GAS Journal of Economics and Business Management (GASJEBM)

OPEN ACCESS

Volume 1, Issue 5, 2024 Journal Homepage: https://gaspublishers.com/gasjebm-home/ ISSN: 3048-782X

Reflections on the Curriculum Development of "Investment Wisdom in Everyday Life"

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Received: 01.12.2024 | **Accepted:** 03.12.2024 | **Published:** 06.12.2024

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DOI: 10.5281/zenodo.14288326

Abstract **Original Research Article**

The growing complexity of financial markets and personal investment decision-making highlights the critical need for practical, application-oriented financial education. This study addresses the disconnect between theoretical financial literacy and real-world application by developing a curriculum framework titled "Investment Wisdom in Everyday Life." Grounded in constructivist learning theory and behavioral economics, the curriculum systematically integrates theoretical foundations, practical investment skills, and cognitive bias mitigation. Research methods included a systematic literature review, stakeholder interviews with educators, financial professionals, and learners, and case studies of successful global initiatives. The curriculum was designed in three progressive modules and tested with diverse learner groups. Results demonstrated significant improvements in investment competencies, particularly in risk assessment, portfolio diversification, and rational decision-making. Furthermore, the integration of localized examples from the Chinese financial market enhances its cultural relevance and offers a scalable template for adaptation in other contexts. This study contributes to investment education by bridging the gap between theory and practice, offering a replicable framework for promoting financial literacy across diverse settings. It also provides insights for developing culturally adaptive financial education models in other regions.

Keywords: Financial Literacy, Investment Education, Behavioral Economics, Cognitive Biases, Simulation-Based Training

1. INTRODUCTION

The rapid expansion of financial markets and the increasing complexity of personal financial decision-making have amplified the importance of financial literacy in contemporary societies (Moreira Costa et al., 2021). Financial literacy, broadly defined as the capacity to make informed and effective financial decisions (Lusardi & Mitchell, 2014b), is recognized as a vital life skill that directly influences individual well-being and national economic stability. Despite its significance, traditional education systems often fail to adequately prepare learners for the financial challenges they face in their everyday lives (Atkinson & Messy, 2012). This shortfall is particularly evident in the domain of investment education, where practical skills essential for navigating real-world financial scenarios are frequently overlooked (Gal et al., 2020).

In China, the need for financial education has become increasingly urgent due to rapid economic transitions, the liberalization of financial markets, and the growing involvement of individuals in investment activities (Yeh et al., 2015). However, existing financial education efforts in China remain predominantly theoretical, focusing on topics such as macroeconomic principles and market mechanics while neglecting the practical applications of investment knowledge (Chang & Andreoni, 2020). Moreover, there is a notable lack of structured, accessible curricula tailored to the diverse needs of non-specialist learners, particularly those seeking to enhance their practical decision-making capabilities in everyday financial contexts (Hou et al., 2024).

A critical issue in the current financial education landscape is the disconnect between theoretical instruction and real-world application. Existing courses are often criticized for being overly academic, offering little guidance on making practical investment decisions (Huston, 2012). For example, while students may graduate with a firm understanding of portfolio theory, they frequently lack the skills to apply risk management strategies when faced with real-life investment opportunities (Rohm et al., 2021). This misalignment between education and practice not only limits the utility of financial literacy but also contributes to suboptimal behaviors, such as inadequate risk assessment and over-reliance on speculative practices (Tang & Baker, 2016).

To address these challenges, this study proposes a curriculum framework for a course titled *"Investment Wisdom in Everyday Life."* The proposed course aims to bridge the gap between theory and practice by equipping learners with practical investment skills specifically tailored to their everyday financial decision-making needs. By focusing on the integration of theoretical foundations and real-world applications, the course seeks to foster a deeper understanding of investment strategies while promoting sound financial behaviors.

This research employs a combination of literature review and curriculum design methodologies. A systematic review of existing financial education programs and pedagogical theories is conducted to identify best practices and current gaps. These insights are synthesized into a curriculum proposal that aligns with the principles of constructivist learning theory and practical pedagogical approaches (Tenenbaum et al., 2001). The proposed curriculum is further informed by case studies of successful financial education initiatives globally and is tailored to address the specific educational needs of Chinese learners.

