

# Research and Practice of Flipping Teaching Mode based on MOOC+SPOC

## -- Taking Financial Management Course as an Example

Hongjun Dai<sup>a</sup>, Xiaoxia Sheng, Longfei Song, Yao Yao, Shuangsi Wu, Song Tan

School of Economics and Management, Huainan Normal University, P. R. China

<sup>a</sup>6688dhj@163.com

### Abstract

There are some problems in the traditional teaching mode of financial management course, such as lack of initiative of students in learning, single teaching methods of teachers, and lack of effective supervision in the learning process of students. To solve these problems, the teaching team of financial management made use of modern information technology to construct a flipped classroom teaching mode based on MOOC+SPOC. They use multiple teaching methods such as project-based method, situational animation method, role-playing method. And they apply formative assessment method to evaluate students' learning effects. The reform of the teaching model has strengthened students' awareness and interest in learning. The teaching results show that students' learning enthusiasm, independent learning ability and academic performance have been significantly improved.

### Keywords

Financial Management Course; SPOC; MOOC; Flipped Classroom; Teaching Assessment.

### 1. Introduction

The financial management course is not only the core course of finance and accounting majors, but also the required course of management and economics majors. The traditional teaching mode and teaching method can hardly meet the needs of the training of financial management talents in the new era. Based on the analysis of the teaching status of financial management courses, the financial management teaching team uses modern information technology to propose a flipped classroom teaching model based on MOOC+SPOC, comprehensively using project-based, situational animation, role-playing, mind mapping and other teaching methods. Process assessment and summative assessment are combined to evaluate students' learning effects in multiple dimensions, and strive to create a high-quality financial management course.

### 2. Analysis of the Current Situation of Financial Management Course Teaching

At present, most of the financial management courses are classroom teaching mode. Most of the time is given lectures by teachers. There are some problems in this kind of teaching mode: 1) The teacher is the center in this mode. It focusing only on the instillation of knowledge and concepts. It is difficult to stimulate students' interest and enthusiasm for learning. It also ignores the cultivation of students' independent thinking ability and flexible application ability; 2) The course content didn't update in time. It is not closely related to social practice. It is difficult for students to deal with the practical problems of enterprises after graduation; 3) In teaching, teachers mainly explain the teaching content one by one according to the textbook chapters,

fail to pay attention to guide students to understand from the overall perspective of the enterprise, and ignore the cultivation of students' overall analytical ability;4) The teaching evaluation method is mainly the terminal evaluation method. The assessment content is not comprehensive enough. It is difficult to effectively monitor the daily learning process and effect of student. So, it is difficult to truly evaluate the ability of students structure state and the direction of improvement.

### **3. General Idea of Teaching Reform of Financial Management Course**

With the rapid development of modern information technology, MOOC+SPOC hybrid online and offline teaching mode has been widely used in the teaching of financial management courses in many universities. In view of the problems existing in the current teaching mode of financial management courses, the teaching team of financial management used the experience of curriculum reform in other universities for reference and proposed the flipped classroom teaching mode based on MOOC+SPOC. The characteristics of the model is dual platform, which integrate China university MOOC and FANYA online teaching platform. It also combine the super star learning APP. The teaching mode pays attention to the interaction between students and forms the "learning-centered" mode, which solves the traditional teaching problems. Students are no longer the container of knowledge acceptance, but the subject of knowledge processing. This model includes three parts: curriculum content design based on OBE concept, formulation and implementation of teaching strategies, and teaching assessment. The teaching strategy is based on the flipped classroom model, and a variety of teaching methods such as project-based, situational animation, role-playing and mind mapping are used comprehensively. The teaching process is divided into three links: pre-class (MOOC+SPOC+ Learning App), in-class (Learning) and after-class (MOOC+SPOC+Learning App). It can well-organized curriculum resources, especially be able to introduce high-quality learning resources from MOOC platform. Teaching assessment is a combination of formative evaluation and summative evaluation, which designs evaluation indexes in multiple dimensions and evaluates students' learning effect dynamically.

### **4. The Practice of Financial Management Course Teaching Mode based on "MOOC+SPOC"**

#### **4.1. The Construction of Teaching Platform based on "MOOC+SPOC"**

The teaching team of financial management has established an online course based on FANYA online teaching platform, with various forms of course resources and rich contents. Several quality financial management courses have been introduced from Chinese MOOC. Before class, teachers upload course resources to FANYA online teaching platform and assign preview tasks. Students can browse the course resources and complete the learning tasks through the Learning APP. In class, the teacher adjusts the teaching content and progress in time according to the students' homework status. In this mode, learning time, place and method can be adjusted flexibly. Teachers can keep abreast of students' learning status and adjust the teaching pace in time. Teachers can also carry on the study situation analysis, prepares for the classroom teaching.

