

Reform of Teaching Methods and Examination Methods for the Courses of Finance Major

Yi LIU

Educational Informatization Research Center of Hubei
Central China Normal University
Wuhan, Hubei, China
liuyi136@126.com

Kan ZHANG*

School of Finance
Zhongnan University of Economics and Law
Wuhan, Hubei, China
wuhancd360@126.com
*Corresponding author

Abstract—In order to improve the teaching quality of the course of finance major and meet the needs of cultivating talents in the reform of market economy system and finance market construction, this paper analyses the challenges faced by the teaching of the courses of finance major and outlines the objectives of the reform of teaching methods and examination methods. It is concluded that the reform of teaching methods should start from the aspects of breakthrough in MOOCs, promoting the popularity of micro lessons, and speeding up the application of case teaching. The paper also presents the methods of the examination reform from the following aspects: oral examination, classroom debates, literature review, data research, social survey, visit & watch, case analysis, course papers, optimization of examination.

Keywords—Teaching Methods; Examination Methods; Finance Major; Courses

I. INTRODUCTION

With the reform of the market economy system and the continuous development of opening up, China is gradually building a multi-level financial markets, improving financial system, and issuing diversified financial products. Under this background, the teaching of finance major in universities needs to change from teacher's one-way teaching to teacher-student two-way dialogue, from knowledge indoctrination to ability promotion as soon as possible. Traditional teaching and examination methods of finance major have been difficult to adapt to the training of innovative talents in the new situation, and need to be reformed urgently.

The reform of teaching methods is based on the application of information technology, with the help of MOOCs, micro lessons and case teaching to improve the teaching standard and enrich the teaching content. In addition to assessing students' understanding of key theories and basic knowledge based on the syllabus, the reform of examination methods focuses on checking students' ability to analyze and solve problems, and transforms a static one-time final exam into a cumulative examination of process of learning.

The objectives of the reform of teaching methods and examination methods are Improving teaching quality through diversified advanced teaching methods, mobilizing students'

learning initiative through flexible assessment forms, cultivating students' learning habits through frequent assessment and improving students' overall quality through participatory assessment methods.

II. LITERATURE REVIEW

In recent years, more and more research has been done on the reform of teaching methods and examination methods in universities. Zhang (2014)[1], Yuan, and Liu (2014)[2] analyzed the development status, existing problems and countermeasures of MOOCs in China; Zhang (2018)[3] analyzed the teaching methods and application strategies of micro lessons. Lu et al. (2014)[4] proposed how engineering universities reform the course examination methods; Sun et al. (2015)[5] proposed an examination method oriented to ability evaluation in research courses. Qi and Cai (2016)[6] introduced the status of domestic and foreign research on college curriculum examination methods. However, there is no documented result concerning the complete reform of teaching methods and examination methods for the courses of Finance major by now.

III. REFORM OF TEACHING METHODS

A. Breakthrough in MOOCs

MOOCs is based on class teaching and achieves adjustments and reorganization of teaching processes by using various new internet-based teaching tools, and realizes the transformation of organizational forms such as learning and teaching, teachers and students, in-class and out-of-class, teaching and self-study.

On the basis of characteristics of finance major courses such as the comprehensive using of basic theories and the close connection with finance market practices, the advantages of MOOCs including resourcefulness, networking, and openness should be taken fully and a complete process consisting of planning, learning, testing, and evaluating must be built in MOOCs. MOOCs can achieve the goals of deep interaction between teachers and students, self-learning management of students, integration and sharing of curriculum background resources. In a word, with the help of MOOCs,

the bottleneck of teaching can be broken and finance major courses will become high-standard teaching platforms to enhance the core competitiveness of students.

B. Promoting the Popularity of Micro Lessons

Micro lesson is one kind of brief and complete teaching activity to highlight the key knowledge points. Micro lesson is one of the best carriers for extracurricular extensions for students. The content of Micro lesson is permanently stored and available for review and chosen by students to study according to their own needs.

The core component of micro lesson is class teaching video. Micro lesson also contains auxiliary teaching resources related to the teaching theme, such as instruction design, courseware, test, student feedback and teacher comments. They create a thematic teaching unit with a specific organizational relationship in common.

Micro lessons can integrate the key knowledge points of difficult chapters accurately into the curriculum teaching system in the form of streaming media. Micro lessons help students to deepen the understanding of curriculum knowledge by mobile learning and autonomous learning. If a standardized and complete micro lessons production process can be gradually formed and the standardized and serialized micro lessons can be embedded into the entire teaching process, the shortcomings of traditional classroom teaching will be effectively eliminated to a great extent.

C. Speeding up the application of case teaching

Case teaching is carefully planned and prepared in advance. Teachers use specific cases and guide students to read, then organize students to discuss or argue by using theories that students have learned in class to achieve the purpose of enlightening thinking. Case teaching is highly simulated, dynamic and creative, so it is quite different from traditional teaching. Case teaching can inspire students' creative abilities and interest in learning. Meanwhile case teaching can shorten the distance between theory and practice, deepen students' understanding what they have learned. In general, case teaching is a good method to cultivate students' innovative thinking, creative ability, communication and collaboration skills, and the ability to comprehensively analyze and deal with problems.