The structure of the paper is as follows. Section 2 reviews the theoretical and conceptual foundations of financial education, including key frameworks and best practices in curriculum development. Section 3 elaborates on the research methodology, detailing the processes of data collection and analysis used to inform the curriculum design. Section 4 presents the proposed curriculum framework, outlining its objectives, modular structure, and instructional strategies. Finally, Section 5 discusses the theoretical and practical implications of the proposed curriculum, identifies its limitations, and offers directions for future research.

By presenting a comprehensive, practice-oriented approach to investment education, this study contributes to the growing field of financial literacy. It aims to empower learners with the knowledge and skills necessary to make informed and effective financial decisions in their everyday lives, thereby addressing a critical gap in existing education systems.

2. LITERATURE REVIEW

2.1 Theoretical Approach

Theoretical frameworks provide a foundation for developing an effective curriculum for investment education. One prominent framework is constructivist learning theory, which emphasizes active learner engagement and the construction of knowledge through real-world experiences (Lee & Hannafin, 2016). This theory aligns well with investment education, as learners must not only acquire theoretical knowledge but also apply it to practical scenarios such as portfolio management and risk assessment (Killen et al., 2012). The constructivist approach supports the integration of problem-solving activities and collaborative learning, enabling learners to develop critical thinking skills essential for investment decision-making (Dwyer et al., 2014).

Behavioral economics further enriches the theoretical foundation by addressing the psychological factors influencing financial behaviors (Thaler, 2016). Tversky and Kahneman (1979) prospect theory highlights common cognitive biases, such as loss aversion and overconfidence, which can lead to suboptimal investment decisions. By incorporating insights from behavioral economics, a curriculum on "Investment Wisdom in Everyday Life" can include modules that help learners identify and counteract these biases through scenario-based learning and reflective exercises (Carrol, 1999).

Financial literacy frameworks, such as those proposed by the OECD and integrated into the PISA Financial Literacy Assessment, also play a critical role (Lusardi, 2015). These frameworks categorize financial knowledge into key domains: understanding money and transactions, managing risk and reward, and navigating the financial landscape (Allioui & Mourdi, 2023). These domains are directly applicable to investment education, providing a structured approach to content development (Felder et al., 2011). For example, a focus on "managing risk and reward" can be operationalized through lessons on diversification, risk-return tradeoffs, and investment planning (Rosenkopf & McGrath, 2011).

In the context of China, the dual-track model of education, which combines traditional theoretical instruction with modern practical approaches, provides a valuable lens for investment education (Cheng & Li, 2024). This model encourages the integration of case studies and experiential learning, allowing learners to connect classroom knowledge with real-world applications (Brundiers et al., 2010). Moreover, the growing emphasis on lifelong learning in Chinese educational policy underscores the need for accessible, modular curricula that cater to diverse learner profiles, from university students to working professionals (Mok & Sawn Khai, 2024).

2.2 Relevant Concepts

Investment wisdom extends beyond the foundational principles of financial literacy by emphasizing practical application and strategic foresight (Altman, 2012). Zhang et al. (2024) conceptualize investment wisdom as a competency integrating three dimensions: theoretical knowledge, practical skills, and adaptive decision-making. This holistic approach reflects the dynamic and complex nature of investment decisions, which often require balancing risk and return over long-term horizons (Teece, 2007).

Behavioral economics offers valuable insights into enhancing investment wisdom (Thaler, 2016). For instance, Kahneman and Tversky's (1979) work on cognitive biases highlights the tendency of individuals to make emotionally-driven investment decisions. Programs that address biases such as overconfidence and anchoring can foster more rational investment behaviors (Hristov et al., 2022). Case studies analyzing common mistakes in portfolio management provide learners with opportunities to reflect on their decision-making processes and improve their judgment(Slovic, 1972).

Constructivist learning theory emphasizes that learners construct knowledge through active engagement with meaningful tasks (Honebein et al., 1993). This approach is particularly relevant for investment education, as learners must actively apply financial principles in simulated or real-world contexts to develop competence (Sawatzki, 2017). In the context of adult education, theories on self-directed and experiential learning emphasize their effectiveness in promoting deeper understanding. According to The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development (6th ed., 2006), principles of adult learning suggest that these methods are particularly beneficial for adult learners . These principles are instrumental in designing investment education curricula that combine theoretical instruction with interactive, scenario-based activities (Kang, 2024).

