

Application of OBE Concept in Financial Management in the Era of Big Data

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Abstract: In the environment of big data, we make full use of the concept of OBE and information technology to reform the course of “Financial management”. By integrating the teaching contents and innovating the teaching forms, we can construct an efficient and interactive wisdom classroom and promote the development of the traditional classroom to the wisdom classroom, that is to say, changing from a lecture-based classroom teaching mode to a “Result-oriented” normal mode of students’ independent inquiry learning . It can create a wide range of inquiry-based, discussion-based and participatory learning environment; cultivate students' quality and application ability in financial management, data analysis and application, investment and financial management, in order to meet the needs of the new characteristic courses of Finance and accounting under the changes of the times

1. Introduction to Related Concepts

1.1. Big data

Big Data, or huge amounts of data, refers to the amount of data involved that is too large to be transmitted through current mainstream software tools, in a reasonable time to capture, management, processing, and collation to help enterprises to make more positive business decision-making information. Big Data has four characteristics, Variety, Velocity, Volume, Value.

The Age of Aig Data, by Kenneth Cukier and Schönberg Im Stubaital, proposes that the use of big data is the analysis of all collected data, rather than the traditional method of random sampling. Obviously, big data technology is not only the storage of massive data, but also through the processing of massive data to help people to mine the useful information behind the data.

In the era of big data, the social competition is very fierce. For all walks of life, who can be the first to implement the application of big data, who can dig more deeply into big data, who can seize the future opportunities, the education sector is also the same. Big Data can not only bring new perspective and dimension to the theoretical research of the construction of curriculum standards,

but also bring new methods and means to curriculum practice. At the same time, in the era of big data can provide more opportunities for teachers to provide personalized guidance for students to form a new relationship between teachers and students.

1.2. OBE Concept

Achievement based education is abbreviated as OBE (outcome based education), also known as ability oriented education, goal oriented education or demand-oriented education. OBE means that the goal of teaching design and teaching implementation is the final learning achievement of students through the educational process. As an advanced educational concept, it was put forward by Spady et al. In 1981 and soon received people's attention and recognition. It has become the mainstream concept of education reform in the United States, Britain, Canada and other countries.

OBE teaching philosophy focuses on the actual needs of society for talents and emphasizes that curriculum construction should focus on "learning output", so as to organize teaching design, arrange teaching time and gather teaching resources.

2. Current situation of Curriculum Teaching

Financial Management is a course based on enterprise financial statements, which is committed to meeting the needs of enterprise managers and interest stakeholders in all aspects and cultivating applied talents. Based on the characteristics of this course, in addition to the teaching of theoretical knowledge in books, the course pays more attention to students' ability to identify and judge financial information, insight into enterprise economic problems and deal with real financial difficulties in practice. In the current teaching process of this course, a series of common problems lead to the classroom teaching can not achieve the expected effect.

2.1. The Course is Difficult; the Students' Professional Foundation is not Solid

The knowledge of financial management is modular. There are a lot of fragmented contents in each knowledge module. Students are easy to indulge in specific fragmented learning. In addition, teachers' daily course teaching is carried out in sections, and students have almost no systematic project-based learning experience, which is not conducive to the cultivation and shaping of their overall financial ability. As a professional course, financial management focuses on the cultivation of students' comprehensive ability. Students need to be based on the professional basic knowledge they have learned before. Learn the theoretical knowledge and calculation formula of this course to draw your own analysis conclusion, which requires certain analysis and comprehensive ability. However, a large number of undergraduates have insufficient learning ability and learning initiative. Many students are not solid enough in the previous professional course learning process, and are easy to forget their learned knowledge points.

2.2. Few Practical Teaching and Single Teaching Methods and Means

Influenced by the students' professional foundation, in the process of teaching this course, teachers have to spend time to re teach students the relevant theoretical knowledge of Finance and accounting. This course involves a wide range of knowledge, a large amount of knowledge, and some theoretical knowledge and methods are more difficult. Therefore, in the course teaching, we should not only consolidate the previous professional knowledge for students, but also teach the

basic principles and methods. The time left for practical teaching is compressed very little. This also leads most students to only remember some financial calculation formulas after learning this course, and it is difficult to form the ability to really use financial knowledge to analyze and solve problems. Most of the teaching methods adopt traditional classroom teaching, which is lack of creativity, let alone teaching by means of big data technology.

