

Applied Research on Flipped Class in the Securities Investment Training of Private Colleges

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Abstract

Along with the continuous renewal of information technology, teaching mode is also changing. More and more colleges and universities adopt the flipped class mode which is a kind of new teaching mode. This paper embarks from the flipped class theory, based on the applied talents training target of private universities and the characteristics of students, through design the flipped class of securities investment courses which had be applied in practice, this paper hopes to construct a new mode of the securities investment training teaching and promote the reform of teaching methods.

Key words: *flipped class; securities investment; training course; teaching methods; private colleges*

1 Introduction

The "Securities Investment" course is the core curriculum of finance and investment in finance and economics colleges. The course is practical, complex and varied, and it is characterized by multidisciplinary theoretical knowledge. Most universities set up training courses in order to improve the teaching effect. But most of the private college students' learning initiative is poor, resulting in the entire training process is only in the passive to follow, the students rely too much on the teacher, it is difficult to achieve the experimental process, often the effect is not ideal. Practice shows that in this course, if we adopt flipped class model, it will can effectively stimulate students 'interest in learning, improve students' practical ability, but also improve the teaching level of teachers.

Flipped Class, also known as the reverse of the classroom, it was originally from a mountain school in Colorado, Woodland Park High School, two chemical teachers named Jonathan Berman and Aaron Samus used video recording software to record PPT presentation videos, then they uploaded the video to the network, and accompanied by real-time explanation, in order to help students who were out of class. As a result, the online teaching videos were well received by the students, caused a great response. Later, this model gradually evolved into the student watching videos at home as the basis, the teachers save time on the students one-on-one counseling Q & A.

Flipped class is a combination of online learning and face-to-face learning combined learning model. It depends on information technology to put the traditional classroom teaching

structure overturned, that is, in class and after class would be reversed, so that students use the micro-video to complete the knowledge of learning in the pre-class, complete the internalization of knowledge in class, evaluate and summarize after class.¹ There are some differences between "traditional classroom" and "flipped class" teaching methods, as shown in Table 1.

Table 1-Comparison of "traditional classroom" and "flipped class" teaching methods²

Items	traditional classroom	flipped class
teaching idea	Take the teacher as the main body, students are passive in the teaching process.	Take the student as the main body, students are active in the teaching process.
teaching mode	Teachers teach knowledge in class, students complete the internalization of knowledge after class.	Students use of network platform first self-study in the pre-class, then complete the internalization of knowledge in class.
teaching design	Pay more attention to the "class" stage	Pay the same attention to "pre-class", "class", and "after-class", three stages must be carefully designed.
teaching method	expository method, practice method, demonstration method	discussion method, questioning method, experiment method
teaching aids	to blackboard, PPT show mainly	micro-class video and other information technology means
teaching evaluation	the traditional theory of the examination, paper evaluation	multi - dimensional evaluation

2 The concrete application of flipped class in the securities investment training course

The securities investment flipped class teaching method consists of three teaching links, it includes pre-class study, classroom knowledge internalization, exchange and evaluation results after class. The following is an analysis of the stock online trading simulation experiment in the training course of stock technology as a specific content to illustrate the teaching design of the flipped class.

2.1 Pre-class preparation

First of all, teachers make the micro-videos according to the training objectives, students need to be familiar with the use of simulation trading software and the allocation of funds and securities investment operation plan, they can use the allocation of virtual currency to carry out stock investment. So we could break down the specific goals: software application training, stock market analysis, the whole market analysis, stock value analysis and trend analysis.³ The teachers publish about five micro videos which they make by themselves or are online resources to the students, the videos should be short and pithy and able to highlight the

focus.

Second, the students use the videos to carry out self-learning in the pre-class by computers or mobile phones according to the arranged tasks, then they summarize the knowledge which teachers taught in the teaching video, and clear their own harvest and puzzled place, and complete the relevant online test, so they will have a better understanding and deepening of knowledge. They could use QQ, We Chat or other public platforms to communicate immediately with the students or teachers when they when they encounter problems. These questions should be recorded in order to be discussed deeply in the classroom.