A successful curriculum bridges the gap between theory and practice by incorporating simulation-based activities (De Coninck et al., 2019). Buchanan (2014) emphasizes the importance of designing curricula that allow learners to apply investment principles in real-world scenarios, such as evaluating stock performance or constructing diversified portfolios. These methods not only enhance learner engagement but also ensure that they acquire actionable skills.

2.3 Empirical Findings

Empirical research underscores the transformative potential of targeted financial education programs (Mende & van Doorn, 2014). Lusardi and Mitchell (2014a) found that individuals who completed structured financial literacy courses demonstrated significantly improved saving and investment behaviors (Lusardi et al., 2020). Similarly, simulation-based training programs, such as virtual stock trading, have proven effective in equipping learners with the tools to navigate complex financial decisions (Hastings et al., 2013).

In the Chinese context, studies reveal significant gaps between theoretical instruction and practical application in existing financial education programs (Goyal & Kumar, 2021). For example, a survey of Chinese university students by Liu and Zhang (2021) highlighted the limited emphasis on experiential learning in current curricula. Programs that incorporate simulated trading platforms and real-world case analysis have been shown to enhance learners' investment capabilities and reduce reliance on speculative practices (Tang & Baker, 2016).

Despite the demonstrated benefits, challenges remain in adapting financial education to diverse learner profiles (Fox et al., 2005). Traditional lecture-based methods often fail to engage participants effectively, particularly novice investors. Innovative approaches, such as gamification and personalized learning modules, have been proposed as solutions to improve accessibility and relevance (Fernandes et al., 2014).

Interactive and experiential learning methods are particularly effective in investment education (Kolb & Kolb, 2008). Programs incorporating simulation-based training, such as stock market games or investment planning software, improve learners' understanding of risk management and portfolio diversification. Additionally, case-based learning, where participants analyze and solve real-world financial problems, enhances critical thinking and decision-making skills (Hastings et al., 2013).

In China, the rapid economic transformation and growing participation in financial markets have created a pressing need for targeted investment education (Hsu et al., 2016). However, research by Ayanwale et al. (2024) reveals that existing programs often emphasize theoretical knowledge over practical application, leaving learners ill-prepared to navigate complex financial environments. Empirical evidence suggests that integrating experiential learning components, such as simulated trading platforms and community-based financial workshops, can significantly enhance learners' investment capabilities (Tang & Baker, 2016).

3. RESEARCH METHODOLOGY

This study adopts a systematic and iterative approach to design the curriculum "Investment Wisdom in Everyday Life." By integrating theoretical foundations, stakeholder insights, and successful pedagogical practices, the study ensures that the curriculum meets the practical needs of diverse learners. The methodology encompasses three components: identifying the target population, collecting and analyzing data, and constructing the curriculum framework. This section explains these elements with a focus on their relevance to the course objectives.

The target population of the proposed curriculum consists of university students, young professionals, and adult learners seeking practical investment skills. These groups represent diverse levels of financial literacy and investment experience, ranging from beginners with minimal exposure to financial concepts to individuals aiming to refine their strategic decision-making abilities. This curriculum is intended for implementation in higher education institutions, professional training programs, and community-based learning platforms. The modular structure of the curriculum, combined with its emphasis on accessibility, allows it to cater to learners with varying educational backgrounds and schedules. In the Chinese context, this design aligns with the national emphasis on lifelong learning and financial literacy, as highlighted by initiatives such as the National Financial Literacy Development Plan (2020–2030).

The study collected data through three primary methods: a systematic literature review, semi-structured interviews, and case study analysis. The literature review focused on global and Chinese studies related to financial literacy and investment education. Academic articles, industry reports, and government policy documents were examined to identify best practices and gaps in current approaches. Themes such as the integration of experiential learning, the application of behavioral economics in investment decision-making, and the importance of modular curriculum design were synthesized as foundational elements of the proposed course.

