

Research on the Teaching Reform and Application of University Financial Sharing Course Based on ADDIE Model

Yu Su^{1,2}, Hang Liao¹, Yuping Yuan¹, Ge Jiang¹

¹School of Finance and Economics, Southwest Petroleum University, Sichuan, China

²Intelligent Financial Technology and System Key Laboratory of Nanchong City, Sichuan, China

Abstract

In recent years, the financial sharing services in various enterprises are widely used, in order to meet the demand of enterprises for financial sharing talent, the schools in cultivating financial professional talents need to pay more attention from financial sharing courses as the starting point of cultivating talents, to course import, cultivate students' learning thinking, improve the students' comprehensive ability and innovation consciousness. At present, ADDIE model has been widely used in many educational fields, which is mainly reflected in three aspects of teaching curriculum design, educational personnel training and network teaching development. Research on applying the ADDIE model to build financial sharing courses is still under way. Based on this, based on ADDIE model, this paper systematically constructs financial sharing courses for finance and economics majors, providing practical significance and technical reference for the teaching of financial sharing courses in China.

Keywords

ADDIE model; Financial sharing courses; Teaching reform.

1. Introduction

In recent years, ADDIE model has been widely studied at home and abroad. In domestic research, ADDIE model is more applied to training teaching and university flipped classroom, and there is little research on the teaching reform with universities. With the development of artificial intelligence, blockchain and big data, financial sharing services are gradually becoming intelligent, digital and international. The practice content of financial sharing is constantly enriched, with higher requirements on the data analysis ability, software operation ability, sand table simulation ability and business processing ability of financial sharing personnel. Based on this, in order to make students to adapt to the current development wave of financial sharing, finance and economics majors have opened financial sharing courses, this paper, combined with the difficulties of the current financial sharing courses in colleges and universities, will improve talent financial ability, comprehensive ability as a starting point, combined with ADDIE model, build a new model of financial sharing course teaching in colleges and universities.

2. Current Situation of ADDIE Model and University Finance Sharing Course

2.1. Overview of the ADDIE Models

In the second world war period abroad began the research of management teaching design concept, with the passage of time, in 1975, by the teaching design professional ganne and two professors of Florida state university established ADDIE model, the main structure of the model is five links, namely analysis, design, development, implementation, evaluation, under this big

framework also subdivided to 19 small steps, many scholars through ten years of theoretical verification and practice makes ADDIE model gradually mature. The ADDIE teaching model finally evolved into five links after several decades of development, Various elements of the instructional design are included in the ADDIE model, The specific links are analysis (the needs and objectives of teaching objects), design (careful design of teaching courses and learning strategies), development (orderly development of various teaching elements), implementation (arrangement and implementation of actual teaching), evaluation (multi-level and diversified evaluation), In recent years, ADDIE models have been used in many areas of instructional design, Especially in the field of teaching, Combined with the new type of media teaching methods, For example, distance teaching, simulation teaching, reversal teaching, etc.

From hundreds of ADDIE model at home and abroad related research literature, foreign theoretical basis and practice using research results are very rich, mainly focus on the basic theory research model and other models, domestic research on ADDIE model teaching design is late and not deep enough, so the ADDIE model in our country research and application still has a larger space, still need further development.

2.2. Implementation of Financial Sharing Courses in Colleges and Universities

At present, there are many problems in the current teaching of financial sharing courses in colleges and universities. On the one hand, the traditional financial teaching ideas and teaching methods are generally backward, mainly based on the traditional manual environment to teach financial theory, and carry out corresponding experiments. Students do not realize the transformation of modern financial work from big data, cloud technology, and cannot look at financial work from the perspective of cross-interactive disciplines. Finally, they cannot achieve the goal of "Internet +" thinking training and becoming compound and applied talents; on the other hand, the teaching assessment method is still backward. Many colleges and universities assessment methods still stay in the "exam-oriented", did not really stimulate students to learn, use, comprehensive ability. At the same time, they do not pay attention to practical assessment. Students often only stay in the single role of the theoretical level, and do not pay attention to the core quality training of financial sharing personnel under the information technology.

