Study on the Application of SPOC Flipped Class in Teaching Pattern of Ethnic Minority University Foundation Year Teaching—Taking Financial Management Course as an Example

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Abstract. As the core course of accounting specialty, financial management course plays a very important role in the teaching of ethnic minority University Foundation Year. This paper puts forward three concrete design ideas originating from the flipped class teaching pattern design. That is: self-regulated learning based on financial management network resource, teachers and students co-construction based on SPOC curriculum resource and curriculum model transformation based on case teaching. The above three aspects of the design, is of great significance in expanding the Financial Management teaching model of ethnic University Foundation Year reform.

Introduction

SPOC (Small Private Online Course)—small-scale limited on-line courses or small-scale private online courses, based on the well-known MOOC, is an organic combination of MOOC and traditional classroom teaching, SPOC on the basis of MOOC to more specific subjects. Therefore, the learning pattern of SPOC is more flexible and efficient, which can meet the needs of learners’ individualized learning. Flipped class and SPOC patterns have similarities to some extent, the SPOC model maximizes the ease of internet technology, and the quality of educational resources in various fields is as open as possible to learners, who can access the resources they need anytime, anywhere when they have a computer. The advantages of SPOC are interdisciplinary cognition and a large-scale social learning network.

The education of Ethnic Minority University Foundation Year, also known as the Ethnic preparatory Education, is a special form of higher education with Chinese characteristics, which is implemented by the party and the government according to the reality of the relatively backward economic and cultural situation in the minority areas of China. As far as the national preparatory education for ethnic minorities is concerned, the national preparatory education has the following three characteristics: transition, hierarchy and specialty.

The study on the learning situation of ethnic minority college students shows that the learning adaptability of ethnic minority college students is generally poorer than Han nationality college students. Especially in terms of learning content, the knowledge learned in universities is very different from that in secondary schools, the specialty is strong, for the learning in university has greater difficulty, and the learning methods also have great changes, which is the biggest problem encountered by ethnic minority students. Especially in the process of university financial management learning, there are many problems in student’s learning: Firstly, the motivation of learning is not correct, and the interest in learning is not strong. A considerable number of students think that the university has completed the study task, get the diploma to work can be, that basic science and financial management class to learn the knowledge is not very useful, low enthusiasm for learning. Secondly, the teaching content is difficult, even the effort is difficult to learn. Because the preparatory students choose the same teaching materials as the undergraduate students, and the requirements are basically the same, coupled with the poor foundation of the preparatory students, the poor communication ability of Chinese, a considerable number of students feel struggling, which also makes them lose their interest in financial management. Thirdly, many students cannot adapt to the university teaching environment as soon as possible, hoping that university teachers will be so meticulous and slow to help secondary school teachers to carry out repeated training.
students do not develop the ability and habit of self-study. University teachers think that the rhythm of teaching has been very slow, in the eyes of students is still too fast. Because some university teachers cannot use the national language to teach or bilingual teaching, and students do not dare to communicate with teachers in Chinese, which is bound to cause the exchange of information between teachers and students is not smooth, but also affect the quality of teaching.

Besides, with the expansion of college enrollment in China, the teaching workload is mounting, and more and more young teachers have become the main force of classroom teaching in colleges and universities. These teachers are confined to the shortcomings, such as the lack of attention to classroom teaching, the basic teaching skills are not solid, the lack of teaching experience etc., so that they haven’t intention to improve the level of teaching work, and unable to update the teaching content and perfect teaching methods. In view of the problems existed in the teaching of Ethnic Minority University Foundation Year Financial Management, many scholars at home and abroad put forward countermeasures and plans from different directions. Chen Qinghin has discussed the problems existing in the course setting of the national preparatory education and put forward some solutions. Guo Meiling taking the Chinese teaching mode of minority Prep as the starting point, this paper probes into the teaching goal, teaching content and teaching effect of the preparatory teaching. Wu Xuehui has conducted an empirical study on the effect of the stratified teaching experiment of minority preparatory language.

