

Research on the Application of the Flipped Classroom Teaching Mode in Financial Sharing Courses

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Abstract

In recent years, the flipped classroom teaching model has been developed in various teaching stages. Many teachers and supervisors nowadays consider the use of flipped classroom teaching models. Not only are primary school education flipped in university teaching becoming more and more common, but integrated teaching has shown more advantages. At the same time, in order to cultivate financial sharing talents, major universities pay more attention to teaching research in financial sharing courses, Students majoring in finance often lag behind in education due to their inability to integrate and apply knowledge in class. In order to solve the problems encountered in financial shared courses, it is helpful to cultivate students' thinking to the maximum extent during the learning stage, cultivate a sense of self-directed learning in the pre class stage, and flip the classroom teaching mode. At present, the application of flipped classroom in financial shared classrooms is insufficient. Based on this situation, this article combines the learning habits of college students with the characteristics of the curriculum, and conducts a comprehensive iteration of flipped classroom implementation plan design through teaching practice and teaching research. This article mainly applies the flipped classroom teaching mode to financial shared classrooms, and reflects the advantages, disadvantages, and limitations of this project through the research results, Provide practical significance and reference value for the teaching of financial sharing courses in China.

Keywords

Financial Sharing Course; Flipped Teaching Mode; Teaching Cooperation.

1. Introduction

With the deepening development of information technology in today's education models, traditional teaching models have to undergo continuous innovation. The emergence of anti war and flipped classrooms has provided new ideas and methods for the education models of domestic and foreign university classrooms. The changes in roles seem to deepen students' interest and sense of achievement in the classroom. In order to understand the help and guidance students need, teachers adopt the method of grouping, Better unite, assist and complement students. By drawing on the advantages of the flipped classroom teaching model, most of the problems encountered in financial sharing can be improved or solved. For example, today's college students lack practical experience and lack practical financial operation experience at the beginning of practical training courses, which makes it difficult to understand and apply related concepts and tools. Through the early learning of flipped classrooms, students can understand their own problems and timely raise them in class, The teacher can achieve practical goals by role-playing. For example, if students find too many trivial tasks in the financial sharing course, they may not be able to concentrate on in-depth learning and

practice, and their learning enthusiasm may not be high. However, group assignments can reduce the tasks for each student, and at the same time, communication within the group can also achieve the infiltration of knowledge points.

2. Overview of the Flipped Classroom

The so-called Flipped Classroom aims to change the traditional classroom model, in which teachers take the lead in teaching, to one in which students learn independently before class and teachers and students work together to solve problems during class. This innovative teaching model is student-centered. Students change from traditional knowledge receivers to active inquirers, and teachers become guides, adhering to the principle of "teaching based on learning". At the same time, the teaching object of teachers is changed from "collective teaching" to "individual teaching", so as to better realize the teaching in accordance with their aptitude. In the Flipped Classroom model, the purpose of teaching is no longer to test, but to improve students' independent learning, thinking and other capabilities. Since the introduction of the Flipped Classroom teaching model in China in 2012, many scholars have paid attention to it. Currently, the theoretical system for teaching the Flipped Classroom model is relatively well-established, and the model has also been widely promoted in China. It deals primarily with mathematics, science and other science and engineering courses, but rarely used in new liberal arts programs at colleges and universities.

3. The Current Status of the Financial Sharing Course

At present, most of the financial sharing courses still follow the traditional course teaching mode, but the theoretical knowledge of financial sharing courses is complex and profound, although most universities can provide students with relatively excellent hardware conditions, but the teaching part of financial sharing theoretical knowledge can still only be carried out according to the traditional teaching mode. In the traditional teaching mode, for the transmission of theoretical knowledge, it adopts the form of one-sided face-to-face teaching by teachers, and this teaching form is easy to make students feel bored and lead to poor learning results. In this context, some colleges and universities add big data, MOOC and other elements to the traditional model, trying to change the boring status quo of theoretical knowledge under the traditional teaching mode, but due to the lack of suitable teaching forms, even if they have the intention to change the status quo, it is difficult to achieve the expected course training goals, and the benefits for improving students' mastery of theoretical knowledge are dismal. The shortcomings of the traditional teaching mode lie in its backward teaching mode and teaching methods, which can no longer meet the goals of students' curriculum training at this stage, and cannot effectively improve students' understanding and mastery of theoretical knowledge.

