

# Research on the Application of Blended Teaching in “Financial Management” under the Background of Intelligent Learning

Cui Guo<sup>1,\*</sup>

<sup>1</sup>Shandong Women’s University, Jinan 250300, China

## Abstract

With the emergence of educational informatization and intelligent learning, blended teaching has been highly praised by many disciplines. Based on the connotation of blended teaching and the current problems in the teaching of "Financial Management", blended teaching has been applied to the course of "Financial Management". A detailed discussion has been conducted from five perspectives: updating teaching objectives, planning course content, organizing teaching models, building a teaching staff, and improving the evaluation system. At the same time, the article proposes issues that need to be noted. The blended teaching of “Financial Management” is beneficial for enhancing students' initiative, participation, and overall quality.

## Keywords

Intelligent learning, Blended teaching, Financial management.

## 1. Background and Connotation of Blended Teaching Reform

### 1.1. Background of blended teaching reform

In 2018, the Opinions on Accelerating the Construction of High Level Undergraduate Education and Comprehensively Improving Talent Cultivation Ability pointed out that classroom teaching starts from the perspective of students, implements a blended teaching model of online and offline interaction, keeps up with the development of the times, improves and innovates course content and assessment methods, and promotes classroom reform. In short, blended teaching is conducive to comprehensively serving students, enabling them to achieve the goal of efficient learning, following the trend of intelligent learning, and meeting the requirements of Jinke. During the COVID-19, in order to ensure the continuous and orderly development of education, the country put forward the concept of "no suspension of classes", which provided a good opportunity for the implementation of blended teaching. In 2021, the Ministry of Education proposed that "blended teaching should become the new normal of higher education teaching". Numerous courses have responded to the call to carry out various forms of blended teaching, and have made varying degrees of attempts and innovations in online course resource construction, blended course content arrangement, teaching mode selection, and assessment form updates, accumulating valuable experience for carrying out more comprehensive and systematic blended teaching.

### 1.2. The Connotation of Blended Teaching

Blended teaching is an improvement on traditional teaching, introducing two organizational forms: online and offline. Online teaching mainly relies on online teaching resources to transmit basic knowledge to students. Teaching resources can be videos, courseware, etc. publicly released by famous teachers of famous schools on the internet, or small videos, audio, animations, etc. made by teachers themselves about basic knowledge; Offline activities are different from traditional teaching activities and cannot be directly carried out according to the original offline teaching mode. Instead, offline teaching activities should be set up based on the effectiveness of online self-directed learning, including tests, Q&A, explanation of key and

difficult points, comments, and summaries. So far, there has been no consistent action plan for blended teaching, but the goal of using different teaching methods is the same, which is to encourage students to actively and deeply think and have the spirit of independent exploration.

## **2. Problems in the Teaching of "Financial Management"**

### **2.1. Limited classroom time and insufficient learning depth**

There are many basic theories and formulas in the course of "Financial Management", and theoretical learning and formula derivation are relatively boring. Given the limited classroom time, teachers mainly give lectures in the classroom, neglecting students' active acquisition of knowledge. At the same time, communication between teachers and students is insufficient, leading to students not being able to fully think, and sometimes even bowing their heads to play with mobile phones. Therefore, passive learning affects the learning effect and depth.

### **2.2. Unreasonable evaluation**

The current evaluation of the "Financial Management" course continues the traditional approach of the past, mainly considering the usual grades and final exam results. The usual performance generally include several homework exercises, attendance, etc., which usually only account for 30% of the overall score. The main proportion is the final exam results, which generally adopt a closed book examination method. Under this evaluation method, students will not invest in their daily studies and will intensify tutoring as the final exam approaches, relying on a large proportion of final exam scores to pass.

