comprehensive skills needed to navigate the complex financial environment.

For students, the study encourages a focus on multidimensional knowledge

accumulation and practical skills development. It is recommended that students actively engage in interactive learning and utilize project and case analysis opportunities to enhance their practical skills and legal decision-making abilities. For businesses and regulatory agencies, this study emphasizes the importance of well-trained internet finance legal professionals. Companies may consider collaborating with universities to develop course content that closely aligns with practical needs, ensuring that students possess up-to-date financial knowledge and practical skills suited to a rapidly advancing industry (Jackson et al., 2023).

5.3 Limitations and Future Research Directions

This study primarily uses literature analysis and case study methods to reveal gaps in current internet finance law and regulation courses, but this research design has certain limitations. First, the study lacks in-depth interviews or survey data from students, teachers, and industry experts, resulting in limited direct feedback from these stakeholders, which restricts a comprehensive understanding of course design. Future research could incorporate interviews and surveys to gather feedback from various stakeholders, enabling more in-depth analysis. Additionally, this study focuses primarily on course configurations within domestic universities; future studies could extend this focus to other countries and regions to compare course differences across educational systems, providing a broader basis for global internet finance law education.

Moreover, this study's analysis of course content and teaching methods focuses largely on the macro-framework of internet finance law. Future research could explore specific legal modules, such as blockchain regulatory frameworks and digital asset compliance, to ensure that course content is more targeted and practical. Future research could also further investigate the effectiveness of various teaching methods in the classroom, such as the practical implementation of case-based learning and mock trials, to validate their efficacy in enhancing students' practical skills.

5.4 Conclusion

In summary, this study identifies and analyzes deficiencies in the content, teaching methods, and evaluation approaches of current internet finance law courses, highlighting shortcomings in their systematicity, forward-looking aspects, and diversity. The findings suggest that to keep pace with the rapid evolution of internet finance, course content should include the latest legal regulations and technological applications, and teaching methods should incorporate more interactive and practical elements to better enable students to apply theoretical knowledge. Additionally, evaluation methods should be diversified to comprehensively assess students' learning outcomes and practical skills. It is hoped that universities and educational administrators will adopt the recommendations of this study, further optimizing course design to support the development of high-quality legal professionals who meet the demands of the digital age.

6. New Knowledge Contribution

This study contributes new knowledge to the field of legal education by addressing the construction of the "Internet Financial Laws and Regulations" course,

focusing on three areas: course content, teaching methods, and evaluation systems. It fills multiple gaps in current research on internet finance law education. Specifically, through literature analysis and case studies, this research establishes a conceptual framework for course design and proposes an innovative model that adapts to the rapid development of internet finance.

Firstly, in terms of course content, this study introduces the concept of a "Dynamic Knowledge Module," emphasizing that course content should be continuously updated in response to changes in internet finance technology to include the latest legal topics, such as blockchain, digital currency, and decentralized finance (DeFi). This concept of dynamic knowledge modules provides theoretical support for future course construction, breaking the limitations of static knowledge frameworks found in traditional courses and allowing course content to flexibly adapt to technological advancements and changes in the regulatory landscape.

Secondly, this study develops an "Interactive Teaching Model" framework, offering new methods to enhance students' practical application skills. By combining case-based learning, mock trials, and project-based learning, this study proposes a diversified, practice-oriented teaching framework. This framework encourages students to understand complex legal concepts through interaction and hands-on activities in the classroom, fostering their critical thinking and problem-solving skills. This model expands the application of interactive teaching in the field of education and provides a reference for further promoting interactive and practical teaching in internet finance law education.

Additionally, this study proposes a "Multi-Level Evaluation System" model to achieve a comprehensive assessment of students' abilities. Compared to traditional final exams, the multi-level evaluation system designed in this study includes project assessments, case analyses, and group discussions, which better measure students' learning outcomes across various dimensions. This evaluation model provides an innovative approach to course assessment in educational practice, helping to comprehensively enhance students' practical application skills and overall competence.

In summary, this study generates new knowledge in internet finance law education, including the dynamic knowledge module, interactive teaching model framework, and multi-level evaluation system model. These new concepts and models not only expand research perspectives in legal education but also offer specific guidance for course designers and educational administrators, making internet finance law courses more practical and forward-looking, and further advancing the construction and innovative development of internet finance law education.

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