

Research on Practical Teaching Reform of Internet Finance Course

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Abstract

With the continuous development of Internet finance, it is of great significance for applied universities to offer such applied courses as "Theory and Practice of Internet Finance" for finance, investment and Internet finance majors. This report discusses the Internet financial theory and practice of practical teaching aim, teaching content, evaluation criteria, and some innovations on teaching methods, emphasis on combing theory and practice of Internet finance courses of innovative teaching methods and examination standards, combined with OBE's education idea and hybrid teaching mode, summarizes the course construction experience of several over the years.

Keywords

Internet Finance; Applied Universities; Innovative Teaching Methods; Examination Standards.

1. Introduction

Internet Finance Theory and Practice is a professional course in the field of Internet finance. Internet financial represent the future development direction of the financial industry, has the characteristics of typical driver development by innovation, curriculum is scientific and advanced to realize the teaching goal and enhance learning effects have a significant impact, two content covers the theoretical knowledge and practical application, focusing on cultivating students' ability to analyze and solve problems. Teaching focus is through the Internet of finance thought teaching content to enhance the students knowledge and understanding of "Internet +", guides them to focus on industry hotspot, around the "financial theory of Internet application", "Internet financial platform risk monitoring", "big data and its application" and other three parts, In this way, it not only meets students' demand for the "traceability" of Internet finance teaching content and the application of technology, but also facilitates the cultivation of high-quality interdisciplinary innovative talents.

Through learning this course, students can systematically understand the basic mechanism of Internet finance, its development status and the Internet reform of traditional financial industry. Master Internet financial models such as third-party payment, online loan, crowd funding, Internet banking, Internet insurance, Internet securities, Internet trust, as well as the components, transaction processes and transaction rules of various models[1]; A preliminary grasp of the characteristics of Internet financial risk analysis and industry risk management and financial supervision requirements and methods; Understand the basic principles and causes of Internet finance and its impact on the financial industry; I can use the knowledge I have learned to preliminarily analyze the development status and trend of Domestic Internet finance and understand the emerging Internet finance phenomenon in real life. Further understanding of the Internet financial product design specification, cultivate and improve students' correct analysis and problem solving skills, leading its further explore the future of the Internet financial, for the students in the future work in the Internet financial related to its

capability of providing the necessary knowledge, to adapt to the social and economic development, cultivate specialized talents need.

2. Course Innovation Ideas

2.1. Build a Diversified School-enterprise Collaborative Teaching Team

Centering on the course innovation goal, the Course "Internet Finance Theory and Practice" has set up a "diversified" teaching team, which is mainly composed of college teachers and experts from outside the university[2]. Through micro-course video shooting and online course construction, we promote the "seamless connection" between course resources and cutting-edge practices in the industry.

From the teaching preparation stage, teachers should conduct in-depth analysis of students' needs, teaching conditions and teaching content. For students' needs, teachers should make it clear that the training goal of Internet finance courses is to cultivate professional talents with solid basic theories and ways of thinking of Internet finance, who understand the latest development of Internet finance industry and grasp the trend of Internet finance industry.

2.2. Build a Resource Sharing Database of Teaching Auxiliary Materials

Based on Qinglu Classroom and Super Star online teaching platform, The course "Internet Finance Theory and Practice" is Student-centered, creating an online learning space where students can watch micro-class videos at any time[3]. Participate in online standardized tests and get real-time feedback; Participate in the online discussion and get online q&A from the teaching team if you have any questions related to the course; In addition, super Star teaching platform also provides a wealth of extended learning resources and case materials to meet the personalized learning needs of students.

The comprehensive utilization of multiple platforms not only supports the combination of online and offline teaching, but also realizes the construction goal of learning and supplementary teaching in the resource base. In the offline classroom teaching scene, qinglu classroom can strengthen the interaction between teachers, students and students and serve task-based flipped classroom by taking advantage of the functions of roll call, check-in, answering questions, directional push of task data, in-class test, questionnaire survey and so on. In the online after-class teaching scenario, the rich network resources of superstar teaching platform are used to provide comprehensive support for students' self-learning behavior, so as to create a comprehensive and integrated teaching materials database.