3. Construction of Financial Sharing Courses in Universities Based on ADDIE Model

Based on the problems existing in the current financial sharing course teaching in colleges and universities, this paper to explore the financial sharing course construction as a starting point, combined with the ADDIE model teaching design model, the ADDIE model of "analysis, design, development, implementation, evaluation" as the breakthrough point, and according to the uniqueness of financial sharing courses in colleges and universities, improve update financial course education model. Second before the study through the questionnaire and literature research method, the students demand, learning characteristics, school environment, external changes, such as research analysis, finally the ADDIE model and university financial sharing course construction effective fusion design, committed to ADDIE model system teaching design concept and steps, provide new ideas for university financial sharing course teaching reform. As shown in Figure 1.

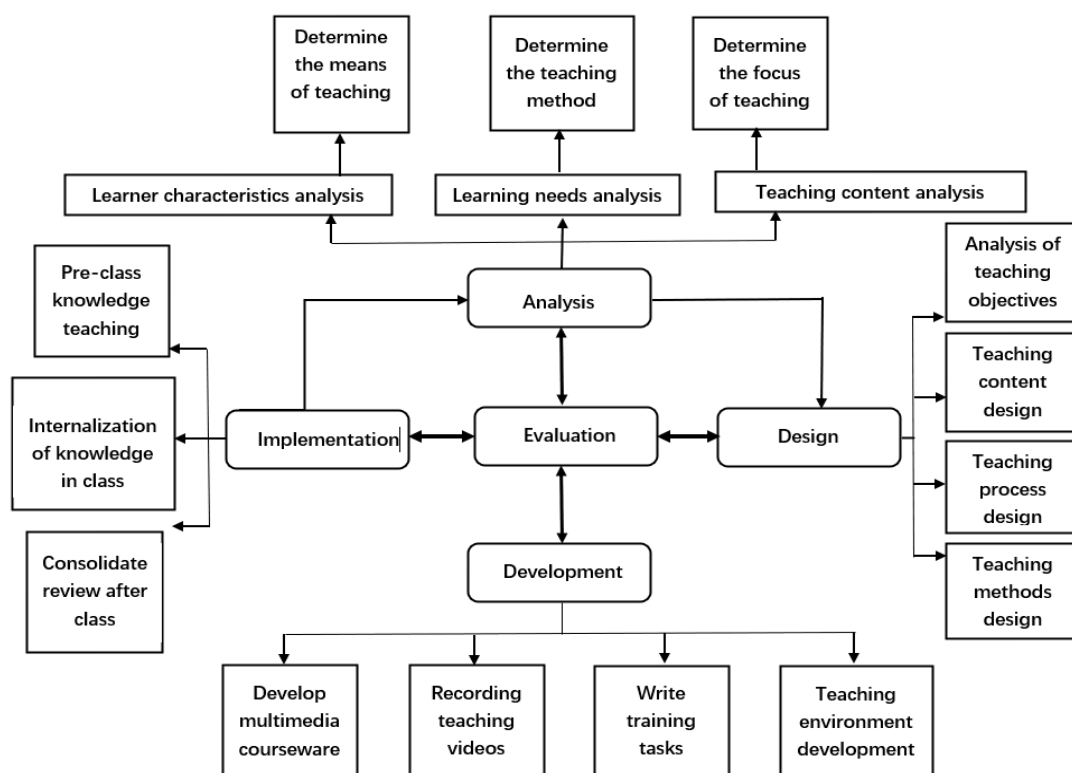


Figure 1. Construction of university financial sharing course based on ADDIE model

3.1. Analysis Stage

(1) Learning needs analysis

The most basic thing to construct the financial sharing course is to understand the learning needs of financial students, and to explore how to build a financial sharing course that meets the learning needs of financial students according to the learning needs.

The learning needs of finance students can be determined from the following three aspects: First, In the actual teaching process, By observing students' response and performance before, during and after class, To predict learners' teaching mastery from students' mastery of financial knowledge, familiarity with business process, case data sorting ability and financial practice operation ability, Finally, the learning needs of the learners are speculated; second, Learning needs can also be based on the teachers' teaching experience, Grasp the key and difficult points of financial sharing, Speculation on the students' learning psychology, Analyze the teaching content and the important knowledge points, Identify your learning needs; third, We can understand the problems existing in students in the financial sharing course by practicing the financial sharing practice operation platform, analyzing the financial processing mode, conducting sand table simulation experiments after class, To determine the learning needs of students.

