

Research on Blended Teaching Mode of Investment Course Based on OBE Concept

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Abstract: Under the background of "Internet + Education", blended teaching is an emerging teaching mode, which has become the main direction of the new round of college curriculum teaching reform. The OBE education and teaching concept with learning output as the central idea has also become the mainstream idea of current education reform. This paper takes the teaching mode of the investment course of the financial management department of Dalian Neusoft University of Information as the research object. Based on the concept of OBE, firstly, the design idea of the blended teaching mode of this course is expounded; secondly, four expected learning effects of the blended teaching mode of this course are proposed; thirdly, the organization and implementation of the blended teaching mode of this course is introduced; finally, the assessment and evaluation of the blended teaching mode of this course is designed. By studying the effective combination of the OBE concept and the blended teaching mode, it provides new ideas and methods for the further development of investment course teaching in the new era.

1. Introduction

With the advent of the digital age, higher education is quietly undergoing a revolution. With the rapid development of digital technology, the way of knowledge acquisition has changed fundamentally. In this context, it is imperative to change the teaching mode of higher education and improve the quality of teaching in higher education institutions. In order to adapt to the above trends, blended education, which is guided by educational informationization and centered on learners, has become an innovative mode of talent cultivation in the digital age.

OBE is a teaching concept that is organized, implemented, and evaluated based on student learning outcomes. The core of the OBE teaching concept is that all teaching activities (including design, curriculum and teaching implementation) are carried out around the expected learning outcomes of students. Taking learning output as the driving force to drive the operation of the teaching system, it is obviously different from the traditional content-oriented teaching system[1].

Integrating OBE concept into Blended teaching mode can change passivity into initiative, guide students to think actively, motivate students to learn actively, improve learning effect, and meet the requirements of current social development trend for innovative and practical talent cultivation.

2. Design Idea of Blended Teaching Mode

Investment course is the core curriculum of financial management major. It mainly teaches students the relevant knowledge of the investment market operation mechanism, basic investment theory and securities investment analysis. This course is based on the basic ideas of blended education and teaching, adopts the concept and method of TOPCARES integration, adopts the design idea of OBE learning results-oriented, and follows the principle of reverse teaching design. Starting from the learning effect of students, the course objectives are determined, teaching contents are organized, teaching strategies are selected, and the main role of students in learning is highlighted.

2.1 Based on the Basic Idea of Blended Education Teaching.

The curriculum design is based on the basic idea of blended education teaching. It integrates the face-to-face teaching and online learning modes, which makes the teachers' daily teaching more targeted, and can track and feedback the students' learning situation at any time. the same time, it can give play to the leading role of teachers in guiding, enlightening and monitoring the teaching process, stimulate the initiative, enthusiasm and creativity of students as cognitive subjects in the learning process, promote the comprehensive and coordinated development of students' knowledge, ability and quality, and ensure the realization of expected learning outcomes[2].

2.2 Take the Training of TOPCARES Capability as the Main Line.

TOPCARES is a Chinese-oriented and university-oriented CDIO engineering education concept of Dalian Neusoft University of information, consisting of 8 first-level indicators, 32 second-level indicators and 110 third-level indicators. Under some third-level indicators, fourth-level indicators are subdivided according to different requirements of specific majors[3]. The core of TOPCARES is integrated education, which is established according to the actual needs of the society for financial managers and on the basis of the investment-related knowledge, ability and quality required for qualified financial management positions. At the same time, according to the personnel training objectives and personnel training specifications of the major of financial management, develop the corresponding curriculum, to meet the design requirements of the integrated curriculum system.

2.3 Oriented by OBE Learning Outcomes.

Taking the students' learning outcomes as a starting point, the curriculum design will be reversed and teaching activities will be carried out. The curriculum and instructional design are reverse engineered from the expected learning outcomes to determine the relevance of all teaching towards peak outcomes. The starting point of teaching is not what teachers want to teach, but what the students need to achieve peak outcomes. There are two principles to be mastered in reverse design: one is to reverse the peak outcomes expected by students, to increase the difficulty of the course, in order to guide students to achieve peak outcomes; the other one is to focus on the important, basic, core and peak outcomes, to weak contents with low importance, in order to help students to learn successfully.

3. Expected Learning Effects of Blended Teaching Mode

The learning effect is the final learning outcome or the peak outcome. The OBE concept emphasizes the learning outcome as the curriculum design orientation. Therefore, it is especially important to refine the reasonable and appropriate expected learning effect according to the teaching content and teaching objectives of the investment course[4]. The overall teaching goal of the investment course is to let students understand the basic investment products, understand the operating mechanism of the investment market, master the basic investment theory and securities investment analysis methods, and learn to use theory to guide actual investment activities. According to the TOPCARES capability development system, the training objectives are divided into knowledge goals, ability goals and quality goals. Each training goal corresponds to one or more expected learning outcomes, and each expected learning outcome is supported by one or more TOPCARES third-level capability indicators. The training path is based on the design of the blended teaching mode, which outlines how to develop the corresponding expected learning effect of the students.

