

Application of Flipped Classroom Teaching Model in the Course of Securities Investment Studies

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Abstract: Introducing the teaching mode of flipped classroom in the course of Securities Investment can improve students' independent learning and active thinking ability while learning the basic knowledge of the course, and realise the goal of teaching according to students' abilities and integrating disciplines. This paper analyses the teaching design ideas of flipped classroom in the course of Securities Investment from three levels: before class, during class and after class, and provides ideas for the development of flipped classroom mode in the professional courses of finance in colleges and universities.

Keywords: flipped classroom, active learning, instructional task design

1. INTRODUCTION

Flipped classroom teaching mode first originated from the United States, which is a typical open teaching mode and has been recognised by the education sector in many countries around the world. Flipped classroom is considered to be a change in the traditional teaching mode in which teachers' lectures occupy most of the classroom time and students can only participate in passive learning, and active learning is introduced into teaching. Teachers don't take up or take up as little as possible of the classroom learning time, and let more classroom time for students to actively participate in the discussion of the problem and exchanges, and at the same time, students are asked to formulate their own learning plan according to their own situation and purposefully carry out personalised learning after the lesson. Purposeful development of personalised learning. [1] And in the current "Internet +" background, university teachers use the flipped classroom teaching form, usually before class to provide students with teaching videos and other forms of online learning resources, students in the classroom before the completion of the viewing and pre-study, and then the teacher and the students in the classroom according to the content of the pre-study Q&A, discussion and other interactive communication activities, and ultimately the summary of learning. Then the teacher and the students carry out interactive exchanges such as Q&A and discussion based on the content of the preview in the classroom, and finally make a summary of the learning.

Compared with the traditional form of classroom teaching, flipped classroom teaching has more advantages and can solve the problems encountered in the traditional classroom teaching process.

First, taking students as the centre. The traditional classroom "duck" teaching mode will inhibit students' ability to think independently, while the flipped classroom advocates the concept of "student-centred, the teacher mainly plays a role in guiding and driving students to learn new knowledge", but it can be a good exercise to enhance students' independent learning and active thinking ability. The concept of "student-centred teaching" advocated by the flipped classroom can well improve students' ability of independent learning and active thinking. Under the flipped classroom teaching model, teachers change their role in the classroom from "leading" to "guiding and serving". This helps students to have more interaction and communication with the teacher during the classroom teaching process, and also helps students to learn independently and fully absorb the knowledge gained in the classroom after the class.

Secondly, students' independent learning is emphasised. The traditional mechanical teaching mode will, to varying degrees, ignore students' subjective initiative, causing students to gradually lose interest in learning, resulting in lower learning efficiency. The teaching mode of flipped classroom advocates the concept of "emphasising students' independent learning and teachers focusing on stimulating students' interest in learning", which can improve the one-way knowledge transfer, insufficient interaction with students and insufficient students' interest in learning, etc., which existed in the traditional teaching mode, and stimulate students' intrinsic motivation and initiative in learning by strengthening the guidance of students. By strengthening the guidance of students, stimulate the intrinsic motivation to learn and strengthen the initiative and motivation to learn. In the teaching process, teachers can take the guidance of questions, group discussions and other ways to gradually stimulate students' interest in learning, improve students' learning ability, strengthen students' understanding of professional knowledge and knowledge derived from professional knowledge, so that students can have a clearer understanding of the learning objectives and learning system.

Third, focus on subject integration guidance. Teachers in the traditional classroom teaching process for the explanation of knowledge often can not form a closer connection with the relevant disciplines, which is likely to lead to students in the learning process to face the fragmentation of knowledge mastery, dispersal of the problem, its learning efficiency is difficult to get a substantial increase. In the "flipped classroom" teaching mode, teachers can further improve the scientific division of labour of the teaching process and improve the quality of teaching content production on the basis of deepening the understanding of the relevance of the curriculum system, so as to strengthen the correlation of the knowledge points, and to build a network of interdisciplinary knowledge point correlation structure for students.

Fourthly, teaching students according to their aptitude and promoting their personalised development. Traditional classroom teaching emphasises universal teaching, and it is difficult for teachers to consider personalised teaching for different types of students in the teaching process. In the flipped classroom teaching mode, teachers can better assess the basic ability and personality characteristics of each student based on their interaction with students in the classroom, and at the same time grasp their respective interests and hobbies. This helps teachers to design personalised teaching programmes in teaching, which can help students achieve personalised development while improving teaching effectiveness.

2. INSTRUCTIONAL DESIGN FOR CARRYING OUT FLIPPED CLASSROOM IN THE COURSE OF "PORTFOLIO INVESTMENT"

2.1. Pre-course Learning Task Design

Under the teaching mode of flipped classroom, the learning task before class is the first step for students to contact new knowledge, and how to set up reasonable learning tasks before class will directly affect the overall teaching progress and the depth of students' learning. First of all, according to the basic knowledge points required by the course syllabus to produce relevant video materials and other pre-course learning tasks, and uploaded to the learning platform at least 3 days in advance, and set specific viewing and learning requirements, in order to guide the learning, the video in the beginning of the first 1 minute to lead to the two content-related objective multiple-choice questions, and at the end of the video, including single-choice questions, multiple choice questions, including a number of short and appropriate questions, so that the teacher can start to learn from the teacher and students. The video ends with several short and appropriate questions, including single choice and multiple choice questions, so that the teacher can understand the blind spots and misconceptions of the students from the background and prepare for the setting and focus of the content in the lesson. At the same time, the Q&A questions provide instant feedback on the answers, which helps students to review their knowledge and self-correct. In addition, the background can check the attendance on the learning, on the one hand, the self-discipline of the weaker students to restrain, on the other hand, to strengthen the students' sense of discipline and learning habits, but should adhere to the guidelines of discipline rather than punishment, for students who do not participate in the course in a timely manner, through timely notification.

