

# **Reform and Exploration of Online and Offline Hybrid Teaching in Applied Undergraduate Investment——Taking the Department of Finance of Fuzhou University of International Studies and Trade as an example**

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**Abstract:** "Investment" is a professional core course in finance, which is theoretically strong and has many intersections with other courses. How to base on the orientation of applied undergraduate schools and mobilize students' enthusiasm for learning is to teach this course. The problem that must be solved. This paper explores the reform of online and offline hybrid teaching in the application-oriented undergraduate "Investment" and analyzes the teaching effect.

## **1. Introduction**

The so-called "online and offline hybrid teaching" is a teaching method that combines the advantages of online teaching and traditional teaching. This kind of teaching mode can integrate the group learning advantage of the offline class and the individualization of online learning, and effectively integrate the online advantage and offline resources to form the effect of all-round communication [1].

The goal of the applied undergraduate program is to cultivate applied talents for local economic development. The main production, management, service and other first-line senior service personnel. The orientation of running a school is applied rather than research-oriented. Therefore, the training objectives, curriculum objectives, and teaching methods of applied undergraduate colleges are different from research universities. The application of the online and offline hybrid teaching mode to the application-based undergraduate "investment" course should also be considered comprehensively according to the school's orientation, the students' academic situation, and the teacher's teachings.

## **2. "Investment" course offline teaching reform**

### **2.1 Reform of teaching materials and teaching contents**

Many domestic universities choose Bodie's "Investment" as the preferred textbook. Although the basic investment theory in Bodie's "Investment" textbook has universal applicability, the content of the textbook is based on the situation of the US financial market. Financial markets differ from Chinese financial markets, and most students will be employed in the country after graduation. Therefore, the course teaching team selected Zhu Yingnan's "Investment" as the textbook, but the textbook is mainly aimed at the students of research universities. The teaching content mainly includes portfolio theory, capital asset pricing model, arbitrage pricing theory risk management, derivative securities, etc. [2]. These contents are theoretically strong and require a high level of mathematics for students. However, Fuzhou Foreign Trade College is a local applied undergraduate

college. The students of the Department of Finance are both liberal arts and sciences, and the mathematics level is uneven. The mathematical derivation and explanation of these theories are difficult for some students to understand, and thus lack of interest in the course [3].

In view of the school's orientation and the specific situation of the students, the course teaching team will adjust the mastery of the teaching content and knowledge content based on the teaching materials. Our students have a high degree of enthusiasm for the research. Therefore, when formulating the syllabus of the "Investment" course, the teaching team members combined the requirements of the FRM and CFA Level 1 exams to appropriately reduce the difficulty. Especially for the part of the theoretical type involving mathematical derivation, we adopt "the knowledge of science, the assessment method of liberal arts."

## **2.2 Reform of teaching methods**

The traditional teaching method of "Investment" is based on the teacher's classroom teaching, combined with the practice of the class. The course is theoretically strong, and long-term theoretical teaching is easy for students to feel that the theory of this course is out of practice, resulting in feelings of disgusting and contradictory. Although there are in-class practice sessions, most of them use the team to conduct case analysis, and then the team representatives carry out case analysis and sharing, and finally form an in-class practice report. However, in the teaching process, the teaching team found that the role of motivating students through thinking in class and thinking and solving problems is limited. Students prefer to communicate and communicate with people in the industry, and think about the problems raised by the industry.

In view of this, the course teaching team conducts in-depth school-enterprise cooperation with financial institutions such as securities companies, commercial banks, and insurance companies where the school is located. On the one hand, the members of the course teaching team regularly communicate with the senior practitioners of the cooperative units to explore and analyze the relevant business development and the influencing factors behind them, so as to obtain first-hand industry practice materials; on the other hand, according to the teaching content of the course, Invite corresponding industry professionals to enter the campus and teach and guide students in the form of lectures[4].

## **2.3 Reform of curriculum design**

The "Investment" course overlaps with other courses and has more content to solve the problem of repeated learning. The course teaching team collaborates with other course teaching teams in content design.

In theory, it mainly cooperates with courses such as "Finance", "Company Finance" and "Financial Derivatives". The relatively simple content of "financial instruments and securities market" is undertaken by the finance course. The "investment science" course is directly introduced into practice; the "capital asset pricing model", "arbitrage theory" and "measure of risk and return" are mainly "Company Finance" courses undertake; "Options, Futures and Other Derivatives" are divided by the "Financial Derivatives" course, "Investment" course is mainly responsible for the explanation of basic concepts and basic theories, combined with the actual situation of China's financial market Market overview of financial derivatives[5]. Through the collaboration of the curriculum, students are encouraged to improve their theoretical learning ability and practical application ability according to the learning path of "theory-practice-theory re-learning-enhancing practical ability".

In practice, it is mainly in collaboration with the "Stock Simulation Trading" training course. The teaching curriculum team uses the "Guotai An Securities Simulation Trading System" to set up simulation trading rights for stocks, funds, futures and other derivatives, so that All students can participate in the transaction, and ask students to submit a trading experience once a week. Through the simulation of transactions to further understand the meaning and role of each indicator, graphics.

## **2.4 Reform of the course assessment plan**

The traditional teaching evaluation method is composed of the usual grades, the in-class practice scores and the final exam scores. The course team decided to increase the training results through research. In addition to the attendance, the usual results include the submission of classroom interactions, homework and training reports. The training results include the simulation of stock rankings, the simulation of investment income, and the assessment of group discussions. Through multi-dimensional assessment, students' enthusiasm for learning is mobilized.

