

Research on the Application of Spoc Blended Teaching Mode in Financial Management Course

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Abstract: With the advent of the era of “big wisdom moving cloud”, the teaching content and mode of traditional courses can no longer meet the modern information transmission. The article takes the core compulsory course of “Financial Management” as an example. Starting from the characteristics of the course, it conducts research and practice based on SPOC platform for hybrid teaching model construction, practical application, assessment methods and curriculum innovation. Implement student-centred, cultivate independent learning and practical application ability. The mixed teaching mode effectively improves student interest and initiative in learning.

1. Introduction

Since the “mixed teaching mode” brings into universities, a new form of teaching has been put forward, SPOC is one of them, which is short for “Small Private Online Course”, emphasizes the interaction between Online and offline, and tracking students' learning in real time.

Blended learning made the “teaching” centre transfer to “learning” centre, through online video learning, students got basic knowledge, through offline classroom teaching practice, to discuss, to extend knowledge, and finally through the online classes, to promote and practice.

2. The Application of “Spoc+ Blended Learning” Mode in Financial Management

Financial Management Course consists of 11 chapters, including 215 task points, such as video learning, Zoom video playback, chapter testing and homework. Case resources and public resources in the course database are available for students to download and learn at any time on Tronclass platform, as shown in Figure 1.

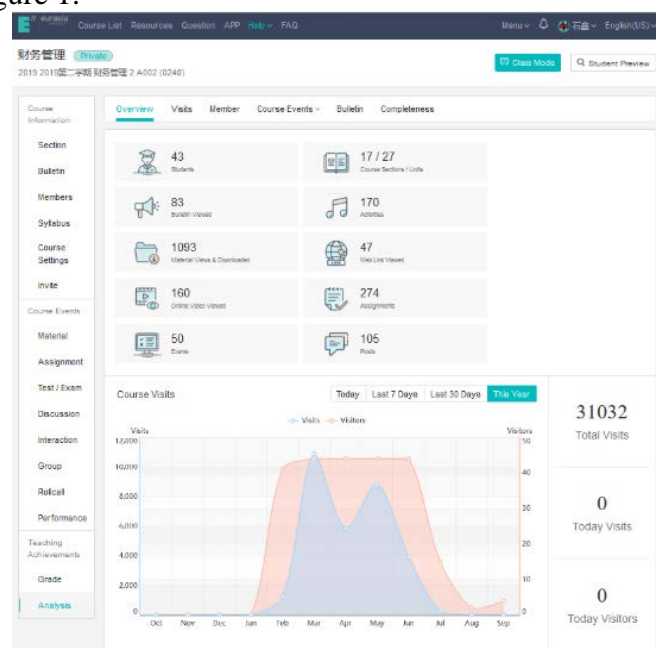


Fig.1 : an Online Platform Based on Spoc Hybrid Teaching Approach

2.1 The Construction of Mixed Teaching Design Mode

The most important feature of SPOC is that it has interactive advantages and can be targeted to understand the learning status of each student.

2.1.1 Use Tronclass Platform to Build a Network Learning Environment

The Tronclass platform is divided into two modes: computer terminal and mobile terminal. Teachers can use the computer terminal to upload relevant learning materials, make micro courses, make test, and get interaction through “smart classroom”. At the same time, students can use the mobile terminal to watch videos, complete homework, and take the advantage of fragmentation time.

2.1.2 Through Mobile Terminal Function to Participate in-Class Activities

Combined with Zoom platform screen function, make public visualization operation, enhanced interactive, each student can get score bonus points through dynamic interaction, enhance student motivation in learning.

2.1.3 Get an in-Depth Understanding of Student Learning Progress

The platform can count number of videos played, degree of homework completion, learning time, etc. through big data feedback from the platform, and accurately position the learning effect of each student.

2.2 The Practical Application of Blending Learning

The mixed teaching based on SPOC is generally divided into three parts: pre-class preparation (online), face-to-face teaching (offline), and after-class promotion (online).

2.2.1 Overall Design of Blended Teaching of “Financial Management”

Table 1 Mixed Teaching Based on Spoc

Stage	Activity
Stage one:<online> pre-class preparation	Teacher: <input type="checkbox"/> Define teaching tasks <input type="checkbox"/> Design and analyse teaching contents <input type="checkbox"/> Upload learning resources to students Student: <input type="checkbox"/> Collect learning materials independently <input type="checkbox"/> Make preparation for preview
Stage two:<offline> face-to-face teaching	Teacher: <input type="checkbox"/> Guide student to participate in classroom discussion <input type="checkbox"/> Exchange learning objectives
Stage three:<online> after-class promotion	Students: <input type="checkbox"/> Reflection summary <input type="checkbox"/> Q&A

2.2.2 Mixed Teaching and Learning Content Design of “Financial Management”

■Preparation for independent learning before class:

The teacher will distribute the pre-class learning task list one week before class, so that student can have enough time to learn, make learning plans, complete video learning according to the pre-class learning task list. At the same time, teacher need to upload teaching PPT, teaching outline

and teaching plan to the platform for student self-study reference.