4. The Implementation Path of Flipping Mode in Financial Sharing Courses

4.1. Pre-lesson Stage

In the flipped classroom teaching mode, the setting of the pre class stage is actually very important, which requires the joint cooperation of teachers and students in learning.

(1) Teachers create micro lessons.

Before class, teachers create micro lessons or choose other teaching videos that are suitable for the course on the internet. However, in order to make students more interested rather than task-based viewing, teachers need to work together to use their brains. They can adopt innovative micro lesson production methods, such as plot dialogue teaching. In addition, in micro lesson videos, the use of words and dialogues should be rigorous and easy to understand,

Many students are not very familiar with professional terms and can provide simplified explanations. Animation techniques can also be used in videos to create a protagonist, which will increase students' interest and sense of immersion.

(2) Determine the teaching content by setting up task lists and collecting questions.

Teachers assign groups and assign learning tasks to students independently, allowing them to watch micro lesson videos. Through video learning, students are bound to have doubts, and then collect information from class representatives to determine the teaching content of the teacher's class. This can solve students' problems directly and concisely, and also avoid wasting time telling content that everyone understands.

4.2. Mid-lesson Stage

Through the thinking and preparation in the pre-class stage, students are prepared for the knowledge of the class, and the topics discussed in the class are also clarified, so as to further improve the communication and interaction in the class. In the mid-class stage, teachers need to create a good classroom atmosphere, so that students can discuss and communicate boldly in class and show their learning achievements.

(1) Teachers ask questions, deconstruct the problem, enliven the classroom atmosphere

Teachers can create a classroom atmosphere in many ways during the lesson, the simplest way is to ask questions to students, thereby enlivening the classroom atmosphere, but simply asking a single question can not involve all students, and may even have a more lifeless classroom atmosphere. In this regard, teachers can assist students to decompose complex and jerky whole into smaller sections that are easier to understand before formal communication and interaction, organize students to form groups, discuss different sections, and raise problems in disguise for students to participate in solving.

(2) Guide students to solve problems and summarize and sort out knowledge points

During the discussion, the teacher guides the group with obstacles in a timely manner to ensure that each student can be integrated. After each group presents its own discussion results, the teacher gives feedback and comments, encourages students to supplement the less profound parts, and after the demonstration, the teacher will solve the problems that arise in the presentation. Finally, the teacher led the students to exchange results, sorted out the various sections, reconstituted a whole, and summarized and sorted out the teaching content in the classroom.

4.3. After-school Phase

The after-school phase is also crucial. For teachers, the after-school phase is primarily about improving and reflecting on the teaching, and then constantly improving the teaching content. For students, the after-school phase consists of answering questions posed in the pre-class preview, combing through and memorizing knowledge points added during the class, and then summarizing the learning.

(1) The teacher follows up and urges the practice after class

Teachers need to formulate after-school exercises in time according to the classroom content, which can not only be written evaluation, but also stimulate students' interest in learning through various forms of after-school activities such as extracurricular practice and exploration. By urging students to practice after class, teachers can further test teaching results and students can consolidate and improve their knowledge in the process of practicing after class.

(2) Test the results of homework after class and improve the teaching content

Teachers understand students' problem-solving ability and knowledge mastery through the results test, constantly improve the improvement of teaching design, and continuously improve the teaching quality in the process of practice, reflection, improvement and re-practice. Among

them, self-reflection includes teachers' self-reflection and students' evaluation feedback. The teachers' self-reflection is what teachers need to improve after adopting a complete Flipped Classroom mode; Student evaluation feedback is the evaluation of the Flipped Classroom mode by students through the evaluation system, including the whole system evaluation of pre class preparation, question answering in class and consolidation after class. Based on this, teachers can understand the scientificity of group learning task design, the ideality of classroom reporting effect, the necessity of learning evaluation, etc. Consider whether the Flipped Classroom mode has brought positive effects to learners and how to design teaching activities to keep students' learning enthusiasm, so as to continuously improve the teaching content.

