

## **Reform of Examination Mode of Economics and Management Specialty Curriculum in “Three in one”**

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**Abstract:** The traditional course assessment mode has various drawbacks, which does not meet the goal of the applied talents training mode of economic and management majors in colleges and universities, and is not conducive to the improvement of students' innovation ability and comprehensive quality. The "three in one", "written examination, business operation, plan planning" multiple assessment mode, is a new assessment mode, which aims to stimulate students' independent learning ability and improve their comprehensive quality by creating an intense teaching atmosphere throughout the course. Based on the analysis of the current situation of the examination of economics and management professional courses, this paper puts forward the innovative course examination method, and analyses the "three in one" course examination method. In addition, the paper expounds the construction of the "three in one" course assessment mode.

### **1. Introduction**

Curriculum assessment is an important means to examine the teaching level of teachers and the learning effect of students, as well as an important factor affecting the quality of teaching. Flexible and story-telling course assessment methods can improve students' interest in learning, promote the reform of teachers' teaching methods, and effectively test the teaching effect. The majors of economics and management in application-oriented universities focus on cultivating students' innovation ability, analysis ability and application ability, and application-oriented courses account for a high proportion in the curriculum system. In the teaching link, the traditional written examination has a poor effect on the detection of students' innovation ability, analysis ability and application ability, and is not conducive to the cultivation of students' comprehensive ability. Therefore, for economic and management courses, not only classroom teaching should not be limited to theoretical teaching, but also the assessment method should not be limited to traditional methods such as written examination. The "three in one", which is "written examination + business operation, plan planning" multiple assessment mode, countering to promoting students' independent learning ability and improve their comprehensive quality by creating an intense teaching atmosphere throughout the course. Based on the analysis of the current situation of the examination, this paper focuses on the innovative course examination method, and describes the application of "three in one" course examination method. It is necessary to establish an assessment mode that is conducive to cultivating students' comprehensive ability.

### **2. Research results**

#### **2.1 The Current Situation of the Examination of Economics and Management**

Firstly, the current purpose of the examination of economic and management professional courses is too utilitarian, focusing on the results and ignoring the process. Examination is the summary of teachers' teaching and the test of students' learning [1]. However, there are certain deviations between teaching and examination at present. Students generally believe that the ultimate purpose of examinations is whether they can pass the exam, whether they can evaluate scholarships, whether they can evaluate outstanding student cadres, and whether they can help them find jobs,

rather than for acquiring knowledge. Therefore, in order to get a good mark, most of the students try to cram before the exam, and even a small part of them cheat during the exam. This utilitarian purpose of examination ultimately leads students to learn for the sake of examination rather than for the sake of learning. This kind of examination purpose overemphasizes the result, neglects in the study process to solve the problem, the analysis problem and so on ability cultivation.

Secondly, the assessment content is too limited, emphasis on theory, light ability. At present, the teaching content of economics and management majors in national colleges and universities generally focuses on empty theories and abstract models, while neglecting the cultivation of students' scientific research ability, innovation ability and application ability [2]. In the examination content, also lays more emphasis on the theoretical knowledge in the classroom. In the process of reviewing the exam, students are also blindly reciting or taking class notes. Students also habitually passively accept these theoretical knowledges rather than actively thinking about it. They only know how but do not know why, which eventually leads to students' dead-reading and unable to flexibly apply theoretical knowledge in class.

Lastly, the assessment method is too single, more closed books, less opening books. The traditional examination method has always been based on examination (mainly closed book and written examination), and the examination method is single, the content is rigid, and the score is precise and quantified, which seriously hinders the reform of education and teaching in colleges and universities and the innovation of talent training mode, and is not good for the cultivation of students' comprehensive ability. Although this evaluation approach has certain fairness and objectivity, but it is the result of the exam-oriented education, students in the process of learning and exam only know mechanization to rote memorization, rarely to thinking and exploring of intellectual and practical problems, too much attention to scores, utilitarian cause test purpose, thus overlook the students in the learning process of the accumulation of knowledge and skills [3]. It can be seen that this assessment system is undoubtedly stifling the innovation consciousness of students. In the long run, it is difficult to cultivate application-oriented and innovative talents that meet the needs of the society, and fundamentally seriously restricts the cultivation of students' thinking ability and innovation ability.

## **2.2 The application of "three in one" course assessment method**

The application of "three in one" course assessment method should be supposed on the Economics and Management specialty teaching lectures. "Three in one" course assessment mode, which is "written examination, business operation, plan planning" multiple assessment mode. Among them, the written examination still represents the traditional assessment method, while the business operation and scheme planning representatives not only meet the requirements of economic and management courses, but also have an innovative, open and innovative process assessment method. The mode of business operation assessment means that teachers design a series of business links according to the teaching content [4]. For example, the course "Human Resource Management" evaluates students' operational level in human resource function decision-making. The assessment method of scheme planning refers to an assessment method to test the teaching effect by students' planning one or several schemes in line with the teaching objectives of the course. For example, the assessment method of "Marketing" course is carried out by students' planning "the marketing promotion scheme of a certain product". The latter two kinds of assessment are brand-new teaching concepts, which are different from the traditional assessment mode in terms of assessment system, assessment method and assessment content [5]. They not only pay attention to teaching, but also pay attention to learning, and can effectively play the effective detection and evaluation function of assessment on teaching, which is a more scientific and rational assessment system. Through the investigation, this kind of process assessment method is very suitable for the teaching of economics and management majors in application-oriented universities.