2.2 Knowledge of internalization in class

In the classroom, the teacher is no longer busy teaching the experiment in a whole class, they group the students, each group usually consists of 4 to 6 students, by this way, it can be targeted to implement teaching, training students self-learning ability and teamwork ability. First, the students in the same group communicate with each other on the understanding and harvest of knowledge, such as how to develop a strict profit margin and stop-loss criteria, how to determine the trend of stocks based on market trends. The teacher then assigns the training task to each group, which is independently completed by the group, and the members can discuss and collaborate with each other. Teachers go deep into the student's group activities, listen and observe the experimental process in a timely manner to help. Second, the groups report their analysis which combined with operating records on the basic analysis of stocks and technical analysis, So that students can review and apply the entire curriculum knowledge, the real realization of the internalization of knowledge, and really achieve the internalization of knowledge. Finally, the teacher would comment on the overall learning situation, point out the shortcomings and improvement measures.

2.3 Feedback and evaluation after class

Based on the particularity of the flipped class, it is necessary to establish a multi-dimensional evaluation system, which can strengthen the supervision and process management, so we suggest using online assessment and offline assessment as the final score criteria. Online assessment includes the use of software to monitor the video situation, stage testing and discussion of the situation; Offline assessment includes the completion of the experimental operation, the experimental report and the account profit and loss situation, and we set different weights according to different indicators, as a comprehensive evaluation. Otherwise, in order to be fair, we changed the way we have been evaluated by a single teacher in the past, instead, the teacher's professional team would evaluate students' operating results and learning summary. At the same time, teachers would carefully analyze and summarize performances of the students all the class, and develop the next teaching plan, continue to carry out teaching reflection. It is best to file the successful experience and highlight a problem which will be shared as a public resource.

3 Conclusions

It is really conducive to stimulate students' interest in learning by using flipped class model in the securities investment training. As the knowledge base of private college students is relatively weak, if the teachers in the teaching process do not pay attention to the appropriate adjustment of teaching methods, blindly rigid, it will be difficult to attract students' attention. Especially securities investment training involves a large number of technical analysis, the students have a certain degree of difficulty. But the teachers provide network resources in advance which students could repeat learning in the flipped class mode, so that students take the initiative to think about the integration of resources to form their own new knowledge structure. Then the stock trading could proceed smoothly, and it may also bring a certain "income". Students will further break through the difficulties driven by the proceeds, and it will inevitably bring greater benefits for them which will greatly improve the enthusiasm of students to learn.

Although the role of teachers have changed to the back of the scenes, but from the preparation of the video to the final part of the evaluation link, from the teaching design and reflection, which all need teachers to have excellent skills. It not only requires teachers to self-study, but also to observe and analyze the students' learning situation and characteristics when they organize students in the internalization of knowledge. So that teachers can be targeted in the teaching process and guidance, students and teachers will progress together. It can improve the teacher's own teaching level and achieve better teaching results.

Students can not only use the time outside the classroom to learn their own theoretical knowledge, but also can practice the practice, so that the experimental operation is no longer limited to 45 minutes in the classroom restrictions. Through internal knowledge and repeated practice, the students take the initiative to grasp the specific methods of operation, enhance practical ability, to achieve docking with the work, it will be more suitable for the goals of private colleges and universities which has been committed to cultivate suitable for local economic development of applied talents.

Although the teaching method of flipped class in our school is not a long time, there are still some problems that need further study. For example, the micro-video effect produced by the teacher is not well, the subtitles are lacking, the individual students have poor learning ability, not actively participate in discussion, and the processes of evaluation also need to improve. But in the securities investment training courses on the use of flipped class teaching effect is better, the students have great interest in it, and it's conducive to improving the employment competitiveness of students. We hope that it will provide reference for the reform of other professional courses.

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