

Exploration and Practice of Teaching Reform of 《Finance》 Course ——Based on SPOC and Bisection classroom combination model

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Abstract: SPOC, as a product of innovation in the new era teaching mode, makes full use of network information technology, which is conducive to improving the initiative of students' learning, while the divided classroom model retains the flexible interactivity of "preaching, teaching, and dispel doubting" in traditional classroom teaching. The combination of the two modes is applied to the teaching process of the 《Finance》 course in contemporary colleges, which provides a new idea for the teaching reform of 《Finance》.

1. Introduction

Under the background of the ever-changing development of contemporary society, all kinds of new technologies are emerging one after another. This has brought the impact of the teaching mode of teachers in the traditional university with "full house and pure teaching", and also promoted the pace of teaching reform in the new era. SPOC (Small Private Online Courses) is the product of the innovation of the new era teaching model. It aims to carry out restrictive online courses on a small scale, so that students can enjoy the teaching results of network information in the learning process. It is beneficial to improve students' learning initiative [1]. However, SPOC is based on network information technology and requires students to develop good study habits. If the SPOC is simply and comprehensively promoted, it will have a negative impact on the teaching quality and teaching efficiency of classroom-based teaching mode in Chinese universities. In order to make the traditional teaching class better adapt to the needs of information-based teaching in colleges and universities under the background of the new era, domestic scholars put forward the divided class, that is, the teaching process in class is divided into teaching and interactive discussion[2]. In view of the success of this model, this paper combines the dichotomy classroom on the basis of SPOC and integrates the two into the teaching process of 《Finance》, and carries out the extension and refinement.

2. The analysis of the combination of SPOC and bisection classroom teaching mode

The combination of SPOC and bisection classroom teaching mode aims to maximize the benefits by leveraging online and offline resources. In the context of the extremely convenient network today, college students can access all kinds of knowledge online through SPOC, but the addition of the network and the irreplaceability of traditional face-to-face flexible teaching highlight the shortcomings of SPOC. The divisional classroom, PAD (Presentation-Assimilation-Discussion), divides the teaching process in the classroom into two parts: lecture and interactive discussion, including theoretical teaching, understanding absorption and interactive discussion. The sub-classroom retains the mode of pre-teaching in traditional teaching, which is in line with traditional teaching habits. Finance is a secondary subject under applied

economics, and 《Finance》 is a basic compulsory course for economics majors such as finance. Its curriculum content has strong information timeliness. In order to combine the development trend of the times with the preservation of traditional essence, to achieve both, and to provide the teaching quality of the 《Finance》 course, this article draws on the successful experience of the predecessors to combine SPOC with the dichotomy classroom and apply it to 《Finance》.

3. SPOC and the practice of combining teaching modes with the sub-classroom

Based on the teaching of the theory of sub-classroom theory, understanding and absorption and interactive discussion, we combine the advantages of SPOC online resources to extend the whole teaching process to "online video teaching—classroom theory teaching—understanding absorption—interaction discussion—online operations and summaries" fully highlights the advantages of online and offline integration. In order to ensure the smooth implementation of the entire teaching process, we need to work from the following aspects:

Firstly, Develop online courses. A good faculty is the first step in the smooth development of the curriculum reform. Our 《Finance》 course has formed a scientific knowledge structure, a high level of education, a reasonable age structure, a proper proportion of titles, and a good teaching effect. The development of the faculty and the teachers have all obtained master's degrees. In addition, the faculty team also has a wealth of experience in the financial industry.

Next, in order to ensure the quality of teaching online and offline, the 《Finance》 course should have a complete syllabus, curriculum standards, case base, and after-school homework, summary and other teaching aids that meet the teaching requirements. Fill in the teaching schedule carefully as required. After each class, the teacher must fill in the teaching log carefully.

Furthermore, the selection and use of high-quality textbooks is an important step in improving the quality of teaching and achieving the goal of cultivating: in the selection and use of teaching materials, we have consistently insisted that the content of textbooks should be synchronized with the changes in financial practice and be forward-looking. Pay attention to keep updating to keep the teaching materials advanced. For the teaching reform practice, the textbook we selected is 《Finance》 (edited by Wang Xiu Fang, Shanghai Jiao Tong University Press, revised in 2017). This textbook has achieved new progress in financial theory research and new progress in financial system reform practice. The absorption has achieved the refinement and summary of many years of successful teaching experience.

Finally, because online courses rely on information technology, universities should provide appropriate conditions for hardware facilities: in terms of hardware, the school library and computer room are equipped with hundreds of computers for students to use, campus network coverage. All teaching buildings and dormitory buildings; construction of financial and commercial bank simulation laboratories, asset investment and securities trading laboratories, etc., to become an important tool and place for teachers and students to conduct online learning [3].