(2) Learner characteristics analysis

The final user of the financial sharing course is the learners, so when constructing the financial sharing courses and researching their applications, the designers need to consider how to combine the financial sharing course by analyzing and exploring the financial sharing course with the learner characteristics. Based on the existence of financial sharing courses, there are problems such as complicated knowledge points, structured data analysis, complex business process, and difficult mode mastery. Here, designers need to think about several questions: What are the audience of financial sharing courses, and do they have basic financial sharing knowledge? What aspects of ability do learners need to improve through the course? Will it be difficult for learners to later practice? How can the design reduce the boredom of financial

sharing courses and attract learners?The most direct way to solve these problems is to analyze the learner characteristics.The learners 'characteristics of financial sharing courses generally include: learners' age, cognitive development level, life experience, social and cultural background, learning style, and starting point level analysis.

The characteristics of financial sharing learners need to be analyzed from the following three aspects. First, learners are affected by different ages, different life experiences and different cultural and educational backgrounds, which leads to different cognitive development levels of learners in financial sharing courses.The learners of financial sharing courses in colleges and universities are generally about 20 years old. At this stage, learners are difficult to concentrate on the complicated financial sharing knowledge points, complex software operating system and a large amount of financial data, and feel boring for the boring teaching methods.Therefore, when constructing financial sharing courses, novel and interesting teaching methods are needed to reduce the difficulty of the classroom, activate the classroom atmosphere, and improve the enthusiasm of learners.Second, the learning style represents a stable learning method and learning strategy formed by the learners in the classroom, so the curriculum design needs to fit the learners 'learning style as far as possible, and adopt targeted teaching means to maximize the learners' interest in learning.Third, from the point of the starting point of learners, learners in learning financial sharing courses have certain financial sharing knowledge, understand some basic business process, familiar with part of the financial software, but no more depth of learning, under this condition, the teaching process need to consider learners' ability level and basic learning characteristics, on the basis of the existing curriculum, improve to adapt to the basic level of learners.

(3) Teaching content analysis

After the analysis of learning needs and learner characteristics, we need to analyze the teaching content of the financial sharing course according to the first two steps, that is, the knowledge points that will be described in the financial sharing course.Robert Gagne divided the results into five categories: speech, intellectual skills, cognitive strategies, skills, and emotional attitudes.When determining the teaching content, the course designer needs to reasonably allocate the knowledge points of each chapter according to the needs of the learners and the characteristics of them, and according to the five types of learning results.For example in building financial sharing course, designers need to pay more attention to speech, intellectual skills and cognitive strategy, thinking about how to make financial personnel to the traditional accounting and transition to management, how to enrich the teaching content, for financial sharing learners to master financial sharing ability, learning advanced technology, improve data processing, decision analysis ability, finally reached in the course sharing service condition, teaching content can match learners' cognitive level, learning skills, enhance the enthusiasm, let learners can better improve financial sharing ability, to achieve the teaching goal of financial sharing course.

3.2. Design Stage

(1) Teaching objective analysis

Financial sharing courses gradually become the cornerstone of modern financial management courses, so the confirmation of financial sharing teaching objectives can let students have a preliminary understanding of financial management curriculum system, can let students grasp the focus of financial management class, inspire students in financial accounting to explore to understand the significance of creating financial sharing model.In the current era of the Internet, for financial management and accounting the traditional old industry transformation is imminent, so we put forward the financial sharing mode, financial sharing courses into our university education, to cultivate more financial accounting talents, make the future development of the financial accounting industry keep up with The Times.