Table 1 The expected learning effects of investment course

Learning target classification	Expected learning effect	Supported TOPCARES third-level capability indicator	Training path
Knowledge goal	ILO-1 Understand the operating mechanism of the investment market, master basic investment theory and securities investment analysis methods.	1.4.1 Financial management professional knowledge	On the basis of teaching knowledge in the classroom, through test to examine the preparation effects, homework to consolidate knowledge mastery, deepen students' understanding of the investment market operation mechanism, improve the mastery of basic investment theory and securities investment analysis methods, and continuously consolidate financial management professional knowledge.
Ability goal	ILO-2 Can apply basic investment theory and securities investment analysis methods, rationally allocate assets, and make accurate choices for portfolios.	2.3.2 Comprehensive and generalization abilities	On the basis of case introduction and case analysis, students will be guided to analyze and think actively through the homework and simulation of securities investment, strengthen the ability to apply basic investment theory and securities investment analysis method to rationally allocate assets, and train students to become comprehensive and universal talent.
	ILO-3 Can apply financial management skills to enterprise value analysis to support investment choices.	8.4.1 Financial management	On the basis of teaching knowledge in the classroom, improve students' financial management skills in enterprise value analysis by simulating securities investment, and develop students' financial management ability in investment decision-making.
Quality goal	ILO-4: Continuously develop a positive learning attitude and good study habits.	5.1.2 Learning attitudes and habits	Through the record of attendance and classroom performance, encourage and urge students to pay attention to the online and offline learning processes, and continue to develop students' correct learning attitude and good study habits.

4. Organization and Implementation of Blended Teaching Mode

The organization and implementation of blended teaching focuses on the evaluation mechanism as the incentive, the teaching resources as the guarantee, and the combination of online and offline means to complete the whole process of preview before class, study in class, review after class.

4.1 Before Class.

Through the Rain Classroom platform, pre-class preview guidance is pushed to students. Students use the textbooks and various online resources on the curriculum resource platform to complete the pre-class knowledge preparation according to the pre-class preview guidance. Including reading through the designated relevant chapters of the textbooks, viewing the designated micro-video resources, reading the designated reference materials, an overview of the content of the lectures, mastering the basic knowledge, and clarifying the difficult points.

The Rain Classroom is a WeChat-based teaching information tool. By applying the push function of Rain Classroom before class, teachers can post pre-class preview guidance to students, students can receive pre-class preview guidance on WeChat. The curriculum resource platform is a resource platform developed by Dalian Neusoft University of Information. Teachers upload relevant learning resources according to the teaching calendar on the platform. Students can watch, read and download

relevant learning resources on the platform.

4.2 In Class.

Course introduction: By playing the relevant introduction case video materials, students are encouraged to think about the content of this lesson, and then introduce the content of this lesson. Note that the introduction of the case must be typical and interesting, and can motivate the students' initiative. Video time should not be too long, 3-5 minutes is appropriate.

Online test: Online test through WJX platform to examine the effect of students' preparation. In order to motivate students to preview before class, test scores will be used as part of the formative achievement. The test questions are based on the basic knowledge in the preview before class. The test types are judgment questions, single choice questions and multiple choice questions. The number of questions is 10 and the answer time is 5 minutes. WJX platform is an online test tool based on WeChat. Students can use WeChat to scan the code to answer questions, and can realize random questions and options, avoiding plagiarism.

Intensive lecture: On the basis of the introduction of the course, the teacher will teach the core content of this course, so that students can master the key knowledge of this lesson and understand the difficult knowledge of this lesson.

Case analysis: In the process of explaining the key and difficult points in this lesson, students will have a deep understanding of the key and difficult points through case carrier and case analysis.

Summary: The teacher emphasizes the common weak links mastered by students, and summarizes the key points and difficulties of this course.

4.3 After Class.

Through the Rain Classroom platform, after-school review guidance is pushed to students. Students use the various online resources on the curriculum resource platform to complete the after-school knowledge review according to the after-school review guidance. This includes deepening the understanding of this course content by watching designated micro-video and reading designated reference materials, consolidating the course content by completing the assigned exercises in the question bank, and expanding the understanding of this course content by reading designated expansion materials.

5. Assessment and Evaluation under Blended Teaching Mode

Under the blended teaching mode, the investment course has a total score of 100 points, of which 40 points are formed, and 60 points are finalized (100 points * 60%).

5.1 Formative Assessment and Evaluation.

Formative assessment is divided into five categories: attendance, classroom performance, tests, investment simulation and homework. The formative assessment covers all four TOPCARES third-level capability indicators in the investment course, and can evaluate all four expected learning effects of the investment course.