Secondly, the offline teaching process is carried out. Offline teaching, that is, in the practice of sub-classroom teaching, we selected the 2017 class of finance students to practice this model, to carry out a one-semester 《Finance》 course teaching reform work, and in real time into, to understand the learning effect of students, to summarize and analyze, to form a research report on the effect of students on the implementation of curriculum reform. The time spent in the offline classroom is short, and teachers are required to organize the teaching content carefully. In particular, the industry division needs to emphasize the characteristics of the combination of curriculum theory and financial practice, rationally design the teaching links, accurately grasp the key points, difficulties, logical frameworks, so that students can grasp the key points of the chapter in the

classroom time. Instructors should optimize the teaching content, further sort out the financial knowledge points and knowledge structure, and make connections with other related courses; make full use of the teaching resources such as case bases, increase the classic cases in the process of financial development in China and the world, and analyze the cases. Let students better understand the basics of finance. At the same time, the industry division should give full play to the expertise of its own experience and use financial practice to drive students to learn theoretical knowledge. In the exchange discussion session, theoretical teaching can be carried out through classroom interaction and other situational modes to deepen students' understanding of basic theories, fully mobilize students' enthusiasm, exercise students' logical thinking and analytical ability, and teachers should regularly check student lines. At the same time, teachers should regularly check the completion of students' online homework, so as to make targeted explanation and consolidate students' professional foundation [4].

4. The analysis of the effect of SPOC and the teaching mode combined with the classroom

"Finance" is one of the main courses of the financial profession and has a strong foundational role. This course systematically expounds the basic categories of currency, credit, banking, financial markets, macroeconomic regulation and control, as well as the basic theories and basic business of money banking. It aims to cultivate the ability to analyze financial theory and solve practical financial problems. The SPOC teaching mode is the product of network information technology in the education industry. Its development has been widely accepted from the general not being optimistic to continuous improvement, and it conforms to the trend of the times. And we apply SPOC to the teaching process of 《Finance》, which greatly increases the amount of information in the subject, improves students' quality in social sciences, and lays the necessary foundation for further study of other professional courses. However, relying on SPOC alone cannot change the traditional infusion and cramming teaching methods. How to cultivate the "problem awareness" through the offline classroom to consolidate the students' theoretical foundation, bisection classes provide a ready - made model. However, the lack of online resources in the bisection classes is not compatible with the time-sensitive nature of financial knowledge, and it is difficult to meet the needs of students to obtain the latest knowledge. Therefore, combining the two modes of SPOC and bisection classroom in the teaching process of the contemporary finance course, it provides a new idea for the reform of the course of Finance, and has achieved certain results.

First of all, the development of online resources, in addition to the relevant regular curriculum resources, we also uploaded some videos, mobilized students to learn enthusiasm, initiative, to promote students to understand, accept curriculum knowledge; make full use of online course resources, use existing e-books, Online resources such as electronic journals, mathematics libraries, and major websites have enabled the teaching content to move from a single to a diversified, expanding the financial horizon of students.

Secondly, the students' "problem awareness" is cultivated, and the students are guided to actively think about problems, ask questions, analyze problems and solve problems in the study, so as to give full play to the main role of the students. In the online sub-classroom mode, we create a harmonious teaching atmosphere, teach students questions and analyze problems, use typical cases and situational teaching to demonstrate basic theories and principles, adopt multimedia teaching, and answer students' questions in a timely and patient manner. The problem allows students to have a successful experience, etc., and guide students to learn in exploration and research. This kind of classroom teaching with inspiring, interactive, participatory, practical and visual characteristics can effectively improve the effect of theoretical learning [5]. After the end of the chapter, as well as the

post-study of the entire course, case studies and research are carried out in a targeted manner. Through practical application, students' interest and inquiry ideas are stimulated to cultivate students' application ability, and they are also correctly guided in case analysis and evaluation. The student's career orientation emphasizes the cultivation of financial professional thinking and encourages innovation and cooperation.

5. Conclusion

This teaching reform practice combines the two modes of SPOC and bisection classrooms into the teaching process of contemporary finance courses. It integrates online and offline resources and integrates the advantages of new era teaching techniques and traditional teaching methods. It fully mobilized the initiative of students to learn, and effectively provided the quality of teaching and teaching efficiency. In the context of the new era, the role of teachers has been transformed from a lecturer and an indoctrinator to a leader and organizer of learning. Based on this teaching reform practice, we have applied the combination of SPOC and the bisection classroom model in the course of Finance. With detailed analysis and effect analysis, we will continue to deepen the teaching reform in the future and proceed to carry out the teaching reform practice of the 《Finance》 course from the aspects of teaching methods and assessment methods.

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