2.3. Unreasonable Course Assessment Method

According to the traditional assessment method, the assessment of financial management course in most colleges and universities is composed of 50% of the usual examination + 50% of the final score or 60% of the usual score + 40% of the final exam. The proportion of the usual score is not enough or even if the proportion of the usual score is high, it is only assessed from the aspects of attendance, classroom cash flow and homework, and the final exam is limited by the examination form and test paper type, It leads teachers to pay attention to book theory teaching and ignore practical teaching. At the same time, under this assessment method, students only need to review and recite before the exam, and they can pass the exam. As a result, students are not serious enough in class and seldom take the initiative to study after class.

3. Application of OBE concept in Financial Management in the Era of Big Data

3.1. Clear Learning Results, “Reverse” Teaching Design Ideas, Reconstruction of Teaching Content

"Reverse" teaching design starts from the internal and external needs of all parties, combined with the internal demand factors such as talent training orientation, school running orientation, school running thought and the education and teaching law of teaching subjects, combined with the external demand as the basis of training objectives, and further combined with the graduation requirements to build the curriculum system.

Table 1: Course Contents and Expected Results of Financial Management

Project	task-driven	vocational ability	teaching methods	Form of achievement
Introduction				
Financing project	Bank financing, Bond financing, Stock financing	Capital cost calculation, Determination of capital structure, Financing plan	Case teaching method, lecture method, Task, driven approach, Situational simulation teaching method, Brainstorming	Case analysis report, Classroom report
investment projects	Investment in fixed assets	Cash flow analysis Capital value analysis		Case analysis report, Classroom report
Operation project	cash management, Accounts receivable management, Inventory management, Short term debt management	Determination of cash on hand, Determination of credit policy, Determination of optimal inventory		Operating materials, Classroom discussion
Profit distribution items	Dividend distribution	Dividend distribution		Operating materials, Classroom discussion
Financial items	Financial budget, Financial control, Financial analysis	Budget execution ability, Responsibility center management, Financial index analysis		Financial analysis report

The teaching objectives of financial management course usually include: (1) systematically

master the basic theory of financial management, be familiar with enterprise financial management process, and learn to solve the basic problems of enterprise financial management; (2) Have the ability to make general analysis and decision on enterprise fund-raising, investment, operation and distribution activities; (3) Have the ability to use professional skills to solve practical business problems.

Reverse design based on the whole professional curriculum system, so that the curriculum system supports the knowledge structure, and then make the learning of financial management correspond to the knowledge (ability) structure. Based on the basic knowledge of financial management, the course contents and expected results of financial management are as follows:

3.2. Determine Teaching Methods under the Guidance of Learning Output

Under the guidance of learning output, it is determined that the classroom of the teaching side is the main form of teaching implementation. The traditional teaching method adopts single communication, and the students' learning is limited to what teachers teach. Results oriented learning requires the transformation from "closed" to "open" teaching mode, and from "knowledge classroom" to "ability classroom".

3.2.1. Classroom Practice Teaching Represented by Case Teaching

In building the case repository, we integrate the typical cases in the new business mode, and combine the network teaching platform such as "duifene", "learning and communication" to select the students at any time. Through case task guidance, realize the shaping of their ability training. Combined with the external realistic environment, students simulate the financial personnel of case enterprises to participate in financial decision-making through financial simulation platforms such as "online financial decision-making platform software" and "business management decision-making software", and analyze and judge the financing, investment and other matters of enterprises. Due to the authenticity and growth of case enterprises, students have a strong sense of substitution, which can promote them to explore, think and analyze problems independently.

3.2.2. Laboratory Practice Teaching Represented by Financial Decision-Making Competition, Kingdee and Ufida Software Training

Select the competition corresponding to ERP enterprise operation and management sand table software, netinnet financial decision-making software and business management decision-making software, use the decision-making software to stimulate simulated enterprise operation through the interest points of "enterprise confrontation", encourage students to participate in the financial management activities of online virtual enterprises, simulate enterprise financial personnel and practice enterprise financial work, Achieve the shaping of curriculum ability training.

3.2.3 Social Practice Teaching Represented by off Campus Practice

Practice outside school and apply what you have learned. Off campus practice base is an important carrier of students' practical teaching. Relying on the off campus practice base, stimulate students to apply theoretical knowledge to evaluate project investment and operation, and even write business planning.

In addition, class and after class learning will be carried out in the form of study groups. Group members discuss and inspire each other to complete project training tasks or comprehensive

assignments, so that those with strong learning ability become stronger and those with weak learning ability are improved. Teachers have more time to organize the classroom, guide students to interact and monitor the process, and improve the interest and professionalism of the classroom.