(2) Teaching content design

In the past, we have analyzed the teaching content, and it is not difficult for us to find that the design of the teaching content needs to combine the learning needs of students and the relevant characteristics of learners. For the content design of the financial sharing course, we have no doubt about the basic knowledge, To ensure that students' basic knowledge framework is firmly established before they can further develop new models, The premise of innovation and thinking needs to be based on their knowledge of financial accounting knowledge, Although the old accounting work is tedious, But it should still be the basis of our teaching content, As simple theory may be boring, So we can start with the theoretical knowledge, Use practical financial cases combined with knowledge points to deepen students' understanding of knowledge points, When the students have a certain understanding of the knowledge points, they can then design the student feedback link, Let the students realize the input and output of knowledge points. Secondly, learners can be able to understand the development process and future development direction of financial sharing courses through telling stories. Finally, we should also give students a certain amount of thinking time for them to look at problems dynamically from different perspectives.

(3) Teaching process design

Financial sharing course teaching implementation process we can use the double subject model, let teachers and students are not isolated into two parts but mutual integration, play the initiative, with the actual accounting statements as the carrier, accounting information disclosure as the main line, let the students can have independent thinking time, break the traditional teaching mode, let students and teachers realize the real interaction. For the design of the teaching process we should also pay attention to the change of teaching training carrier, to ensure that the content of the basic course can adapt to the pace of accounting informatization, let the students to learn the information technology of accounting business process, under the background of financial sharing, simplified, outline the outdated knowledge, or the contrast learning to deepen students' understanding of knowledge.

(4) Teaching means design

Using advanced multimedia technology, using multimedia, the text, image, sound, video and other teaching information organically, establish financial sharing comprehensive practical platform, on the platform for the students practice, let students experience the operation of real enterprise, let the students in practice to understand the abstract theory of, effectively increase teaching intuitive, mobilize all senses, from the rich pictures, video information, understand concepts, master knowledge, this way more than simple oral can arouse students' interest, deepen students' memory. By learning the professional division of labor and process operation processing in financial sharing software, students can master the practical operation of report sharing module, receivable sharing module, image system and other functions.

3.3. Development Phase

(1) Develop multimedia courseware

Multimedia courseware, on the one hand, we should constantly improve the knowledge of the financial sharing system, such as the logic of the evaluation, design, project management and optimization of the financial sharing service center. Students should fully understand the classic accounting methods and workflow, and under the condition of intelligent financial sharing, use robots to conduct standardized modeling to achieve automatic accounting. At the same time, big data is used to collect financial data, mine effective financial sharing information, and realize efficient decision-making and management of enterprises. On the other hand, students should strengthen the combination of school and enterprise, and practice the cognition of the teaching plate. The actual financial sharing platform and process should be introduced in the teaching courseware, so that students can quickly master the financial sharing business processing

ability of the industry in the classroom learning, quickly participate in the research and deliberation of enterprise problems, and achieve the maximum utility in the simulation environment.

(2) Record teaching videos

As an important link of online and offline teaching mode, teaching video should actively build a comprehensive and comprehensive teaching network resource platform. Not only let students understand the concept and value of the financial sharing center, understand its process design, but also add typical cases for analysis, and discuss the problems and measures in the construction and operation of the financial sharing center. It should not only introduce the operation methods of financial sharing software such as image scanning and uploading and batch approval of multiple documents, but also introduce the software selection and types, so that students can master the operation methods of different positions to the greatest extent, and be familiar with the business and division of labor process.

(3) Prepare practical training tasks

The first step is to master the construction way of the financial sharing center through the sand table simulation training, the second step, to participate and verify, and the third step, to promote the training environment through the school-enterprise cooperation, to understand the financial sharing knowledge content, try to solve practical problems, and maximize the theory and practice in the training tasks.

(4) Teaching environment development

The first is the teacher team. Colleges and universities need to further optimize the teaching team, highlight the innovation and fighting spirit. On the one hand, we should strengthen the training of teachers. In addition to professional knowledge learning, enterprise management and supply chain knowledge are also involved to ensure the overall grasp of teaching resources; on the other hand, strengthen the change of teachers' thinking. From the perspective of senior financial personnel, we should give full play to the main role of students, create more hands-on and practical experience for students, and help students solve the problems of learning and practical training. The second is that the teaching environment and conditions are complete. To build a business-led teaching mode, homework, discussion, data case, and equipped with servers, projectors and other professional equipment. In addition, attention should be paid to the construction of laboratories to ensure that students can understand the financial sharing operation status in the operation process, and to strengthen school-enterprise cooperation, so that students can apply theory for practical operation in the enterprise environment, and realize the integration and unity of theory and practice.