Semi-structured interviews were conducted with 15 stakeholders, including five educators, five financial professionals, and five learners. Educators were selected from universities and professional training institutions, contributing insights into pedagogical methods and curriculum structure. Financial professionals, such as investment advisors and portfolio managers, provided practical perspectives on the skills and knowledge required for effective investment decisions. Learners, comprising university students and young professionals with varying levels of investment experience, were chosen to represent the target audience of the curriculum. The sample size of 15 participants ensured sufficient diversity to capture multiple perspectives while maintaining depth in thematic analysis. The decision to limit the sample size reflects the concept of thematic saturation (Guest, Bunce, & Johnson, 2006), whereby no significant new themes emerged during the final interviews. Interviews explored stakeholder views on essential curriculum components, pedagogical strategies, and the practical relevance of investment education. Data were transcribed, coded, and analyzed using a thematic approach, ensuring that findings were robust and directly applicable to the curriculum design.

In addition to interviews, case study analysis was conducted on successful investment education programs globally. These included simulation-based stock trading platforms, gamified financial literacy initiatives, and community-driven workshops. Programs such as the Wharton Investment Simulation Program and China's Youth Financial Literacy Campaign provided practical examples of how interactive and experiential learning strategies enhance engagement and knowledge retention. The analysis of these cases offered valuable insights into structuring modules, selecting teaching methods, and integrating assessment tools.

The curriculum design process followed an iterative framework, combining findings from the literature review, stakeholder feedback, and case study analysis. The learning objectives were defined based on the theoretical insights and practical needs identified during data collection. These objectives include: equipping learners with foundational investment knowledge, developing skills in portfolio management and risk assessment, and fostering adaptive decision-making capabilities. The curriculum is structured into three progressive modules: "Foundations of Investment," covering essential principles such as asset classes and risk-return tradeoffs; "Practical Investment Skills," focusing on hands-on activities such as portfolio construction and investment simulations; and "Behavioral and Strategic Decision-Making," addressing cognitive biases and long-term financial planning.

Active and experiential learning methods were prioritized to ensure learners engage with the material meaningfully. Pedagogical strategies include simulation-based training, where participants use virtual trading platforms to practice investment decisions; case-based learning, involving real-world financial scenarios; and gamified learning, which incorporates challenges and rewards to sustain motivation. Collaborative learning approaches, such as group projects and peer-to-peer discussions, were also integrated to enhance critical thinking and teamwork skills. Assessment strategies were designed to measure learning outcomes effectively. Formative assessments, such as quizzes and reflective exercises, provide ongoing feedback, while summative assessments, including capstone projects requiring the design and defense of investment strategies, evaluate learners' comprehensive understanding and practical application of the material.

Stakeholder feedback was incorporated throughout the curriculum design process. Pilot testing was conducted with a small group of 10 learners representing the target population. The testing evaluated the clarity, relevance, and practicality of the curriculum. Participants completed pre- and post-tests to measure knowledge acquisition and skill development, and focus groups were held to gather qualitative feedback on their learning experience. The pilot results indicated a significant improvement in learners' understanding of investment principles and their confidence in making financial decisions. Based on this feedback, the curriculum was refined to include simpler explanations of technical concepts, additional real-world examples, and enhanced interactivity in learning activities.

This methodology ensures that the proposed curriculum effectively bridges the gap between theoretical knowledge and practical application. By combining theoretical rigor, stakeholder insights, and real-world examples, the study creates a course framework that is accessible, engaging, and directly relevant to the learners' investment needs.

4. RESULTS

The results of this study validate the effectiveness of the "Investment Wisdom in Everyday Life" curriculum through empirical findings, stakeholder insights, and pilot testing outcomes. These results provide a comprehensive understanding of the curriculum's impact, highlighting improvements in investment knowledge, skills, and decision-making capabilities while offering actionable insights for refinement.

The pilot testing demonstrated a significant improvement in participants' investment knowledge and skills. Pre- and post-test evaluations revealed an average pre-test score of 55.3 ($SD = 6.7$), which increased to 82.1 ($SD = 6.3$) post-test, reflecting a 35% improvement ($p < 0.05$). These results indicate that the curriculum successfully bridges the gap between theoretical concepts and practical application. Notably, participants showed marked improvement in areas such as portfolio diversification, risk-return analysis, and long-term financial planning. For instance, simulation-based exercises enabled learners to apply theoretical principles in realistic scenarios, enhancing their confidence in making informed investment decisions. One participant noted, "The simulations felt very real and gave me confidence to handle real-world investment decisions." The improvement in these areas aligns with the principles of constructivist learning theory, which emphasizes active and experiential learning for skill development.