5. Effect Evaluation and Analysis of Flipped Classroom Model in Financial Sharing Course

5.1. Selection of Evaluation Indicators for Teaching Effect

Flipped Classroom teaching effect evaluation is very important for improving teaching quality. Through the selection of teaching effect evaluation index, the teaching evaluation mechanism is continuously optimized to achieve teaching benefits teachers as well as students. According to the guidance, authenticity, comprehensiveness and easy operation of the selected evaluation indicators, this paper evaluates the effect of Flipped Classroom teaching from the following aspects: learning motivation and classroom participation, learning efficiency and time utilization, students' mastery of knowledge, learning achievement and learning ability improvement, learning satisfaction, and students' interaction and cooperation ability improvement.

5.2. Teaching Effect Evaluation Methods and Tools

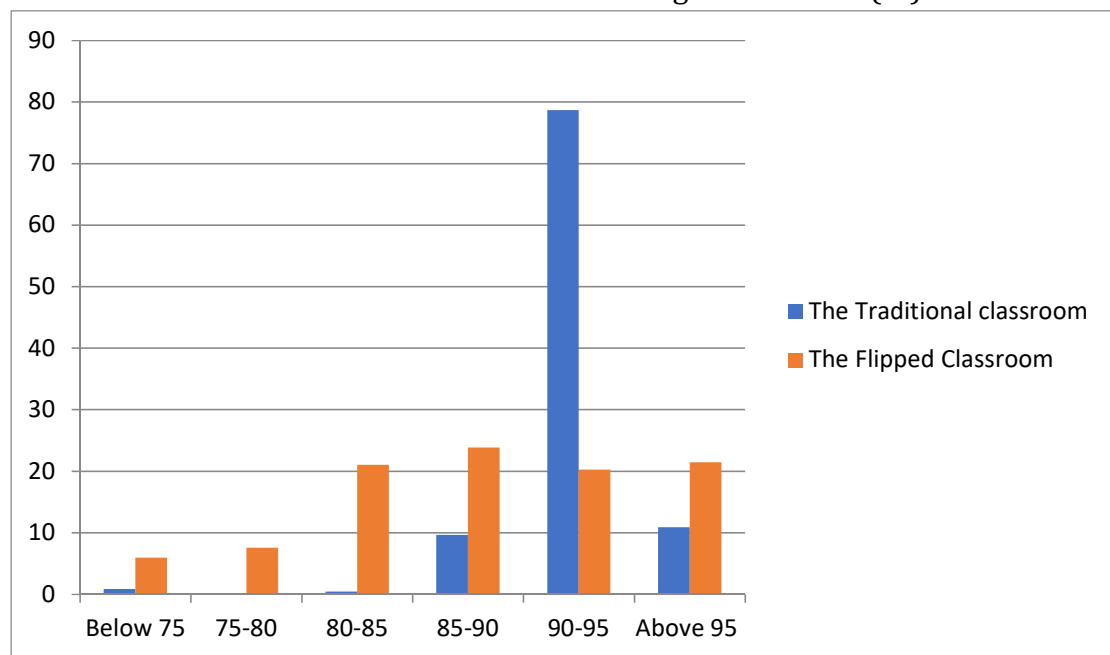
To establish a scientific evaluation system, this paper uses the Online and offline comprehensive assessment method to carry out a multi-dimensional and whole process teaching effect evaluation mechanism. The evaluation process includes four parts: Overall, before class, during class and after class. The online learning platform is effectively used to comprehensively evaluate the learners' learning effect through attendance records, practice tests, participation in problem discussions, group work and reporting, login online time, and classroom performance activity. And establish a reasonable ratio to objectively evaluate the learning effectiveness of learners.