The construction of the case base should be guided by the persistence of Chinese characteristics, proceed from the actual situation of China's economy and finance development, and combined with domestic and foreign research findings. The case base should serve teaching objectives in the selection of case content. The quality of the case base construction should be clear and the teaching effects should be quantifiable and comparable.

Based on the construction of a case base with Chinese characteristics, case teaching methods can fully mobilize students' interest in learning, vigorously promote open-minded thinking, and fully train students' ability to find problems, analyze problems, and solve problems. In the course of case teaching, teachers should apply the spiral pattern of

“application-feedback-modification-improvement” to continuously enrich and update the case base, improve the case production methods, perfect the organizational form of case teaching to making it an important support for finance talents cultivation.

IV. REFORM OF EXAMINATION

A. Oral examination

By oral exams, professional oral expression and communication skills can be trained, the ability to use theoretical knowledge to analyze problems can be examined, and periodic summary of learning is promoted. Specific steps of oral examination are as follows: Students randomly select test questions in order; Students answer the test questions immediately. The time for answering questions is strictly limited within 3 minutes

B. Classroom debates

Classroom debates can train and assess the students' ability to use basic theories to analyze problems and exercise student's oral expressions and logical thinking. Specific steps of classroom debates are as follows: The teacher puts forward the topic of the debate and divides the whole class into two groups of positive and negative. Each group chooses several debating players. Debating players of both groups argue their opinions and refute each other's views. All classmates must write their own opinions and submit after the debating.

C. Literature review

Literature review can train and assess student's basic ability to search and review literature. Specific steps of literature review are as follows: After teaching important concepts or theories in class, the teacher specifies the subject of the literature search, then the students search relevant literature in library or through internet and write literature review to explain the research results and future development trend in the field. Based on literature review, students will independently choose right topics and write academic papers.

D. Data research

Data research can train and assess student's data collection and processing capabilities. Specific steps of data research are as follows: Students are required to search and download data by professional databases and official websites of financial regulators and major financial institutions, then process data and analyze the status of finance markets and predict future trends and changes in relevant financial regulatory policies.

E. Social Survey

Social Survey can train the ability of social communication and help students to understand real life. Specific steps of social survey are as follows: The teacher provides several theoretical topics which are close to reality. Then the students select one of them, independently collect the required data, survey in society and finish survey reports on the basis of reading relevant literature.

F. Visit & watch

Visit & watch can train students' ability to use the theory they have learned to analyze the evolution and development trends of finance market. Specific steps of visit & watch are as follows: The teachers organize students to visit the financial history museums and watch classic films or videos about finance and write papers according to professional theories.

G. Case analysis

Case analysis can train and assess students' ability to analyze comprehensively and evaluate accurately typical cases. Specific steps of case analysis are as follows: The teachers select the appropriate cases, students analyze and evaluate the cases by using the theories of the course, and write reports based on discussion and communication.

H. Course papers

Through the course papers, the learning of class content can be promoted in the form of research, and the basic writing skills of academic papers can be mastered more quickly. Specific steps of course papers are as follows: The teachers tutor students to write academic papers by a special lecture first, and then the teachers selects several candidate topics about the course teaching content. The students write papers and contribute to academic journals.

I. Optimization of examination

In final examination, the teachers should reduce the weight of the objective questions and increase the subjective questions that assess the students' analytical ability, and increase the difficulties of the calculation questions and the proving questions to test actually how well students master and use the knowledge. On the other hand, the frequency of unit tests and the weight of unit test scores in the total scores should be increased substantially to prompt students to review and digest teaching content timely.

V. CONCLUSIONS

Through the above reform of teaching methods and examination methods, students' ability to analyze problems and solve problems can be enhanced significantly, the teaching quality of the courses of finance major can be improved obviously, and the training of high-quality financial talents can be promoted effectively.

ACKNOWLEDGEMENT

Open Project of Educational Informatization Research Center of Hubei (EIRC2018003).

Teaching Research Project of ZUEL (SY201533).

Staff Project of Graduate Education Innovation Plan of ZUEL.

REFERENCES

- [1] Z.Y. Zhang, "The influence and countermeasures of MOOC's development on the higher education of China," *Journal Of Hebei Normal University(Educational Science Edition)*, Vol.(2), 2014, pp.116-121.
- [2] S.H. Yuan, and X. Liu, "Current situation and common problems of MOOC practice in Universities of China : MOOC practice report from University of China, " *Modern Distance Education Research*, vol. (4), 2014, pp. 3-12.
- [3] Y.L. Zhang, "Application and Exploration of Micro Lessons in Teaching Reform in Colleges and Universities." *Technology Wind*, vol. (4), 2018, pp. 39.
- [4] Y. Lu, S.Y. Wei, and D.X. Zhang, "Research and Practice of Examination Method Reform in General Engineering Universities," *Journal of Liaoning University of Technology(Social Science Edition)*, vol. (6), 2014, pp. 87-89.
- [5] H.H. Sun, A.G. Liu, F.L. Meng, and X.J. Wu, "On the reform of examination methods for ability evaluation in the teaching mode of research-based curriculum," *Education Teaching Forum*, vol. (1), 2015, pp. 114-115.
- [6] J.H. Qi, and X. Cai, "Review of the status of domestic and foreign research for examination methods in Colleges and Universities," *Guide to Business*, vol.(1), 2016, pp. 95-95.