

Teaching Reform Practice of Financial Management Course in Higher Vocational Colleges Based on OBE Concept

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Abstract

In the early 1980s, the famous American scholar Scott Spaetty first proposed the concept of OBE (Outcome based education), which is a student-centered and results-oriented advanced education concept. Under this kind of education idea, the goal of teaching design and the implementation of class is the last learning outcomes of students through teaching, which requires all the teaching process, teaching methods and learning evaluation needs to study achievement as a benchmark to final design, and the final study achievement is closely related to the professional training goal and graduation requirements. Students can fully define their goals in the process of learning. The teaching mode of "student-centered, accounting industry demand-oriented, concerned about students' learning results, students' ability training, students' growth" can better realize the national policy-oriented talent training target demand. This article takes "Financial Management" as an example, expounds the necessity of reform, reform ideas and specific practices, and obtains certain results, in order to make a model for other accounting course teaching reform in higher vocational colleges.

Keywords

OBE; Reform; Practice.

1. The Necessity of "Financial Management" Course Teaching Reform

"Financial Management" is the core course of finance and accounting majors, which plays a fundamental and core role in the professional curriculum system, and plays a supporting role in cultivating students' comprehensive financial business literacy and financial analysis and decision-making ability. The teaching of Financial Management in our college has been carried out for many years. It is divided into theoretical teaching and practical teaching, and adopts the online and offline mixed teaching mode, which has the following shortcomings:

At the level of students: first, students' overall evaluation of the course is difficult, and the calculation formula is too many. Students can understand it in class, but they can't solve practical problems, and lack of self-confidence. Second, the overall scores of the students are low, the average score over the years is not more than 70 points. Third, in the practice teaching link, students' understanding ability, oral expression ability, writing ability, software processing ability, self-evaluation are weak. Forth, according to the questionnaire survey of students, students think that the teaching method of teachers is relatively simple and expect the diversification of teaching.

At the employer level, the graduates' practical application ability, problem analysis and problem solving ability are evaluated relatively low.

At the level of teacher, the classroom atmosphere is dull, it is difficult to organize students to participate in activities, and it is difficult to stimulate students' enthusiasm and creativity, and it is difficult to achieve the expected improvement of students' ability. According to the teaching effect data over the years, students' self-knowledge mastery and application evaluation are low.

At professional reform level, the teaching content is outdated, there is no specific application of real integration of big data, the teaching method is relatively simple, and the teaching evaluation is still based on the paper-based evaluation. The traditional teaching model is teacher-centered, with teachers setting goals, designing teaching content, teaching forms and evaluation. The implementation process is not adjusted according to the actual situation of students, which is not conducive to the realization of teaching goals and the final achievement of learning outcomes. OBE is a student-centered and student-oriented education concept. Through reverse design of education process and positive implementation of teaching process, the course teaching purpose and talent training goal can be more effectively realized. Under the background of the intelligent era, the requirements of enterprises for financial management talents are to cultivate students with comprehensive ability and quality, especially with continuous learning ability, guide the financial management of enterprises with new Internet and information technology, and ensure the core function of financial function in enterprise strategy. In today's era of massive data, the requirements of enterprises for financial management talents have changed from traditional financial management talents to innovative financial management talents. Professional graduates need to solve the needs of various financial activities of enterprises and deal with financial relations under the complex economic environment. Financial management enterprises need more talents who know how to mine and analyze data, provide decision support for managers, and create value for enterprises. The teaching reform must be integrated into the application of new technology.

2. "Financial Management" Course Reform Ideas Based on OBE

OBE(Outcome-based education) is an education model based on learning outputs, which is organized, implemented and evaluated based on students' learning outcomes or educational outputs. Based on the OBE teaching model, it is required to formulate the training objectives and programs of professional courses according to the needs of enterprises firstly. In accordance with the course objectives, in the process of teaching implementation, we always adhere to the results-oriented, student-centered, and continue to improve and improve the teaching model, teaching methods and teaching means. The reform emphasizes results-oriented, student-centered, continuous improvement and student evaluation. To carry out the course reform of "Financial Management" based on OBE, we should update the teaching content, enrich the teaching means, innovate the teaching method, and reform the course assessment method.

3. Specific Measures

We divided the class into groups according to their personality traits. The assignment is to ask them to write the work content that must be completed as a financial management worker through the network and interview. Financial work in the enterprise is divided into four core contents: financing management, investment management, daily management, financial analysis. A team consists of 4 students, and one student is selected as the financial manager (mainly responsible for leadership and approval authority) by the students themselves. The division of labor among the four students is that each student is responsible for a core content, and the other three students are responsible for assistance.