■Cooperative case teaching in class:

Through the case study, explain the key and difficult points of the course teaching content, make full use of online resources, and integrate the interactive discussion between teachers and students in class. Offline teaching mainly adopts case teaching method, integrates knowledge points into cases, solving students' practical problems.

■After class for exercise improvement:

In order to review knowledge, teachers issue homework assignments, students summarize problems encountered in learning, and conduct in-depth discussion and interaction between teachers and students through the online learning discussion room, so as to further improve and consolidate the learning effect. At the same time, teachers can also find problems through communication, so as to timely improve the mixed teaching mode.

2.3 Evaluation of Course Teaching Practice

The evaluation is combined with the process assessment and final evaluation.

2.3.1 Use the Online Tronclass Platform to Evaluate Knowledge Objectives

The process assessment consists of two parts: learning attitude and basic learning effect. The main assessment methods for learning attitude are attendance rate, access to and download rate of materials before and after class, online link, discussion reply rate, and viewing video or materials, etc. And final evaluation is based on score analysis and statistics; the basic learning effect mainly consists of 3-4 informatization tests consist of 5-30 questions in each course on Tronclass platform to timely evaluate performance.

2.3.2 Adopt Pdca Positive Feedback Evaluation Method to Assess the Ability Cultivation Objectives

The course “Financial Management” cultivates student practical case analysis ability and innovation ability. The advantage of the new method lies in its emphasis on teaching management and promote short-term secondary learning, independent learning and innovation. Through offline teaching, each student need improve the ability through P (plan)for group project and get individual task decomposition, D (do)for four parts of case analysis, C (check) for teacher check and give scores, After receiving the suggestion, A (Action)for student will make changes according to the teacher's feedback and submit the second assignment. A final score can only be obtained after two/more revision.

2.3.3 Conduct Emotional Target Assessment Offline

Through offline face-to-face case report and ERP sand table practice, student after entering foster integration of the fiscal and taxation system, through role player, each team has as a different identity, as the procurement staff, sales personnel, financial personnel to the finance director, CEO, etc., are doing the financial decisions, professional ethics accomplishment of exercise and infusion, more to the financial management personnel professional ethics to make evaluation and assessment.

2.4 Curriculum Innovation and Practice Effect

Task-oriented teaching content design: online case teaching, offline ERP sand table practice.

2.4.1 Classroom Practice Teaching Represented by Case Teaching

Based on the existing case database of the university level key course group of “Financial Management”, the group case practice was carried out. Guided by the TBL teaching method, the

class will update the latest cases. Teacher will lead the student to reconstruct the case data and update the financial data of the enterprise group in the recent three years (2017-2019). In combination with the actual internal and external environment, student will participate in the investment decision analysis. Team member will doing role player, analyse the financial indicators of the case enterprise from multiple dimensions, set up financing and long-term investment plans, and analyse the feasibility of project investment.

2.4.2 Laboratory Practice Teaching Represented by Erp Sand Table and Excel Training

The practice teaching system of ERP enterprise management sand table and financial decision-making is selected. Based on the Forster decision software platform, students and teachers select actual enterprise cases through case base, simulate real financial management content, and practice the process of enterprise financial management. Enables students to have a better understanding of project investment, based on the online platform, students through group division to establish a financial personnel, finance director, project commissioner, project manager, marketing manager, CEO, etc., enabling students to project investment of knowledge module content, granular knowledge is an autonomous learning, teachers through the platform for group data real-time monitoring, and in stages for each group of students, according to the scenario schedule design suitable learning reflection, ensure effective and high quality learning path.

3. Conclusion

Mixed teaching and learning based on SPOC; the course of Financial Management achieves the expected goal. It has enhanced students' learning enthusiasm, greatly improved their innovation ability, enhanced their confidence and creativity, enhanced the ability of independent. Pre-class preview and After-class consolidation, improved the learning effect, laid a foundation for future professional courses, extended classroom competitions, and improved the quality of teaching. The student-centred teaching philosophy runs through the whole course, modern information technology is deeply integrated into education and teaching, and mixed teaching objectives, process and evaluation reform and innovation.

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