This paper chooses the method of grade comparison as the evaluation method of teaching effect, and analyzes the changes of students' academic performance by comparing the grade of the traditional classroom and the Flipped Classroom; At the same time, this paper chooses the academic record analysis system as the evaluation tool.

5.3. Analysis of Research Results

5.3.1. Changes in Academic Performance of Students Participating in Flipping Mode

Academic performance is one of the important indicators to measure the effectiveness of flipped classroom teaching mode. By analyzing the changes in students' final grades after learning under the two teaching modes in our school, the proportion of students in each score segment is organized as shown in the figure below. By comparing the average distribution of students in each score segment, the impact of the two teaching modes on academic performance is obtained, and the advantages and disadvantages of the two teaching modes are analyzed in depth.

Table 1. Statistical Chart of Average Final Score (%)

From the graph, it can be seen that there is no obvious positive or negative trend between the traditional teaching mode and the flipped classroom teaching model. However, it can be seen that the learning performance under the traditional mode is more inclined towards grading, and students' grades are not significantly outstanding in both high and low grades, with a relatively high proportion of middle grades. This reflects that students have failed to break through the teacher's teaching guidance for self-exploration in their learning, and their grades have rarely broken through, At a moderate level. For the flipped mode, the data is significantly smoother, the grade grading is not obvious, and the proportion of high grades is also relatively high. However, we also clearly noticed that there are more people in the low score stage, which reflects the impact of not laying a good foundation in the pre class stage and not keeping up with the teacher's pace in the classroom as described in this article. Compared to students with low academic achievement scores, students with high academic achievement show more significant improvement in academic performance. It is not difficult to know that the level of autonomous learning ability of these two types of students will determine their academic performance improvement. Moreover, based on the teaching mode and steps of flipped classrooms, the high demand for students' autonomous learning ability leads to a significant change in their scores. Watching videos before class only involves students themselves, unlike traditional methods where teachers or classmates accompany them. It can be said that their ability to learn independently determines their overall mastery of knowledge, which in turn affects their own academic performance. Secondly, flipped classrooms have a more significant effect in implementing the long-term follow-up model. One of the obvious shortcomings of implementing flipped classrooms in universities is the communication between students and teachers. University teaching adopts the principle of seizing classes, and teachers are often replaced due to other uncontrollable factors, resulting in less communication between teachers and students. The implementation of flipped classrooms has also become tortuous, and many students are not interested. Teachers are also unable to pay attention to each student's learning situation and promote personalized learning in teaching and classroom discussions.

5.3.2. Student Learning Experience Feedback Participating in Flipping Mode

Most students agree with the flipped teaching model because its use of multimedia for teaching helps to accelerate teaching speed. There is ample time for students to practice and consolidate

in the classroom, and the problems raised can be solved quickly. This saves a lot of time after class. At the same time, there has been more communication with teachers, which has brought in the teaching distance between teachers and students, allowing interest to guide students to learn independently. Under the mode of group division of labor, communication among students has also become frequent, which can enhance the advantages of students' task allocation and overall planning, and effectively enhance their social skills. However, it is inevitable that many students may not learn well in advance due to laziness. By watching micro lesson videos, they naturally cannot ask questions in class, and basic knowledge may not be well learned. In class, teachers may also be unable to understand other students' questions when explaining them specifically. At the same time, during the process of completing group tasks, there may be even those who row and lie flat, resulting in delayed completion of group tasks and inadequate knowledge learning.

5.3.3. Teacher's Views on Flipped Mode and Evaluation of Teaching Effectiveness

Financial shared classroom teachers have made a very high evaluation of the Flipped Classroom teaching model, and teachers prefer the flipped model over the traditional model. It is generally recognized that the flipped model is progressive, the times are changing, and teachers believe that the flipped model is an inevitable product of the new era, and this teaching model is undoubtedly more suitable for today's students. Students in the new era are more willing to be the masters of their own learning, and the flipped model really does this, teachers can guide students to complete the learning of knowledge points in a relaxed classroom atmosphere.