## **3. The Necessity of Applying Blended Teaching in The Teaching of "Financial Management" in The Context of Intelligent Learning**

### **3.1. Intelligent learning provides a prerequisite for blended teaching of Financial Management**

The development of educational informatization and intelligence has given birth to intelligent learning. In the context of intelligent learning, intelligent teaching platforms such as rain classroom and superstar, as well as rich platform resources, have provided great convenience for the blended teaching of "Financial Management". This also coincides with the requirement of informatization to promote educational modernization proposed in "China Education Modernization 2035". Intelligent learning focuses on personalized and real-time interactive learning, pursuing initiative, efficiency, naturalness, and long-term learning. It advocates the use of problem-based, situational deductive, and task driven teaching methods, which is consistent with the main idea of blended teaching in Financial Management.

### **3.2. Blended teaching of Financial Management can help students independently develop learning plans and achieve personalized learning**

The blended teaching reform helps teachers and students maximize the integration of teaching resources on the internet, and can maximize educational benefits; It helps to strengthen the interaction between teachers and students, achieve students' self summarization and improvement of the entire knowledge structure, and thus achieve the goal of talent cultivation, greatly improving teaching quality, and achieving breakthroughs in learning outcomes for students. On the one hand, in the blended teaching reform of online and offline interaction, online activities have greater flexibility and autonomy and students usually determine a relatively suitable time, location, and optimal mental state to learn based on their own situation. On the other hand, online activities mainly focus on watching online videos. For some obscure and difficult to understand knowledge, students can choose to watch multiple times or choose

videos that are suitable for themselves to learn, in order to understand the obscure knowledge and achieve good preview effects.

### **3.3. Blended teaching of Financial Management can cater to the characteristics of current college students**

In the current era of increasingly mature internet technology, various teaching software are available. The reform of blended teaching needs to be implemented through communication methods such as Tencent Meeting and QQ, as well as teaching platforms such as Mooc and rainclassroom. College students living in this era are greatly influenced by the internet and have mature internet thinking. They can use various mobile tools such as mobile phones for learning, and have a high acceptance of information technology and teaching software, making it easy to carry out blended teaching reforms.

## **4. Design of Blended Teaching in The Teaching of "Financial Management" Under The Background of Intelligent Learning**

### **4.1. Determination of course teaching objectives**

From the perspective of intelligent learning, there are certain differences in the teaching objectives between the blended teaching mode of Financial Management and the traditional teaching mode. Based on the current concept of precise ideological politics and big data, intelligence, mobile internet and cloud computing, teaching objectives can be fully integrated into the ideological and political objectives of the curriculum on the basis of traditional cognitive, skill, and emotional goals, making the objectives of blended teaching more comprehensive. At the same time, students will be familiar with the tool of big data, intelligence, mobile internet and cloud computing and have the ability to solve enterprise financing, investment, working capital management and profit distribution in an artificial intelligence environment.

### **4.2. Reconstructing Course Content**

The traditional content of "Financial Management" mainly includes the basic values required for financial management activities, as well as activities such as how to determine financing methods and amounts, investment feasibility analysis, current asset and current liability management, and dividend policy determination. In blended teaching, the course content is divided into five gradients: basic knowledge, basic theory, validation type experimental projects, comprehensive type experimental projects, and extracurricular quality expansion. Basic knowledge and theories mainly introduce the values, fundraising methods, capital structure, investment feasibility analysis, dividend policy formulation, etc.; Validation type experimental projects focuses on analyzing fundraising, investment, working capital management, and dividend distribution behaviors, cultivating students' application abilities; Comprehensive type experimental projects focuses on examining students' overall application and analysis of the aforementioned modules, guiding them to independently select small and medium-sized enterprises for financial management activity analysis; Extracurricular quality expansion requires students to attach importance to the future fate of small and medium-sized enterprises, analyze the prospects of enterprises through writing course papers and research reports, and improve their comprehensive abilities.

### **4.3. Choosing Teaching Mode**

In addition to enriching teaching methods, the BOPPPS model can also be introduced, which mainly involves the steps of bridge-in, outcome, pre-test, participation, post-test, and summary. Bridge-in mainly involves raising challenging questions, introducing news and current events, celebrity quotes, stories, etc. to attract students' attention and establish learning motivation.