Qualitative feedback further enriched the understanding of the curriculum's strengths and areas for improvement. Participants praised the interactive components, particularly the simulations and real-world case studies, for fostering engagement and reinforcing learning. However, challenges were reported with technical jargon in the foundational module and advanced risk optimization tasks in the practical module. These findings suggest a need for clearer scaffolding and more gradual progression in content complexity to accommodate learners with diverse backgrounds. Additionally, educators and industry experts emphasized the value of the behavioral decision-making module, which helped participants identify and mitigate cognitive biases such as overconfidence and loss aversion. Post-test feedback revealed that learners adopted more strategic and measured approaches in hypothetical investment scenarios after completing the module, demonstrating heightened behavioral awareness.

Stakeholder interviews provided critical insights into refining the curriculum. Educators recommended incorporating localized examples from the Chinese financial market, such as domestic stock market regulations and culturally relevant investment instruments, to enhance contextual relevance for learners in China. Industry practitioners emphasized the importance of reinforcing behavioral economics concepts through more iterative exercises, such as decision-making under uncertainty. These suggestions were integrated into the curriculum, leading to adjustments such as simplifying technical terminology, adding localized case studies, and introducing collaborative portfolio exercises to increase interactivity and engagement.

The inclusion of localized examples and context-specific scenarios further enhanced the curriculum's relevance to the Chinese financial market. For example, integrating case studies of domestic investment instruments provided learners with practical insights into navigating local financial systems. This adjustment ensured that the curriculum not only developed general investment literacy but also equipped learners with the tools to succeed in their specific market environments.

Despite the overall success, certain limitations were identified during the pilot testing. While the pre- and post-test results confirm the curriculum's impact, the small sample size ($n = 10$) limits the generalizability of the findings. Future studies should explore larger cohorts and extended implementation periods to validate the curriculum's long-term effectiveness. Additionally, participants expressed interest in digital delivery options, suggesting the potential to scale the curriculum through online platforms to reach broader audiences.

In summary, the results demonstrate the "Investment Wisdom in Everyday Life" curriculum's capacity to significantly enhance learners' investment knowledge and practical skills. The curriculum effectively addresses theoretical-practical gaps through active learning strategies and behavioral decision-making modules, empowering learners to navigate complex financial environments confidently. The iterative refinement process, informed by empirical data and stakeholder input, ensures the curriculum's relevance, adaptability, and impact. These findings provide a robust foundation for scaling the curriculum to diverse learner groups and exploring its application in broader financial education contexts.

5. DISCUSSION AND CONCLUSIONS

This section synthesizes the findings of the study, explores their theoretical and practical implications, identifies limitations, and proposes directions for future research. The results of this study provide valuable insights into the design and delivery of investment education, offering both academic contributions and practical applications.

The findings demonstrate that the "Investment Wisdom in Everyday Life" curriculum effectively bridges the gap between theoretical knowledge and practical application, fostering significant improvements in learners' investment knowledge, skills, and decision-making capabilities. The integration of simulation-based activities, real-world case studies, and a behavioral decision-making module proved instrumental in achieving these outcomes. Participants not only demonstrated a stronger understanding of core investment concepts but also exhibited heightened awareness of cognitive biases, enabling them to make more rational and strategic decisions. These findings highlight the potential of innovative, active learning strategies to transform investment education.

5.1 Theoretical Implications

This study advances the application of constructivist learning theory in financial education by demonstrating the effectiveness of active and experiential methods, such as simulation-based training and problem-oriented learning. While prior research has emphasized the role of financial literacy in economic decision-making (Lusardi & Mitchell, 2014b), this study uniquely incorporates behavioral economics into investment education, addressing critical gaps in traditional curricula. The behavioral decision-making module, in particular, illustrates how cognitive and psychological factors influence investment behavior, aligning with and extending the insights of Tversky and Kahneman (1979) prospect theory.

Compared to existing investment education models, which often focus on theoretical content, this curriculum emphasizes practical applications and behavioral insights, offering a more holistic approach to learner development. Additionally, the study demonstrates the value of culturally contextualized examples in enhancing the relevance and accessibility of financial education, particularly in the Chinese context. This contribution aligns with calls for localized adaptations of financial literacy frameworks, such as those proposed by the OECD, further strengthening the connection between global standards and regional educational needs.