3.1. To investigate the professional demand for financial management positions in school-enterprise cooperative enterprises (such as industry, commerce, service industry)

Familiar with "Company Law", "Economic Law", "enterprise accounting system", the establishment of enterprise financing management system, investment management system,

financial budget management system. Assist finance director, general manager, finance manager to make financial planning, including financing planning, investment project financial feasibility report, financial budget, tax planning; Control financial risks and organize financial analysis; Assist Finance Minister to be responsible for loan contract, project contract and sales; Reasonably arrange the use of funds to meet the needs of production and business activities; Participate in the company's decision-making and program formulation; Check and supervise the financial personnel to implement the financial rules and regulations carefully.

3.2. The ability to issue questionnaires to the accounting students who graduated 5-10 years ago to investigate the accounting career development

The ability scores in order of importance are basic professional ability, self-study ability, practical application ability, communication ability and writing ability.

3.3. Refine the expected results to be achieved by students in this course and design the student-centered project-based teaching content

Each class is student-centered and goal-oriented, with activities designed (before, during and after class). Post tasks before class for students to do research. The class is mainly in groups to solve practical problems, teachers do a good job of guidance and comment. Have the students finish the report after class. The following two projects to fund raising management and investment management are elaborated.

We divide the overall goals of fundraising management into memory goals, understanding goals, application goals, analysis goals and evaluation goals, and set the results and methods that students must achieve in order to achieve each goal.

3.3.1. Fundraising management

The memory goals are classification of market financing methods, each type of financing and the advantages and disadvantages of each financing method. Students mainly consult books and learn videos before class. After class, students take tests and make mind maps of fundraising methods and take the test results as their own evaluation.

The understanding goals are the cost of financing and the cost of capital; Cost principles and formulas of various financing methods; Principle of capital requirement and financing decisions. This goal is mainly accomplished in class, where students have to figure out the key points and difficulties of the class, and figure out the context of each knowledge point.

The application goal is to accomplish practical tasks through discussion by group members with understanding and mastery of the knowledge points. Specific goals are the design of the content of the fundraising management system; Preparation of a financing schedule; Interpreting the terms of a loan contract; Determine the amount of financing for different industries ; To be able to make a financing plan and make a choice with application of EXCEL technology. To complete the analysis of the case during the class, and to complete the financing report for the purchase of a family home after the class.

The goal of the analysis is for students to make a field investigation to solve the financing problem of a real project of a company. Students need to investigate the cost of financing, develop a financing plan, make a financing decision and submit a financing report. The teacher will use the reports submitted by the group as the basis for whether the students meet the professional competence standards.

The creation goal focuses on the determination of the amount and the choice of the way to finance the self-starting project. This project is completed independently by the student and culminates in the submission of an innovative entrepreneurial funding project. The report includes why did you choose this project? How will the funding come? How is the program

determined? This objective focuses on improving students' professionalism, data collection skills, and writing skills while stimulating students' enthusiasm for entrepreneurship.

The last goal is a self-assessment goal, which is a summary of what the student has learned about fundraising. Ask yourself what you have learned, and what you have not learned. To make a summary of the entire fundraising content. Students make a report on the requirements of the position for the fundraising management position and can also incorporate a thought leadership element. First and foremost, money has a time value and every penny we raise has an additional cost, so we need to pay the cost as agreed in the contract. At the same time, we invest the money into the project, and we need to use every penny wisely so that every penny can be used to its maximum value. Second, the cost of raising money directly affects the cost of doing business for a company, and the right method must be chosen to make the right funding choices. Once again, fund raising selects reasonable and legal fund raising channels. Finally, in different stages of development of the enterprise, choose different financing methods carefully to reduce the risk of the enterprise. The financing method needs to be adjusted at any time.