2.3. Construct a Student-centered Curriculum Concept

In the innovative construction of "Internet Finance Theory and Practice", it combines the OBE education concept, takes the development of students as the core content, and attaches importance to the exploration of students' inner feelings, experience, subjectivity and potential. When designing teaching, teachers should always pay attention to optimize students' knowledge, skills and attitudes to fully ensure that students can obtain comprehensive ability to comprehensively improve[4]. It is necessary to make a clear plan for students' knowledge level and ability, while taking into account the personality differences among students. With a clear teaching objective, all students will be able to improve their professional knowledge, practical ability and innovative entrepreneurship at the end of the course.

2.4. Construct Structured Curriculum System

Structured curriculum system is beneficial to cultivate students' advanced thinking to solve problems and realize the organic integration of knowledge, ability and quality. As a result, in the course teaching on the basis of the existing content, will the complicated deconstruction of Internet financial forms for Internet banking, securities, insurance, Internet consumer finance

specific categories, such as the Internet trust and according to the characteristics and cognitive law undergraduate students learning, the general structure of the design of the curriculum, teaching is expected to include three categories, a total of ten items. Among them, the basic project mainly reflects the knowledge objective, so that students can have a comprehensive understanding of the basic knowledge of online loan, crowd funding and inclusive finance, as well as the industry positioning of serving small and micro, innovation and entrepreneurship. The business projects train students' business operation and practical ability according to the main segmented formats and the key direction of transformation and upgrading of traditional financial industry. Comprehensive projects guide students to explore practical work on the crowdfunding platform based on knowledge and ability.

2.5. Periodically Iterate on Course Content

In the face of highly developed financial industry, the Internet and dynamic development of students, curriculum construction can't be once and for all, this course according to the up-to-date practice in periodic iterative development course, in a timely manner to modify and perfect, complement and replace the related project and task of teaching, the course content is to reflect the industry's new forms, new technology and new applications, It also conforms to the change of students' learning characteristics, the law of cognitive development and the motivation of challenging achievement, so as to maintain the high quality requirements of excellent and innovative courses.

3. Innovation of Teaching Content

In order to achieve the goal of course innovation, I designed three parts of Internet finance theory, Internet finance practice and Internet finance risk supervision in the course content. The theory part introduces the development status of Internet finance, the practice part introduces nine modes of Internet finance, and the risk supervision part introduces how to do risk control on the Internet finance platform. Specifically, the theoretical part has two chapters: emergence and development of Internet finance, comprehensive case analysis of Internet finance; The practical part consists of nine chapters: Internet banking, Internet trust, Internet insurance, Internet Fund, Internet currency, Internet loan, crowdfunding, third-party payment, and Internet consumer finance[5]. There are two chapters on Internet finance risk supervision: Internet finance risk analysis and risk control and Internet finance supervision and future development.

4. Innovative Features of the Curriculum

4.1. Guided by OBE Education Philosophy

As a relatively new and advanced educational concept, OBE attaches great importance to the output of educational work. It advocates Student-centered and gives full play to the main role of students in learning. It attaches great importance to the learning results of all students, and the core goal of teaching is to adapt to the needs of education by taking ability as the foundation, following the needs of students' personality development, taking personality assessment as the driving force and focusing on continuous improvement.

The education concept of OBE is exactly in line with the requirements of the teaching mode of Internet finance courses. This course is Student-centered, output-oriented, follows the needs of students' personality development, and focuses on the overall growth and lifelong sustainable development of students. Through the practice of crowdfunding, students' innovative spirit and entrepreneurial ability will be significantly enhanced, so that students will benefit from adapting to the development of The Times and career needs for a lifetime.

4.2. Diversified Online and Offline Classes

Certification online open course learning, combination of online and offline learning, as the students learn to watch video online and offline to participate in the discussion, reading case, online through the raised platform to participate in the venture design and offline to participate in the BBS, a combination of lecture complete Internet financial related knowledge learning, enrich the learning content. It is necessary to combine in-class learning with after-class learning, that is, students can choose either in-class learning or online video learning, and the learning methods are diversified. Students will also be organized to watch the theme reports or lectures of outstanding talents in the industry, integrate the latest industry development information into classroom teaching, and bring the practical experience of outstanding talents in the industry to students. In the teaching process, various teaching methods are actively introduced to break the limitations of students' thinking, broaden their horizons and fully mobilize their enthusiasm and enthusiasm to participate in the practice of Internet financial platform.