3.3 Enrich Teaching Means and Enhance Students' Learning Enthusiasm

3.3.1 Flipped Classroom

The specific teaching mode of flipped classroom is that teachers weave short videos according to the content of the course and put them on the network. Students must watch the teaching video course designed by teachers through the network platform in advance before class to complete the content of the course, and use classroom time to communicate with teachers and students and display learning results. From the perspective of learning venues, students have changed from doing homework at home in school to doing homework at home. They do not learn new knowledge in class, but only discuss problems in video learning; In terms of the role played by teachers and students, from the original model of teachers giving lectures and students listening to lectures to giving lectures to students, at the same time, teachers are also liberated from classes, from "teaching" teachers to "guiding" teachers, and students really become the main body of the classroom.

3.3.2 Micro Class

The "micro" of micro course is mainly reflected in the short micro course of about five minutes, with video playing as the main way. Micro course has the characteristics of vivid learning content, refined teaching content and short teaching time. In this era of big data, with more and more knowledge and more fragmented knowledge, micro courses provide a new direction of fragmented learning. Mobile learning based on micro class is a new way to supplement classroom teaching.

3.3.3 MOOC

The full name of MOOC is mass open online courses, commonly referred to as MOOC, which is the product of "Internet plus education". The idea of MOOC is that anyone can learn any knowledge at any place or time, and it does. We can make use of the advantages of simplifying lessons and tracking curriculum data to promote students' active learning.

3.4 Use Big Data to Realize the Diversification of Evaluation Subjects and Increase Teaching Feedback Links

Multiple and echelon evaluation criteria are adopted. The evaluation emphasizes the connotation of learning achievements and personal learning progress, and does not emphasize the comparison between students. According to the degree to which each student can meet the educational requirements, different evaluation grades from unskilled to excellent are given for targeted evaluation, so as to provide reference for schools and teachers to improve teaching through a clear grasp of students' learning status. The assessment in the era of big data first breaks through the traditional assessment method based on summative assessment and pays attention to the introduction of formative assessment. The database can record the learning time of each registered student on the platform, the time and accuracy of the in class test, and the speeches and times of participating in the forum discussion. It can be used as an important reference basis for students'

usual performance, evaluate students' performance and achievements in daily learning, and pay attention to the progress of students' knowledge, ability and quality in the whole learning.

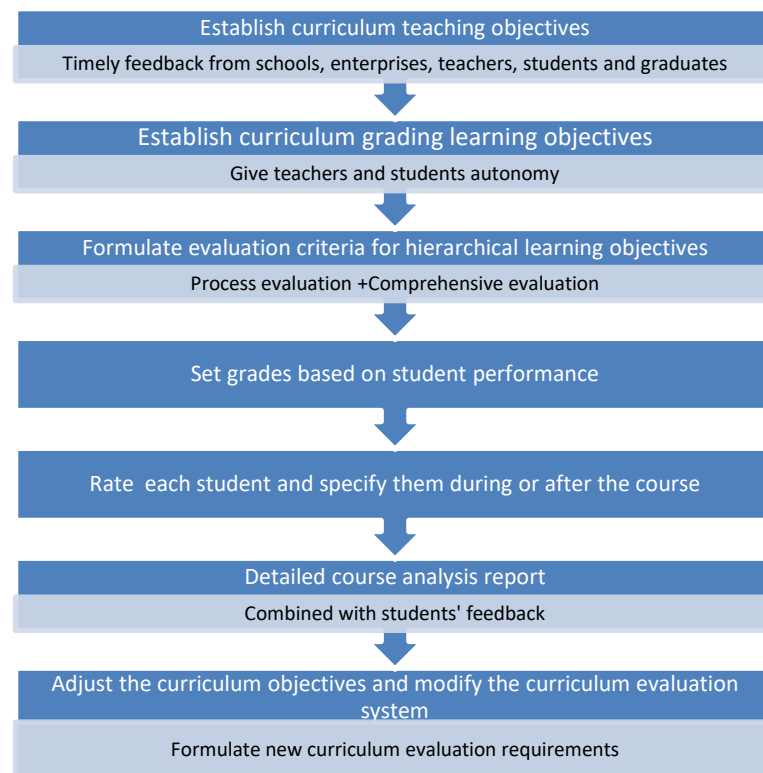


Figure 1: Course assessment process

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