3.3.2. Investment Management

Table 1. Investment Management Objective Design

Object	Specific object	Achievements	Students how to do
Memory Objectives	Investment considerations	Pre-class test results	Check out the books Pre-course online resource learning
	Investment evaluation indicators (dynamic and static)	Investment indicator mind map	
Comprehension Objectives	Investment decision methods	Understanding of knowledge points	Classroom understanding of key points and difficulties
	Calculation of investment indicators Principles and formulas of investment methods		
Application Objectives	Selection of investment return rate Able to perform calculation of investment indexes	Household investment decision report	Look up information Group discussion Post-class test
	Be able to make decisions on investment projects in different industries		
Analyze Objectives	Application of EXCEL technology	Enterprise project feasibility report	Practical research Internet research Group discussion
	Ability to make decisions on project investments for public companies		
Evaluation Objectives	Investment has to pay a price, investment affects the enterprise in the long run.	self-summary (what are the duties and responsibilities as an investment post employee?)	Self-summary
	Investment directly affects the business results of the enterprise for many years, and must be carefully chosen. To invest rationally and according to the actual needs of the enterprise.		
Create Objectives	Analysis and evaluation of gold medal projects of innovation and entrepreneurship competitions in the past years to stimulate students' enthusiasm for entrepreneurship. Application knowledge expansion of intelligent financial decision making.	Feasibility report for a business project	Learning from excellent innovation and entrepreneurship project PPT production Collecting, analyzing and summarizing information Individual completion

4. Implementation of the Class

Through the course, students can master the basic theories and methods of financial management, have the basic skills of investment decision, financing decision, current assets decision and profit distribution decision, and be able to analyze the successes and failures and lessons learned in the process of financial management, so that they can apply what they have learned or learn from it. The students will be able to apply their knowledge to analyze the successes and failures of the financial management process, so that they can apply or learn from them. In addition, students will learn from the course in terms of humanistic dimensions, subject areas, and learning methods. The focus of the class is firstly to test the learning effect before the class, secondly to address the key points and difficulties in the comprehension objectives and to provide targeted training, and thirdly to effectively organize activities between groups and evaluate between groups, while at the same time to implicitly integrate the Civic Education into the activity process.

5. Distribution of Questionnaires and Evaluation of Students' Satisfaction. Including Questionnaire Evaluation of Teaching Before, During and After Class. Bad Evaluations Made By Students to Improve Teaching Methods And Content

Pre-class content evaluation including the timeliness of pre-class release materials, the difficulty of the test questions before class and the strength of the pre-class -preview to help learning in class.

In-class content evaluation includes: The effectiveness of the teacher's class implementation; Duration of class teaching; Length of student group activities; Arrangement of teacher's inspirational comments; Arrangement of teacher's class performance evaluation; Selection of teaching cases; Recognition of teachers' teaching ability and I can master the relevant knowledge points.

Post-lesson content evaluation includes: Ability to complete homework assignments; Willingness to complete homework actively; Arrangement of the length of homework submission; Review of homework; Recognition of group work and Evaluation of self-involvement in group work.

6. Course Assessment Evaluation

The course is mainly assessed based on teacher evaluation and group evaluation. Teacher evaluation is based on individual class performance and group assessment results. Group evaluation is based on group leader evaluation and intergroup member evaluation.

Teacher's evaluation (50% of total grade) include: Class performance, post-class assignments, pre-class tests, post-class tests Quality grade of each group's report.

Group evaluation (50% of the total grade) include: Group leader's evaluation of members from Contribution to the group report, Activity of participation in the group, Personal knowledge level, Individual's ability to understand, tolerance, analysis, and word processing levels. Intergroup members' mutual evaluation from Proactivity in completing tasks, Timeliness of completing tasks, Contribution to the group report, Ability to solve problems and Teamwork ability levels.

7. Reform Effectiveness

Through the teaching reform, at the enterprise level: the training objectives of financial

management talents and enterprise objectives are kept in line, the employability of graduates is enhanced, and the demand of accounting talents from employers is met. Teacher level: create a lively classroom atmosphere, design more suitable teaching activities for students, stimulate students' creativity, and improve students' evaluation of teachers' teaching performance. Student level: enhance learning motivation, initiative, research, confidence in overcoming difficulties and innovation, and improve learning effectiveness. Successfully carry out graduation comprehensive practice and capstone internship. Professional level: Matching the profession with the industry is conducive to the supply of talents demanded by the accounting industry and promotes the rapid development of the accounting profession. This reform stimulates students' enthusiasm for learning, cultivates students' active learning inquiry ability, improves students' analytical ability, communication ability, report writing ability, teamwork ability among groups and new technology application level; improves students' professional ability and self-confidence, and has won awards in various accounting competitions along the belt and road; improves students' recognition of accounting profession, and chooses "Financial Management" as the major. Financial Management" as the major direction of professional education; improve students' enthusiasm of entrepreneurship, and win the gold medal in the national innovation and entrepreneurship project, and improve the overall employment rate and professional matching rate of graduates.

Acknowledgments

This paper is the stage result of the key teaching reform project of the 14th Five-Year Plan of Wenzhou Polytechnic: "The Practice of Financial Management Course Reform in Higher Education Based on OBE Concept" (No. WZYzd202212).

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