3.4. Implementation Stage

(1) Teach knowledge before class

Before the study of financial sharing theory, it is necessary to release teaching materials in advance, guide students to conduct financial case analysis, collect teaching materials and discussion in advance, so as to promote learners to prepare independently in advance. Through the teaching of pre-class knowledge, learners can understand the financial sharing course, understand the problems they need to be solved in the course learning, try to solve problems independently, cultivate students' ability to analyze, think and solve problems independently, and pave the way for the future deep learning of financial sharing knowledge.

(2) Internalizing the knowledge in the class

In financial sharing course teaching, the course content refinement, section teaching, the knowledge explanation, case analysis, answer consolidation, can arrange financial sharing theory learning, financial sharing software operation, financial sharing sand simulation, financial sharing case analysis module in stages, and pay attention to the interaction in the

course, consolidate the knowledge, explain, then into specific examples, finally consolidate learners knowledge, real knowledge internalization in the course, and pay attention to ask questions in class, timely solve the problem of learners' learning.

(3) Consolidate and review after class

Financial sharing course belongs to the practical course, in the course of theoretical study and practice teaching, should pay attention to the comprehensive use of knowledge and financial knowledge analysis, by providing after-class thinking, exercises, after-class practice application exploration, fully encourage learners to master their theoretical knowledge and extracurricular practice, depth practice used in financial accounting management system, financial operation platform, online accounting processing, business operating system, capital settlement management, etc., finally by the course designer consultation after the course feedback and adjust the course arrangement and teaching progress

3.5. Evaluation Stage

(1) Financial sharing and imitation of real training and evaluation

It is divided into the individual practical training evaluation and the group overall evaluation. One is whether the enterprise financial role played by the individual has completed the document filling, accounting voucher system, financial audit and other operations, to determine whether the individual as the chief financial officer, accounting supervisor or other positions reflects the purpose of series and sharing services; the other is to evaluate the overall accounting business processing of the group. The value of practical training is reflected through the practical training report, which includes business documents (bank documents, receipt and payment vouchers, cost accounting documents, etc.), accounting vouchers, financial statements and practical training analysis and summary.

(2) Course summary and reflective evaluation

First of all, from the perspective of the teaching and practical training of university financial sharing courses based on the ADDIE model, the curriculum design combines the learner characteristics with the teaching content, and the compatibility between the two lays a solid foundation for the early teaching. Before the training, the research and study expectation, the teaching design, make the training teaching conform to the students' own characteristics, and therefore the continuous improvement and reflection; the teaching content and teaching media are also scientifically analyzed. For example, the practice section under the combination of school and enterprise, the financial examples of enterprises with pictures and videos to teach. Combined with the latest financial sharing service technology, adopt the latest teaching materials, so that students' learning attitude and innovative thinking have a certain inspiration. At the same time, there are some problems in the course. The five links are not closely combined with the teaching content, the training content is not sufficient and detailed plan preparation, and there are loopholes in the design and feedback of the training link. On the whole, the ADDIE model has a good application effect, and the five links are all applied to the teaching of financial sharing course, exerting a positive effect. In practical teaching, the practical simulation of school and enterprise enables students to internalize theoretical knowledge, complete deep-level learning and research, and open students' ideas of innovation and cooperation.

4. Conclusion

Financial sharing course has a lot of basic knowledge, boring and boring, and traditional learning methods are difficult to attract students' attention. Therefore, the transformation is urgent. In order to enhance students' interest in learning and improve learning efficiency, it is particularly important to carry out systematic teaching design of this course. In today's

continuous development of the Internet, financial personnel also need diversified development to improve their core competitiveness. The diversification of learners cannot be separated from teaching. In this paper, we use A DDIE to provide optimization suggestions for the design of financial sharing courses, so that its teaching system can better adapt to the development of current students.

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