## **3. The "investment" course online teaching reform**

### **3.1 The traditional online teaching mode of "Investment"**

The CRP system of Fuzhou University of international and trade has set up the "Air Class" module, in which teachers can upload courseware, video materials, photo materials and recommended websites. Students can log in to the "Air Class" through their account and obtain relevant course materials according to their needs. But the flaw in this module is that the interaction between the teacher and the student is poor.

### **3.2 "Investment" online teaching reform**

Combining the teaching characteristics of the "Investment" course, drawing on the SPOC teaching mode of other universities, using the teaching platform resources of Fuzhou Foreign Trade College, set up the online pre-school teaching module. The module mainly includes three aspects: (1) The teacher designs the teaching objectives and teaching contents of the "Investment" course and uploads the complete teaching materials. (2) The teacher publishes micro-video courseware and related extracurricular video materials on the teaching platform, and the students use the after-school time to learn. (3) Students ask questions and difficulties on the online and offline learning process. Teachers and students can answer questions and discuss.

#### **3.2.1 Uploading course materials**

Before the start of the course, upload the complete "Investment" course syllabus, curriculum standards, in-class experimental syllabus, teaching schedule and other teaching materials. After each class, the teacher must fill out the feedback form of the classroom teaching and reflect on the teaching so that the students can understand the teaching requirements and teaching conditions of the course at any time.

#### **3.2.2 Recording of teaching micro video**

The online teaching part is not a repetition of classroom teaching. The online video courseware is not a simple recording of offline classroom teaching. Before the micro video recording, the division of labor is determined according to the educational background, work experience, and history

teaching courses of the course team members. The recording content focuses on the key points and difficulties in the course of "Investment". The explanation of the knowledge points is closely related to the orientation of the "local application-oriented undergraduate colleges" of Fuzhou Foreign Languages and Foreign Trade College. It does not require deep explanation, but requires knowledge points. Transcend. As for some of the more practical knowledge points, industry professionals are invited to explain. Strive to "the teacher can understand, the students can understand."

### **3.2.3 Online discussion and Q & A**

The traditional way to answer questions is to ask the teacher to find a face-to-face answer after class, or to solve it through QQ, WeChat, etc. However, due to the inconsistency in the schedule of teachers and students, there are students who have questions and want to ask the teacher. However, the teacher cannot answer in time due to work reasons. After the delay, the students' enthusiasm for learning is easily attacked. There are also some problems that students are widely skeptical about, but some students do not dare to ask questions because of multiple factors. By setting up an online discussion and answering module on the SPOC, on the one hand, it can solve the problem of the students in time - the students who have mastered the relevant knowledge points can also answer and discuss the questions; on the other hand, they also solve the difficulties that the department students can't ask questions. Because students have the same grasp of most knowledge points.

## **4. The practice effect analysis of online and offline hybrid teaching**

The "Investment" course is a professional major course in finance, and is offered to juniors. This teaching reform selected four classes of 2017 as the experimental subjects, the course totaled 32 hours, of which 8 hours in class and 24 hours in theory. This "Investment" course has achieved certain results through online and offline mixed teaching reforms, which are embodied in:

(1) Solve the problem that the class is not enough, and the knowledge points are incomplete and cannot be said. On the one hand, through the coordination of other courses, the time for explaining the cross-content is reduced. On the other hand, through the online micro-video, the key points and difficulties of the course are explained in detail, from shallow to deep, the students can understand and remember without one time. Repeated learning. At the same time, relying on the online Q&A discussion module, students can quickly solve their own learning problems.

(2) Enhance students' ability to think and solve problems. Through the reform of online and offline teaching mode, students are willing to think about the current problems in the financial market, be good at exploring the reasons behind the financial market phenomenon, and dare to think about solving problems in different situations.

(3) Enhance students' enthusiasm for learning. "Investment" is a theoretical core course with deep requirements for mathematics. In particular, the modern investment theory is a department that discourages our students. However, through this curriculum reform, students' understanding of professional theory has changed. The theory is not a mirage that is out of practice, and the theoretical knowledge learned is unified with practice.

## **5. Conclusion**

Under the background of "Internet +", applied undergraduate colleges should combine their own school orientation and students' specific situations, make full use of the network to integrate offline teaching resources and online network resources, and mobilize students' enthusiasm for learning. Initiative. In the classroom teaching process, it is inevitable that all students can not be considered.

Some students have a good foundation and strong comprehension. Some students have poor foundations and they are very difficult to teach according to the normal teaching progress. Online and offline hybrid teaching has changed the traditional teaching method of cramming and unidirectional knowledge transfer and delivery by full-time teachers.

The first is to integrate offline teaching resources. On the one hand, it invites senior practitioners in the industry to participate in the planning, design, explanation and teaching methods of the curriculum, enhance the interest and practicality of the "Investment" course, and guide students to passively accept knowledge and turn to initiative. On the other hand, through the collaborative related professional courses, the waste of teaching resources is avoided, and the problem that the teaching content is wide and not refined is avoided.

At the same time, make full use of the resources of our school's online teaching platform, and upload the key points and difficulties in the course in the form of micro-videos, so that students can repeat learning according to their own knowledge of the knowledge points. At the same time, the online teaching platform is used to upload and update the industry's dynamics, hotspots and classic cases in a timely manner, injecting vitality into the more boring theoretically strong "Investment" course, so that students can realize that the professional theoretical knowledge they learn is capable and practical. Uniformity is the ability to guide practice, thus stimulating students' enthusiasm for theoretical study.

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