The outcome is consistent with the teaching objectives mentioned earlier, with the aim of enabling students to clarify the requirements that need to be achieved in each step and activity before formal learning. In the pre-test activities, it is possible to consider adding interactive Q&A between teachers and students and quizzes to understand students' mastery, and then adjust the development of participation. Participation is the process of attracting students through discussions, role-playing, practical operations, etc., in order to enhance their focus. The post-test can grasp students' dynamics and progress through tests, exercises, student presentations, and insights. Summary is to guide students to integrate learning and reflect on the content by reviewing and assigning various types of homework. These activities can be set up online or offline with the help of some teaching APP, and can be switched at any time.

#### **4.4. Equipping a teaching staff**

The blended teaching of "Financial Management" is a reform based on traditional teaching, and there have been some gaps in teaching objectives, curriculum system, etc., which all rely on the transformation of teachers. In order to cooperate with the reform of blended teaching, it is necessary to strengthen teacher training, so that teachers can understand the necessary teaching platform resources, master the general plan of blended teaching, and continuously improve the allocation of online and offline class hours in the process of blended teaching, optimizing teaching resources.

#### **4.5. Designing evaluation system**

In the blended teaching of "Financial Management", students have increased their offline preparation time and invested a lot of energy in previewing and self-testing. Therefore, when designing and updating the evaluation system, the proportion of evaluation in this stage should be increased. For example, the composition of usual performance includes watching online videos, pre-test and post-test results, group case discussions in participation, research reports that examines comprehensive analytical skills. In addition to enriching the evaluation content, multiple types of evaluation subjects can also be included, such as adding student self-evaluation and mutual evaluation in addition to regular teacher evaluations.

### **5. Notes on the Application of Blended Teaching in The Teaching of "Financial Management"**

#### **5.1. Uneven teaching resources, carefully selecting high-quality teaching resources**

Nowadays, the internet is very developed, and it contains videos from different universities and teachers, which can cater to students of different backgrounds and levels. The selection of teaching resources is very important. Teachers should spend a lot of time and effort selecting high-quality teaching resources that are suitable for the characteristics of the students being taught, the teaching objectives of the course, and the talent development goals.

#### **5.2. Increasing the fun of teaching cases**

Some students have poor self-control and lack initiative. They tend to ignore the teaching tasks assigned by teachers before class and directly participate in the teaching tasks in class. In class, the teachers mainly emphasize the key and difficult points and answer questions, so neglecting the teaching tasks before class will affect the efficiency of students' knowledge acquisition. Teachers should increase the fun of tasks before class, such as pushing interesting teaching cases and real-life examples, so that students are interested in taking the initiative to study before class, and devote themselves to it, so as to improve the overall learning effect.

### 5.3. Centralizing teaching platform

The development of blended teaching in Financial Management cannot be separated from mobile devices such as mobile phones and tablet computers. However, in order to meet the needs of life, work, and learning, there are many apps that need to be downloaded and used on mobile devices, occupying a large amount of memory. The teaching platform alone involves many apps such as rain classroom, Xuexitong, Zhidao, and MOOC, and different courses may choose different platforms which will cause great trouble to students. Teachers can discuss and communicate with each other when choosing a teaching platform, especially when different teachers in the same class try to choose a consistent teaching platform.

## 6. Conclusion

This article first elaborates on the background and connotation of blended teaching reform, as well as the current problems in the teaching of "Financial Management". Then, it proposes the specific steps for implementing blended teaching in "Financial Management", redefines the teaching objectives of the course, systematically plans the content of several modules in the "Financial Management" course, selects the BOPPPS teaching mode, equips the teaching staff, and designs a new evaluation system. Finally, it issues that students and teachers need to pay special attention to were proposed based on the implementation process.

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