Moreover, through the reform of the "three in one" course assessment method, economic and management courses can adopt different assessment methods according to the nature of the course, teaching objectives and teaching contents. First, the written test. Basic courses for economic and

management majors require students to memorize and master basic knowledge. The teaching objects are freshmen and sophomores [6]. Generally, they are suitable for written examination. Taking human resource management as an example, basic courses such as economics, management and human resource management are assessed by written examination. Firstly, these courses are offered in lower grades, students' basic professional knowledge is not deep, professional ability and analytical ability are not up to the requirements, so they are not suitable for the open assessment method. On the other hand, written examination can strengthen memory and master the basic knowledge. Moreover, business operations. Business operation assessment method is applicable to the second and third grade college students, in order to train students' business operation ability. Take financial management as an example, accounting practice training, Excel and financial management, management information system, financial software application and other courses, suitable for business operation assessment [7]. This kind of course is highly operable, and the teaching content is mostly business process and business operation, etc. Generally, practical training is adopted for teaching. Adopt the business operation mode examination, can accurately detect the student's practical operation level. In addition, scheme planning. For economic and management majors, when students have accumulated professional knowledge to a certain stage, their teaching will enter the stage of comprehensive ability cultivation. The courses offered at this stage pay attention to the cultivation of practical ability and innovative ability, and the teaching content is mainly based on planning, which is suitable for the assessment of scheme planning [8]. Take marketing major as an example, enterprise marketing planning, network marketing, market research and prediction, public relations, entrepreneurship, organizational behaviours and other courses, have adopted the method of scheme planning assessment.

### **2.3 The role of "three in one" course assessment mode in the course assessment of economic and management majors**

It is conducive to promoting the innovation of talent training mode. At present, no matter research-oriented or application-oriented universities in China, there is almost no difference in the way of course assessment and is difficult to reflect their talent training objectives. Also, scientific courses and reform the ways of the traditional examination way combined with innovative and practical appraisal way, through the examination mode change, promote "ability oriented" classroom teaching, improve students' interest in learning, effectively promote the students to master professional knowledge and skills, which improve the effect of the cultivation of applied talents of administration under the new situation [9]. Thus, promoting the reform of the whole teaching mode, which is conducive to the establishment of modern examination, education and talent view in colleges and universities. Constructing a student-oriented course assessment mode centers on intensive teaching throughout the course can evaluate students' comprehensive quality and ability more scientifically and reasonably, and guide students to be diligent in thinking and active in learning.

In addition, it can effectively stimulate students' independent learning and improve students' innovation ability. The traditional course examination is mostly in the form of closed book and written examination, but the form of open book, oral examination and defense meeting is less. Although on the design of the examination questions is also in line with the knowledge of coverage, strong flexibility and topic variety, the principle of combining subjective and objective questions, but in the actual operation is given priority to with theoretical knowledge of the inspection. The examination way makes the students rarely study at ordinary times or make a hasty during the examination period. Thus, it distorts students' learning purpose and learning attitude, and frustrates students' enthusiasm for independent learning. But the "three in one" course assessment method, on the one hand, in the learning process of students of different grades not only pay attention to the study of theoretical knowledge, but also pay attention to the cultivation of students' analytical ability; On the other hand, in the process of assessment, there are not only the assessment of theoretical knowledge, but also the inspection of skills and practical operation ability [10]. Because of these, students know that learning is not entirely for the examination, but the cultivation of both

knowledge and ability. Compared with the traditional assessment method, this way is more conducive to stimulate the interest and enthusiasm of students in independent learning, and is conducive to the development of students' innovative ability and innovative spirit.

Furthermore, it is conducive to the effective connection between theory and practice. Economics and management major is a very practical major, but most universities always focus on theoretical knowledge in the teaching process or in the assessment, ignoring the practical ability of students' business operation and plan planning. Although some colleges and universities also attach great importance to practical links, set up some off-campus practice base, but the teachers' evaluation center of gravity doesn't really move, still in theory as the guidance, the students' extracurricular training is a training report, at best, and no substantive examination, clearly it is unfavourable to the improvement of students' practical ability. As we all know, the main purpose of economics and management majors is to enhance students' comprehensive quality and cultivate application-oriented talents. Only through the effective combination of theory and practice can we truly cultivate application-oriented talents that meet the needs of the society. "Three in one" course assessment for different types of courses, the choice of appropriate assessment methods, can more effectively test the teaching effect. The courses that pay attention to the cultivation of basic knowledge are assessed by written examination, those that pay attention to the cultivation of operational ability are assessed by operational operation, and those that pay attention to the cultivation of analytical ability and planning ability are assessed by course selection and scheme planning. It is to cultivate students' comprehensive quality as the main line, the assessment link in the specific design process is also closely combined with practice, can better let students learn to apply, so as to achieve the effective connection between theory and practice.

### **3. Conclusions**

Curriculum assessment is an important part of curriculum teaching and the main means of testing the teaching effect. The traditional written examination has a poor testing effect on students' innovation ability, analysis ability and application ability, which cannot meet the needs of curriculum assessment for economic management majors. Economic and management majors should establish a "three in one" course assessment mode with a variety of assessment methods in parallel. The "three in one", which is "written examination + business operation, plan planning" multiple assessment mode, countering to promoting students' independent learning ability and improve their comprehensive quality by creating an intense teaching atmosphere throughout the course. According to different types of courses, appropriate assessment methods can be selected to more effectively test the teaching effect. The assessment method should be combined with innovative and practical assessment method, which promote to enhance students' interest in learning, and effectively improve to master professional knowledge and skills.

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