

Teaching Design of Finance Course Based on MOOCs

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Abstract: Under the new situation of rapid development of Internet technology, more and more colleges and universities at home and abroad introduce information technology into classroom teaching in various forms. As a new online teaching model, MOOCs has gradually become an important tool for colleges and universities to carry out financial interactive teaching reform. This paper expounds the necessity of introducing MOOCs into the traditional classroom teaching of "Finance", and then puts forward the idea of teaching design of "Finance" based on MOOCs.

Keywords: MOOCs; finance; teaching design

1. Introduction

Under the new situation of the rapid development of Internet technology, more and more colleges and universities at home and abroad introduce information technology into classroom teaching in various forms, such as MOOC, micro-classes, etc., so that students can get newer and better teaching resource.

"MOOC" is transliterated from MOOC, the full name of which is Massive Open Online Courses, that is, large-scale open online courses, which is the product of the rapid development of Internet information technology and the transformation of educational concepts and methods [1]. Compared with traditional teaching methods, MOOC has its own characteristics: First, learners are not restricted by time and place, and can learn cutting-edge courses through MOOC platform anytime and anywhere to make up for the shortcomings of traditional curriculum education and realize the fairness of education [2]. Second, MOOC is an open, large-scale and free online course. This enables learners to participate in teaching interaction at the same time, share learning experience and experience, and experience the whole teaching process through Internet technology without the restriction of student registration [3].

The content of finance course is very complex, including money, credit, interest rates, financial markets, financial institutions, central banks, monetary theory, international finance and so on. For the major of finance, it involves many follow-up professional courses. If these basic theories and key contents cannot be mastered systematically, there will be no way to analyze and solve practical problems, let alone the cultivation of professional quality. Generally, undergraduate colleges

and universities arrange 48-54 class hours to master many basic concepts and principles of finance in one semester, which is difficult to achieve only by traditional classroom teaching, and students are easy to lose enthusiasm. The introduction of MOOC vividly explains the key knowledge points of finance. Teachers only need to supplement and improve the knowledge points in class, which improves the teaching efficiency of teachers and is conducive to students' mastery and digestion of knowledge points [4].

It is an important task for colleges and universities to improve teaching quality and promote finance teaching reform. Finance is closely related to social and economic life, with strong practicability, technical and skills, in the "classroom" in the way of teaching and students in the learning interest of improvement, resource sharing, the broad vision remains to be further ascension, the emergence of lesson "desire", provides the solutions to these problems may be, "mu class" on the form and content, the careful design, Presenting diversity and individuality; In the video production, vivid image, rich content; In addition, MOOCs also use cloud computing, artificial intelligence, Internet of Things and mobile communication and other modern information technologies to build a dedicated classroom cloud computing network platform to create a strong interactive and experience-oriented learning environment. The emergence of "MOOCs" helps finance teachers to explore and innovate on the basis of classroom teaching, change the traditional teaching methods and methods, and explore the most suitable teaching mode for current students.

2. Teaching Design of Finance Based on MOOC

2.1. Choose Appropriate MOOC Resources

MOOCs resources can be built by themselves. The construction of MOOCs is a systematic project, time-consuming and laborious, requiring teachers with rich teaching experience, enthusiasm for work, and good team spirit. Moocs have the nature of network transmission. Due to the concerns of intellectual property owners and the lack of corresponding incentive mechanism, teachers may not be enthusiastic about recording videos. Therefore, the protection of intellectual property rights should be strengthened and incentives should be given to teachers in terms of workload identification. MOOC resources can also be selected

from the existing resources on the National Quality Courses website. According to the actual situation of students in our school, we designed a questionnaire to find out the basic level, learning motivation, learning disabilities and needs of students, designed blended teaching, investigated relevant MOOCs platforms, and got familiar with the range of optional MOOCs suitable for students in our school and our major. The introduction of MOOC platform will increase the teaching cost of schools, which requires universities to invest sufficient funds for the implementation of MOOC platform, but also to enhance the network environment of schools, so that students can use the PLATFORM in real time [5].

2.2. Teachers Should Make Adequate Preparations before Class

MOOC teaching has higher requirements for teachers. Teachers should first make some reasonable pre-class tasks, such as relevant videos and test questions, according to students' acceptance ability and actual needs. Teachers can upload these tasks to the MOOC platform in advance, so that students can learn independently. At the same time, teachers can prepare some movies, character stories and typical case background information related to "finance" to guide students to study independently. Each student is requested to know at least one typical "financial case" or a well-known "financial figure", and students will be randomly invited to share in class. Then, all the students were divided into reasonable groups to discuss relevant financial issues. Different members of the group should participate in the discussion, and different groups should summarize the results of the relevant discussion, which not only exercised the students' coordination and cooperation ability, but also aroused their enthusiasm.