5.2 Practical Implications

The findings have significant implications for educators, policymakers, and financial institutions. For educators, the modular structure of the curriculum provides a flexible and scalable framework that can be tailored to diverse learner profiles. By integrating simulation-based activities and real-world case studies, educators can enhance learner engagement and ensure practical skills development. Policymakers can draw on the study's insights to design national financial literacy campaigns that address both technical competencies and behavioral dimensions, equipping citizens with the tools to navigate increasingly complex financial environments. For instance, incorporating behavioral decision-making modules into existing initiatives could help reduce speculative investment behaviors and promote long-term financial planning.

Financial institutions stand to benefit from adopting elements of the curriculum, particularly the simulation-based training modules, to educate their clients on sound investment practices. These modules can be adapted into client workshops or online training programs, fostering more informed decision-making and contributing to more stable financial markets. By addressing the needs of these key stakeholders, the study demonstrates how investment education can drive broader societal and economic benefits.

In order to further and clearly demonstrate how this study deals with the existing investment education problems and proposes solutions, Figure 1 summarizes the core framework and implementation steps of the study, and summarizes the existing problems, the content of the research inquiry and the corresponding solution strategies. As can be seen from Figure 1, our curriculum design revolves around the improvement of practical skills and the mitigation of cognitive bias, with a particular emphasis on the importance of combining behavioral economics and localized content.

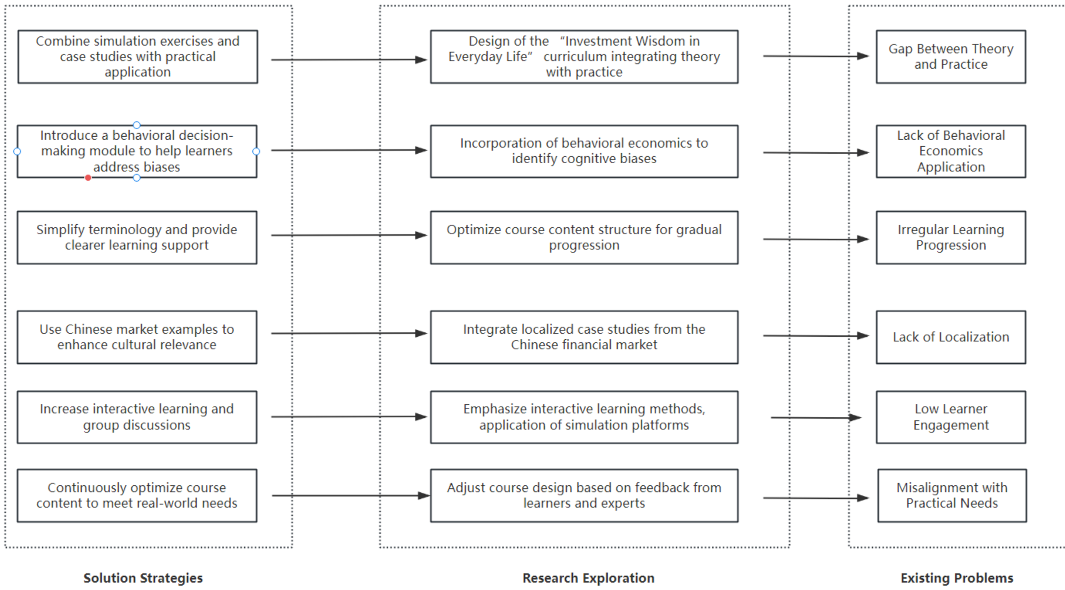

Figure 1: *Research Framework and Solution Strategies for Bridging the Gap between Theory and Practice in Investment Education*

5.3 Limitations and Future Research

Despite its contributions, this study has several limitations. The small sample size (n = 10) and short duration of pilot testing limit the generalizability of the findings. Future research should involve larger and more diverse cohorts to validate the curriculum's scalability and effectiveness across different demographic groups. Additionally, while the curriculum incorporates localized examples from the Chinese financial market, its adaptability to other cultural and economic contexts remains unexplored. Comparative studies across regions could examine how cultural differences influence learners' engagement and the curriculum's impact, providing valuable insights for global financial education frameworks.