Attendance: The full mark is 0, and the students' attendance is assessed, i.e. 5.1.2 learning attitude and habits, so as to evaluate the expected learning effect of ILO-1. Take the deduction system, use the attendance system of Dalian Neusoft University of Information, deduct 1 point for one time late, deduct 2 points for 1 class, and the maximum limit of deduction is no more than 20 points.

Classroom performance: The full mark is 10, which assesses students' participation and discipline in class, i.e. 5.1.2 learning attitudes and habits, and then evaluates the achievement of expected learning effect ILO-4. 5 points are given for answering questions. General questions are asked randomly by the Rain Classroom, and students take the initiative to answer difficult questions. Students who are idle in answering questions can be questioned specific according to the records. Classroom discipline 5 points, in the class loudly talking, playing with the mobile phone, sleeping and other behaviors that disturb the classroom discipline, found a deduction of 1 point.

Tests: The full mark is 10, which assesses students' understanding of investment concepts and principles, and then reflects the preview effect of students, i.e. 1.4.1 financial management professional knowledge, and then evaluates the expected learning effect of ILO-1. A total of 10 tests, each time 10 points, take 10 average scores as the final test scores.

Investment simulation: The full mark is 10, which assesses the ability of students to make investment by comprehensive application of financial management knowledge and skills, i.e. 2.3.2 comprehensive and general abilities and 8.4.1 financial management, and then evaluates the expected learning effect of ILO-2 and ILO-3. Using investment simulation app YOUGU to simulate stock investment, the available fund is 100,000 yuan, in which the simulation process 5 points: participate in the course designated competition (2 points), modify the nickname as student number (1 point), active trading (2 points); The simulation result 5 points: ranking of all participants, top 30% (5 points), middle 40% (3 points), and bottom 30% (1 point).

Homework: The full mark is 20, which assesses students' ability of comprehensive application of relevant theories of securities investment in securities investment analysis, i.e. 1.4.1 financial management professional knowledge and 2.3.2 comprehensive and general abilities, and then evaluates the expected learning effect of ILO-1 and ILO-2. Students are required to pay attention to a stock, collect relevant information of enterprises, financial indicators and recent stock market charts, and use these information to analyze the investment value and market trend of the stock. Basic analysis 5 points, including macro analysis 1 point, medium analysis 1 point, micro analysis 3 points; Technical analysis 5 points, choose five technical indicators, each 1 point.

5.2 Terminal Assessment and Evaluation.

The terminal assessment is a closed-book examination with a full mark of 100, including five types of questions: one-choice questions (15 points), multiple-choice questions (10 points), questions and answers (20 points), calculation questions (25 points) and case analysis questions (30 points). The terminal assessment covers three important TOPCARES third-level competence indicators of investment courses and can evaluate three important expected learning effects of investment courses.

Single-choice question: There are 15 questions in total, with 1 point for each question and a full score of 15 points. Through the assessment of 1.4.1 financial management professional knowledge, the expected learning effect of ILO-1 is evaluated.

Multiple-choice question: There are 5 questions in total, with 2 point for each question and a full score of 10 points. Through the assessment of 2.3.2 comprehensive and general abilities, the expected learning effect of ILO-2 is evaluated.

Questions and answer: There are 2 questions in total, with 10 point for each question and a full score of 20 points. Through the assessment of 1.4.1 financial management professional knowledge, the expected learning effect of ILO-1 is evaluated.

Calculation question: There are 2 questions in total, 10 points for the first question, 15 points for the second question, and a full mark of 25 points. The expected learning effects of ILO-2 and ILO-3 are evaluated by assessing 2.3.2's comprehensive and general abilities and 8.4.1 financial management.

Case analysis question: A total of 1 question, full score of 30 points. The expected learning effects of ILO-2 and ILO-3 are evaluated by assessing 2.3.2's comprehensive and general abilities and 8.4.1 financial management.

6. Summary

With the promotion and development of "Internet + Education", online courses such as MOOC and SPOC have been widely used in online teaching. In the case of general higher education, a blended teaching mode that combines online teaching with offline teaching can achieve student-centeredness and thus improve the subjective initiative of students' learning. Incorporating the concept of OBE in the blended teaching mode, highlighting the learning outcome-oriented, can promote the teaching goal away from the single content core, and turn to the comprehensive

cultivation of knowledge, ability and quality[5]. The reform of the blended teaching mode of the investment course of the Department of Financial Management of Dalian Neusoft University of Information is still in its infancy, and the future effect needs to be further tested through practice. Summarizing experience in practice and applying it to the reform of other professional courses can enhance the teaching effect, strengthen discipline construction, and achieve professional talent training goals.

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