In order to cultivate the self-regulated learning ability of national preparatory students and enhance the consciousness of self-management, teachers should guide students to set up correct learning motivation, use correct learning methods and formulate reasonable learning goals in the course of teaching. Moreover, the author puts forward some thoughts from the design of flipped class teaching mode to expand the new ideas and innovative consciousness in the reform of the classroom Financial Management teaching model of ethnic University Foundation Year.

Self-regulated Learning Based on University Financial Management Network Resource

Thanks to development of network and computer technology, the network-based autonomous learning has the technical support, and the online learning resources are abundant, especially a large number of national or provincial and ministerial universities financial management excellent course teaching video online, so that teachers can select the relevant learning content, and guide the ethnic preparatory students to carry out independent learning. If the difficulty is too high, it will hit the student's self-confidence, so the choice of autonomous learning content is very important.

In addition, teachers can also recommend the National University financial management public class video of well-known teachers to students, and enable them to carry on self-regulated study, so that students can further grasp the difficulties of the course content from multi-perspectives, and multi-levels. By studying the video lessons of famous teachers, students can deepen their understanding of the concept of Financial Management and improve their ability to deal with specific financial management problems. For example, in the face of a university financial management exercises, you can analyze the same university financial management model from many perspectives through multiple solutions. Therefore, teachers should deepen students’ knowledge in financial management teaching, cultivate students’ habit of thinking hard, and focus on the cultivation of students’ divergent thinking.

Teachers and Students Co-construction Based on SPOC Curriculum Resource

Of course, the self-regulated learning model is not equivalent to student’s self-study, but targeted learning under the guidance of teachers. SPOC course is produced by the course teacher, aiming at the difficulty of teaching, and the knowledge point of each chapter permeates the content of the relevant financial management history. In addition to the above-mentioned independent learning based on network resources, in accordance with the characteristics of ethnic preparatory students, teachers can also pay attention to, emphasize the combination of brainstorming encourage class students around the classroom content to actively collect relevant cases of financial management, production of
correlation analysis PPT courseware and upload to the learning platform to achieve class LAN sharing. Teachers, according to the actual situation of students, carry out targeted guidance, write electronic teaching plans, emphasize the focus of knowledge, refinement of difficulties, and according to the purpose of teaching to design a series of post-class topics to facilitate students to self-examination. In order to avoid the variety of courseware materials handed in by students, teachers first need to make standard templates, group or assign tasks according to personnel, so that each student is targeted to participate in the production of specific courseware resources.

Taking “DuPont Analysis” as an Example Permeates Related Teaching

Because the theory of financial management has certain abstraction and financial management complexity, students often fear in the relevant theory study. It is difficult to arouse students' interest in learning by tiling the explanation of financial management type. By guiding students to collect and collate relevant financial management cases, and carry out Related financial analysis, students can participate in the process of discovering the financial problems of enterprises, as well as the proposed solutions, and so on, really learn to learn the course of financial management.

For example: In 2018, Country Garden has launched a "345" capital of the high turnover model, that is, after taking the land 4 months after the opening, 5 months of funds back, and 6 months of capital reuse. This is because enterprises to improve the return on net assets must increase the net sales rate, asset turnover or equity multiplier, but now the house price is already very high, and the real estate industry regulation, cannot raise the net interest rate by raising the price, and the real estate industry is already a high debt ratio of the industry. There's nothing left to increase the scope of the debt. Therefore, enterprises cannot improve the equity multiplier to improve the return on net assets. Then the enterprise will end up with only the last asset turnover rate left. The return on net assets can only be increased by improving asset turnover.

Conclusion

To sum up, the teaching pattern of SPOC Flipped Class can be targeted to better arouse students' subjective initiative, cultivate students' habit of autonomous learning, and help teachers to teach students multi-sided, multi-perspectives and multi-level. However, at present, the teaching mode based on flip classroom is still in the preliminary exploration stage, so the promotion of flipped class and the application research of specific subjects need to be practiced and made a breakthrough according to the characteristics of students, subject characteristics and other factors, so as to better serve teaching in the process of educational informationization development. In view of the characteristics of the national preparatory education, combined with the above three aspects of the design, it is feasible to introduce the flip classroom teaching into the university’s Financial Management course teaching, which has certain reference significance for deepening the classroom teaching reform of university financial management.

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References