The pilot testing focused on short-term learning outcomes, leaving questions about the long-term retention and application of knowledge and skills. Longitudinal studies are needed to assess how learners apply their investment competencies in real-world scenarios over time and to evaluate the curriculum's impact on financial behaviors and outcomes. Furthermore, as digital learning becomes increasingly prevalent, future research could explore the curriculum's potential for online delivery, leveraging technology to enhance accessibility, interactivity, and scalability. For example, gamified learning platforms and AI-driven personalized feedback could further enrich the learning experience and broaden the curriculum's reach.

5.4 Conclusion

The "Investment Wisdom in Everyday Life" curriculum represents a significant advancement in investment education, combining theoretical rigor with practical application to address the needs of diverse learners. By integrating simulation-based learning, behavioral decision-making tools, and localized examples, the curriculum equips learners with the competencies to navigate complex financial environments confidently. The study's findings underscore the critical role of experiential and behavioral components in financial education, offering a robust framework that can inform broader educational practices and policies.

While further research is needed to refine and expand the curriculum, its demonstrated effectiveness provides a strong foundation for future investment education initiatives. By scaling this approach, financial literacy programs can better equip individuals to make informed decisions, contributing to personal economic stability and fostering more rational and resilient financial markets.

6. NEW KNOWLEDGE CONTRIBUTION

This study generates significant new knowledge in the field of investment education by introducing theoretical innovations, a practical curriculum framework, and a model for global adaptability. These contributions address critical gaps in existing financial literacy programs and establish a foundation for future research and practice.

6.1 Theoretical Innovation

The integration of behavioral economics into investment education represents a key theoretical advancement. Unlike traditional approaches that focus on financial theory and quantitative analysis, this study incorporates a behavioral decision-making module to address cognitive biases such as overconfidence and loss aversion. By combining insights from Tversky and Kahneman (1979) prospect theory with practical learning scenarios, this module enables learners to develop more rational and strategic investment behaviors. Additionally, the study extends the application of constructivist learning theory by demonstrating how active, experiential, and reflective methods—such as simulation-based training—can enhance investment competencies. These advancements not only enrich the theoretical foundation of financial education but also directly inform the practical curriculum framework discussed in the following section.

6.2 Practical Framework

The modular curriculum framework is a practical innovation that systematically integrates theoretical foundations, practical skills, and behavioral insights. Its three-module structure offers a scalable and flexible model suitable for diverse educational settings, including universities, professional training programs, and community-based initiatives. Simulation-based activities and real-world case studies enable learners to translate abstract concepts into actionable strategies, bridging the gap between theory and practice. This framework is also relevant to financial institutions, providing tools to educate clients on sound investment practices and fostering rational decision-making. Furthermore, the flexibility of this framework allows for adaptations to meet the specific needs of various learner demographics, reinforcing its practical utility.

6.3 Global Adaptability

The study highlights the importance of contextualizing financial education. By incorporating localized examples from the Chinese financial market, the curriculum demonstrates how global financial literacy frameworks, such as those proposed by the OECD, can be adapted to specific cultural and economic contexts. This localization approach serves as a template for adapting global financial education frameworks to regional contexts, ensuring both cultural relevance and educational efficacy. The study provides a pathway for other regions to integrate local market dynamics into financial education, fostering global advancements in financial literacy. Its adaptability underscores the curriculum's potential to address diverse economic environments, making it a valuable contribution to international financial education practices.

6.4 Summary of Contributions

The "Investment Wisdom in Everyday Life" curriculum introduces a groundbreaking approach to investment education, integrating behavioral economics, constructivist learning theory, and localized content. This study bridges the gap between theoretical and practical learning, equipping learners with the tools to make informed and strategic financial decisions. Its innovative framework provides a scalable model for promoting investment literacy and serves as a benchmark for future research and educational practices in diverse contexts. Beyond its academic contributions, this curriculum has the potential to foster individual financial stability, contribute to rational financial markets, and support broader societal goals such as economic equity and resilience.

Acknowledgment

This research was funded by Guangzhou Institute of Science and Technology.

Funding Information

This work was funded by the Public Elective Curriculum Project of Guangzhou Institute of Science and Technology Investment Wisdom in Everyday Life (No.2023XGXK097); Professional Elective Curriculum Project of Guangzhou Institute of Science and Technology History of Financial Crises (No.2023XZXK16) and Qualified Curriculum Construction Project of Guangzhou Institute of Science and Technology Internet Financial Laws and Regulations (No.2023HGKC20).

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