The teaching effect of the flipped model has also been unanimously praised, the most important of which is the transformation of identity, the identity of the teacher has changed from the lecturer to the guide, the teacher is no longer the center of knowledge interaction and application, and the main promoter of student learning. Therefore, the classroom atmosphere in the flipped mode is more relaxed than the traditional mode, in which students can boldly exchange and discuss their own experience, and students can arrange their own learning before class, can understand jerky and difficult knowledge points in advance, and can even solve them in advance, and teachers are no longer the only knowledge disseminators. And in the classroom, students can better understand the knowledge points and remember the knowledge points more deeply through group communication and discussion and the guidance of teachers.

5.3.4. Other Relevant Findings and Analyses

The flipping mode is to reverse the arrangement of knowledge transfer and knowledge internalization, so as to change the identity between teachers and students in the classroom and re-plan classroom time. This paper analyzes the role change of teachers, the role of students, and the replanning of learning time.

(1) The role of teachers has changed

Teachers have changed from knowledge transmitters in the traditional model to guides, promoters of learning, and teachers are no longer the only knowledge transmitters. Teachers provide guidance and support to students when they encounter difficulties, rather than solving them completely. Therefore, teachers are no longer lecturers in the traditional model, teachers have become more convenient for students to access resources, use the scaffolding of resources, and be responsible for promoting students' learning. After completing the knowledge point learning, the teacher's after-class evaluation and feedback make students clear about their own learning, so that students can make timely adjustments, so as to better promote students' learning.

(2) Student role shifting

Students become the masters of their own learning in flipped mode, and students can use the network to obtain the knowledge they need before class. Therefore, students can plan their own student time, place and learning volume to become self-paced learners. However, students do

not complete the learning of knowledge points completely independently, and in the classroom, students need to constantly discuss and communicate with classmates and interact with teachers to deeply understand knowledge and expand knowledge.

(3) Reschedule classroom time

Compared to the traditional model, teachers will have less teaching time in flipped mode and more time will be reserved for students. Teachers will spend most of their time guiding and students spending more time collaborating on learning tasks. Therefore, students' interaction in the classroom will be greatly enhanced and their understanding of knowledge points will be improved.

6. Conclusion and outlook

(1) The Flipped Classroom places higher demands on the teacher's ability. Teachers who use flipped mode are generally young teachers, and most of them are not experienced enough to meet the requirements of a Flipped Classroom. Compared with the traditional model, teachers' teaching preparation workload is increased, including integrating teaching resources, sorting out teaching ideas, and testing students' pre-class learning results. There is enough interaction with students in the classroom, which means that teachers need to adopt a more open teaching method to implement the teaching plan, and if they encounter uncontrollable situations in the middle, they need to have randomness to adapt to the classroom, which is more testing of teachers' adaptability and teaching skills. This paper not only takes students' academic performance as the evaluation standard, but establishes a more comprehensive evaluation mechanism, but teachers need to continuously improve the evaluation system in combination with the actual situation in practice, so as to continuously improve the teaching effect.

(2) The initiative of students in learning is in their own hands, but the effect will only be apparent for students with high learning enthusiasm, while other students will be more lax. The learning burden of students increases, requiring more content for independent learning, and mastering more knowledge points compared to traditional models. And with high requirements for the classroom atmosphere, some students may experience a sense of alienation due to a lack of communication and interaction, which will further weaken their interest in learning.

(3) The success of flipped classrooms inevitably relies on the collaboration of teachers and students. In financial shared classrooms, many problems also require students to practice and deeply analyze themselves in order to solve them. The combination of flipped classrooms and financial sharing can cultivate different students using multiple standards, and students' initiative and creativity can be cultivated and improved. Compared to traditional teaching methods, it can more easily tap into top outstanding young talents.

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