4.3. Crowdfunding Platform Practice

Crowd-funding, a practical project designed in the assessment of Internet Finance Theory and Practice, is one of the highlights of this course. Since I took over the course at the beginning of 2018, I have taught it to more than 800 students in 19 classes in four years, and published more than 100 crowdfunding projects with the students. In a variety of crowdfunding projects, I have seen students' wonderful creativity, warm care, enthusiastic mutual assistance and perseverance. These projects may be successful or unsuccessful, but I believe they will be unforgettable memories in the university life. Some students once tried to help the stray cats in Guangshang to survive the cold winter. In order to solve the problem that the printing shop was busy at the end of the semester, some students raised funds to buy printers. I remember that when I received the experiment report of my class that semester, the students were very proud to tell me that this was the first business that their dormitory printing shop received. Some students in order to promote their business plans, the use of all kinds of publicity means, online xiaohongshu, Douyin, Weibo, wechat and other channels of publicity, offline stalls and leaflets do not relax at all; With the help of crowdfunding platform, some students created a group of self-disciplined clocking, calling on everyone to exercise and learn self-disciplined clocking. Those who worked hard got together to encourage each other, and everyone gained greater strength. In the past four years, I have also seen more serious and persistent students, and I think this effort deserves to be seen by more people. This course built a bridge of teaching and learning. In this process, I not only taught knowledge, but also saw more possibilities through students' ideas of innovation and entrepreneurship. In this process, students also felt new opportunities brought by the Internet to the financial industry.

5. Innovation of Assessment Scheme

In the evaluation of teaching results, teachers should deeply combine the positive elements under the OBE concept, adhere to the principles of Student-centered, results-oriented and continuous improvement, and discard the traditional education and teaching evaluation mechanism. The examination items of Internet Finance Theory and Practice are composed of three parts: usual scores, practice exercises and final exams. Daily scores account for 20% of the total assessment, including attendance and class performance; Practical exercises accounted for 40% of the total evaluation, including experimental reports on crowdfunding practices and speech presentations; The final exam counts for 40% of the total grade.

As for the practical project of crowdfunding, the assessment criteria mainly include three parts: first, the project plan. Including description of product type, model and target; Name, organizational framework and vision of the company; Forecast of fund raising scale; Potential

risk prediction and risk monitoring and prevention means; Expected return forecast; budget, etc.; Second, complete implementation record and adjustment plan description; The third is the project dissolution and monitoring scheme. At the end of the semester, a lab report documenting all relevant issues, a summary and analysis PPT, and a presentation to share the experience of the achievement presentation should be prepared.

The overall time arrangement of crowdfunding practice is as follows, and the whole practice teaching is divided into four stages:

1. Creation period: 1-3 weeks. Each class set up several virtual companies with complete modern corporate governance structure and clear division of labor, and set up company names and company visions. The teaching content of this stage is mainly to introduce the emergence and development of Internet finance and the difference between it and traditional finance.
2. Planning period, 3~11 weeks. Investigated various platforms and modes of Internet finance, designed crowd-funding products, wrote project specifications, and raised funds by releasing projects on crowd-funding platforms. The teaching content of this stage is to introduce the main business model of Internet finance.
3. Operation period, 12~16 weeks. From week 12 to 15, the project plan was implemented, and the plan was adjusted during the implementation process, and the operation records were made. In week 16, the operation summary was written. The teaching content of this stage is mainly about the risk analysis and control of Internet finance. After the investigation and operation of this part of the content, students will feel more profound, but also can independently apply the theory to solve the doubts in practice.
4. Exhibition period, 17~18 weeks. Share practical training experience and show actual combat results.

6. Conclusion

We will vigorously develop technology-based finance, use the Internet, big data and other new technologies to create new forms and methods of financial services, accelerate the development of inclusive finance, and actively develop green finance. Under this situation, as applied undergraduate colleges and universities, we should be change ideas, broaden the cultivation idea, expand resources, efforts to innovation of Internet financial professional personnel training mode, actively build Internet financial professional curriculum system, so as to cultivate a large number of complex, innovative, applied talents to the financial and financial technology in the industry to the Internet.

This course has carried out a series of educational and teaching reforms on Internet financial innovation and entrepreneurial talents centering on the innovation and entrepreneurship system, hoping to not only train students to actively learn Internet finance, but also cultivate students' innovative spirit, entrepreneurial skills and entrepreneurial thinking. This will be of great significance for improving the teaching quality of Internet financial talents in our school.

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