2.2. Design of Teaching Tasks in the Lesson

The teaching mode of flipped classroom helps to achieve the goal of unifying theoretical teaching and practical teaching of professional courses, and the arrangement of teaching tasks in the class is

diversified and unique, which is the biggest subversion to the traditional classroom. The content of the class should include two parts: guided learning and learning activities, in which guided learning includes controlling students' metacognition of the knowledge system and clarifying the purpose of teaching, and the purpose of learning activities is to improve students' problem-solving and teamwork abilities. Therefore, the organisation of tasks in the class includes the assessment of basic knowledge points, class discussion and interaction of key points and difficulties, and the training of teamwork learning ability. Before the formal class, the teacher will summarise the students' completion of the pre-course tasks, and organise and design a set of test questions that can be completed within 10 minutes for the students' weak self-study mastery of knowledge points and the existence of a lot of controversial issues, and display them in the form of QR code applets on the PPT at the beginning of the class for the students to use their mobile phones to scan into the applets to answer the questions and submit the answers. Then according to the number of students in the class will be divided into several groups, and organise students to discuss and analyse the questions on the test paper within the group, and the content of the big difference of opinion will be the important and difficult points of the course explanation and analysis. Finally, based on the teaching purpose of the course, through the brainstorming style of learning teamwork to complete the teaching, this process should take up 1/3 of the length of the course, and as the key content of the course is organised to adapt to the characteristics of the finance course problems of multiple and discrete, in the last 10 minutes of the class time for the representatives of the group to speak on the stage to report, and if necessary, can be organised between the group debate, to deepen the understanding.

2.3. Design of after-school Learning Tasks

After-school extension of the study is an essential part of the flipped classroom, not like the traditional teaching mode of the form of homework assigned after class, but plus focus on the dispersion of thinking and innovation, with the idea of creativity, so the extension of extracurricular should be used as. The design and arrangement of after-school learning tasks generally have a certain periodicity and consistency, the task plan of a semester according to the difficulty and the amount of tasks in the semester evenly distributed, in order to avoid the centralised arrangement, so that students can have a buffer of psychological preparation in completing the task of exploration. The results of the post-course exploration tasks will be reported centrally and uniformly two weeks before the end of the semester, and the groups will evaluate and score each other. Specific implementation steps should be as follows: first of all, the students are grouped, each group elected a group leader; then by the leader of the group in the group for the task of dismantling and distribution; next group members based on the group's overall task and their own individual tasks using the library or the Internet resources to find and sort out the information; and so on the task time over half of the time by the leader of the completion of the members of the group midterm check to verify whether the group assignment is reasonable, the completion of the task, and the results of the group's work. Verify whether the group's allocation is reasonable, whether the completion of the situation is considerable, and make timely guidance and correction; Finally, each group to select the most eloquent students for group work research results of the report show, and accept the teacher and other students on-site questions. Teachers based on the results of research and on-site performance for assessment and scoring.

3. PROBLEMS FACED IN CONDUCTING THE FLIPPED CLASSROOM IN THE COURSE OF SECURITIES INVESTMENT

3.1. The Implementation of the Flipped Classroom is not Comprehensive and in-depth enough

Flipped classroom itself has a high degree of complexity, which is not only a change in the process and mode of teaching, but also a change in the overall teaching concept. From the change of teaching concept in the classroom, it extends to the change of students' learning concept and way; from the learning of basic knowledge in the classroom and textbook, it extends to the cultivation of students' team consciousness and the base pad of social skills. At present, this teaching method still lacks systematic research and personalised research for the implementation of different professional courses, thus the breadth and depth of the application of the flipped classroom teaching mode is still relatively limited, and the change of this teaching concept should be extended to all levels.

3.2. Teaching Tasks are not Designed to Target Knowledge in Sufficient Detail

The flipped classroom relies on a large amount of literature, teaching courseware, video materials, web resources, teaching videos, microclasses and other resources when designing the pre-course teaching tasks, and each task material should preferably correspond to a small knowledge point, so teachers are required to slice up and refine the knowledge points related to the course in advance, which is conducive to the completion of students' self-study sessions before the class. This process of refining the knowledge points usually requires a lot of time for the teacher of the course to do so, and accordingly to find the corresponding learning materials such as videos and audios.

3.3. Increase Technical Support

The implementation of this teaching mode of flipped classroom can not be separated from the strong support of Internet information technology, the current microcourse recording speed is relatively slow, which is slow with the construction of online communication platforms and technical support is not followed up in time has a great relationship. It is suggested that the construction of flipped classroom should set up a special team and have special technicians to do technical platform research and technical support in order to ensure the smooth implementation of flipped classroom.

4. CONCLUSION

Based on the above analysis, it is clear that compared with the traditional classroom teaching form, the advantages of the flipped classroom teaching concept are obvious, and the reform of the flipped classroom teaching mode is imperative for one of the core professional courses of the finance majors, "Securities Investment". In this paper, the teaching design is carried out from the three dimensions of pre-course, in-course and post-course, and on the basis of which, the problems faced by the flipped classroom in the course of "Securities Investment" are put forward at present.

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