#### **4.2. Diversified Teaching Methods**

##### **(1) Project-based teaching method**

This method is to reconstruct the course content and readjust the teaching process based on FANYA online teaching platform, and form several relatively independent projects for students to deal with by themselves. In the practical process of completing the project, students can understand and grasp the knowledge and skills required by the course, experience the

hardships and fun of innovation, and cultivate the thoughts and methods of analyzing and solving problems. This method is helpful to stimulate students' interest in learning and cultivate students' ability of independent learning and critical thinking and innovation.

(2) "Situational Animation" teaching method

Teachers add audio, animation and image effects to teaching resources to make students feel more realistic and experience. The simulation effect is more vivid and realistic. Students can be familiar with the scene and environment, and then integrate the abstract knowledge in the textbook into the specific situation. They can actively find and solve problems from the situation, summarize methods and learn new knowledge in the process of solving problems. This method changes the boring into interesting, integrates the characteristics of image, directness and fun, makes the boring knowledge easy to understand and grasp, and can improve students' interest in learning.

(3) Role playing teaching method

Role-playing method allows students to experience the connotation activities of their roles through playing different roles, to fully show all kinds of roles in the real society, to achieve the purpose of cultivating students' social ability. For example, the teaching of financing management can virtual A company A needs to raise 10 million yuan, so let students play the role of general manager, financial experts, Chief Financial Officer, production director and other roles to explore the financing program. Role-playing teaching method makes use of students' positive experience of the corresponding role in class to enhance students' fun, thus making students more active in learning and more deeply mastering the knowledge points related to the position.

**Table 1.** Roles and functions of the financing program

Role	Function
General manager	Convoked the relevant personnel to hold a meeting to discuss the financing options and make a summary of the financing plans
Production director	Analyze the demand of enterprise funds and put forward the corresponding fund-raising plan
Chief Financial Officer	Analyze the proposed fund-raising scheme, compare the corresponding fund-raising methods, and select a more reasonable fund-raising method
Financial expert	Analyze the financing methods in the financial market and its characteristics
Chairman of the board of directors	Analyze the feasibility and rationality of the financing plan

(4) Mind mapping method

Mind mapping is a way of expression with divergent, creative and associative functions. It is a kind of "point-to-many" diffuse thinking centered on a certain theme. Form the thinking mode of "a branch expands to a tree, and a tree associates to a forest" in the students' mind. It can also connect the whole knowledge system organically, and then form a complete knowledge framework. This method can cultivate students' divergent thinking, improve students' independent thinking ability and cultivate students' overall thinking.

### 4.3. Multidimensional Dynamic Evaluation System

Students' pre-class preview, experiment operation, report submission, after-class discussion, question-answering and communication can be conducted based on the FANYA online teaching platform. The online platform records the whole process and status of students' learning in a quantitative form, which provides a basis for the realization of process assessment and objective assessment. Teachers scientifically design a multi-dimensional evaluation system, build a quantitative evaluation index system for students, and develop a comprehensive evaluation method combining process evaluation and result evaluation. This evaluation method can accurately evaluate the learning effect of students, and is conducive to the timely improvement of students. It is also helpful for teachers to know the status of students' ability structure at any time, find out the common problems existing in the learning process of students, and adjust the teaching progress in time.

## 5. Conclusion and Prospect

The reform of the teaching mode of financial management courses started from the students of Grade 2019. Through comparative analysis, it is found that the knowledge, ability and quality of students majoring in financial management in 2019 are significantly improved compared with those in 2018. Especially in the ability and quality, the effect is more outstanding. This teaching model makes teachers shift from paying attention to "what I teach" to paying more attention to "what I learn" to students. The teaching form has also changed from the traditional "classroom teaching + homework" to the new form of "personalized independent online learning + interactive discussion + guided learning and reflection". Information technologies such as micro-lesson videos, Flash animations and online learning platforms transform abstract knowledge into visual images and optimize the teaching process. Students' self-study ability and student achievement have also been improved, the teaching effect has been improved significantly. The teaching mode has a greater value of promotion.

Of course, there are still some problems in this model. In terms of students, a small number of students do not pay enough attention to online learning and plagiarize; there are too many evaluation points in the process assessment, which leads to the focus of attention is no longer the knowledge itself, but tedious bonus points, which also affects the mastery of knowledge points. At the teacher level, there is a lack of teaching materials suitable for this new teaching mode, online course resources are not rich enough, and teachers' network platform teaching ability and teaching design ability are required to be higher. So, we will adopt the following measures, such as strengthening online monitoring, improving the evaluation index system, cooperating with the publishing house to develop high-quality courses, and strengthening teacher training.

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