2.3. Actively Communicate and Interact with Students

In the course of teaching, teachers can first ask students to show their own results, and then other students can learn about their results through the MOOC platform. This adaptive course with free time and self-control of rhythm can play a role in "checking deficiencies". Teachers can further improve their views on the MOOC platform, and then teachers can use these views to help students better improve their research results. Finally, the teacher summarizes and comments on the discussions of each group. In class, you can select a few students at random. On the one hand, this can invigorate the classroom atmosphere; on the other hand, it can also increase the pressure on students to complete pre-class tasks. The sharing of classic cases and personalities can stimulate students' interest in learning and guide students to participate more autonomously and actively in the course of "Finance", thereby enhancing the learning effect. In view of the low participation of students in the traditional teaching method, the teaching design has increased investment. In each learning unit, only 1-2 core issues are involved. Through the four links of preview, explanation, group discussion and

teacher-student interaction, it is compact and efficient. In this process, the individualized cultivation of students can be realized. In addition, students and teacher face-to-face exchanges and discussions, focusing on solving the difficulties and confusions encountered by students in learning, are conducive to teachers to get more comprehensive course feedback, and it is also conducive to fostering the feelings between teachers and students, students and students, and forming a lasting learning community. At the end of the class, the knowledge of this lecture is summarized, and some objective questions with moderate difficulty can be set to examine the students' mastery of this lecture. Through the analysis of the post-test results, a targeted summary is made. In addition, in this link, we can also set up some divergent subjective thinking questions to guide students to further explore and think. The content of the next lecture can be blended into the question to stimulate students' curiosity and guide them to explore the knowledge points, so as to better complete the task book before the next lecture.

In the process of classroom teaching design, we should integrate more interactive links between teachers and students, mobilize students' enthusiasm for learning, create a harmonious and active classroom atmosphere, let students really devote themselves to learning, and maximize learning efficiency. For teachers, it can also promote the improvement of teaching quality, make teaching and learning possible, students' open thinking makes students' "learning" more interesting, teachers' "teaching" more three-dimensional, and make learning more effective [6].

After-class communication is an important part of MOOCs. Under the new teaching mode, teachers should change the traditional teacher-centered educational concept in the classroom and form a new concept of "student-oriented" so that students can truly become the masters of their own learning. MOOC encourages students to teach and learn from each other, and to solve difficult problems in learning through online forums, discussion areas and other ways. At the same time, students can ask questions at any time, pay attention to teacher-student communication and optimize emotional experience.

For a long time, like most courses, finance courses follow the teaching method of "teachers teach first, students learn later". However, finance courses not only transfer theoretical knowledge, but also need to combine theory with practice and dialectically think about a certain economic or financial problem. This needs to stimulate students' enthusiasm, enhance students' sense of subject, make them take the initiative to do "homework" before and after class, more thinking, more exploration, and more preparation. From the perspective of "MOOCs", finance teachers should actively explore how to make full use of network resources on the basis of traditional classroom teaching, use modern teaching technology, break the spoon-feeding teaching mode, tap the teaching potential, stimulate students' interest in learning, and guide students to think and find problems before and after class.

2.4. Improve the Way of Course Assessment and Evaluation

MOOC teaching can supplement the shortcomings of traditional assessment and improve the assessment and evaluation system. The MOOC learning evaluation scheme should at least include online time, usual scoring assignments, final exams or final essays. For the contradiction between the large number of learners and the limited teachers, self-evaluation and peer evaluation can be used. This scheme can effectively monitor the learning status of learners, avoid the contingency of the final test, improve the scientific evaluation, and make MOOCs better recognized and accepted by the society.

3. Conclusion

In the era of MOOC under "Internet plus", the teaching environment is more open and integrated, and the teaching mode has changed from classroom education and combination inside and outside classroom to "order" and "supermarket". Internet technology spreads the most advanced and abundant human resources to every corner, and the acquisition of educational resources has unprecedented convenience. Act with class, such as the Internet increasingly abundant education resources and intensive, high-quality resources in the global range has initially formed a "education supermarket", students can independently choose the teaching content and learning style, in the face of the impact, college education must change the teaching idea, innovative teaching mode, the supply of education resources focus on Internet education resources can't provide, But for the development of students and extremely important aspects, more assume the role of "teach people to fish". In terms of knowledge content, complexity should be simplified, and teaching methods should be changed from knowledge-based to thinking oriented. We should make full use of high-quality course video resources of MOOCs, actively adapt to the form of "Internet +" under MOOCs, improve our teaching level, and promote teaching and learning.

The new "finance" class based on MOOCs should be student-centered, and all teaching activities serve this purpose. Teachers play the role of organizers in the classroom teaching, from the traditional passive learning of students to independent learning and knowledge

exploration assisted by MOOC resources; from the original cramming to interactive learning mode, with heuristic, guided, communicative and deliberative teaching methods as the main teaching methods, focusing on cultivating students' initiative, divergent and creative thinking, giving full play to the main role of students. In the process of finance teaching, we should let the classroom really return to the hands of students, participate in the process of knowledge discovery with students, and let students learn to find and solve problems in this process, enhance the attraction of the classroom to students, carry out various teaching forms such as classroom discussion, and stimulate students' enthusiasm for learning.

In the Internet era, MOOC provides a new development idea for the classroom teaching reform of higher education in China, and high-quality educational resources can be shared, which changes people's views on traditional higher education and brings new challenges and opportunities to traditional teaching of higher education. Combined with the background of the times, university teachers should constantly improve their comprehensive quality, accept new things, and be able to integrate and use them organically, so as to cultivate more professionals with higher ability and higher quality.

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