

## A Study on the Path of Developing Online and Offline Blended Teaching in the Course of "Securities and Investment Studies"

LI Hongyu

Department of Finance & Economics, Jinan campus of Shandong University of Science and Technology, P.R. China, 250031

**\*Corresponding Author:** LI Hongyu, Department of Finance & Economics, Jinan campus of Shandong University of Science and Technology, P.R. China, 250031

**Abstract:** In order to adapt to the background of the era of Internet + and the rapid development of the financial industry, it is imperative to carry out online and offline blended teaching reform for the core course "Securities Investment" of the finance majors in colleges and universities. This paper demonstrates the necessity of carrying out online and offline hybrid teaching in the course of "Securities Investment Studies" and puts forward the corresponding reform path.

**Keywords:** online-offline blended teaching, internet teaching platform, practical teaching

### 1. INTRODUCTION

The rapid development of technologies such as artificial intelligence, big data and blockchain has, to a certain extent, greatly contributed to the rapid development of the global financial investment industry. Against this background, China's capital market has also developed very rapidly in recent years, and the updating and iteration of financial, securities and investment products has been accelerating, which has led to a greater abundance of securities and investment products in the financial market, thus greatly enhancing the product richness and diversification of China's financial market.

The development speed of the financial market also puts forward newer and higher requirements for the training of financial professionals in colleges and universities. High-quality professionals in the field of finance not only need to have a solid foundation of professional theory system, but also need to keep abreast of the times, and be able to use advanced Internet big data and other technologies to make comprehensive analyses and decision-making on the supply and demand relationship of the market as well as the development trend of the future. It can be seen that the traditional teaching mode of the course can not meet the requirements of the new job market for the professional skills of graduates in the field of securities investment, and it is necessary to reform and innovate the teaching mode of the professional courses of college finance majors in accordance with the development of the new market and the industry. As one of the core professional courses for finance majors, the reform of the teaching mode of the course "Securities Investment" is imperative.

### 2. THE NECESSITY OF ONLINE AND OFFLINE BLENDED TEACHING IN THE COURSE OF "SECURITIES INVESTMENT"

"Securities Investment" this course itself in addition to a strong theoretical system, but also has a high degree of practical requirements, requiring students to apply theories learned in practice to analyse the market situation and make the appropriate investment decisions, in the course of the content of the teaching of the market situation and the timeliness of the data has a strong requirement, the teaching of the contents of the market need to be timely according to the market changes at any time to apply the theoretical knowledge learnt Securities investment analysis. Therefore, the original teaching method which takes the textbook as the main teaching resource has the following main problems, and its teaching mode needs to be adjusted urgently.

### **2.1. Slow Updating of Textbook Content**

The course of "Securities Investment" is directly facing the capital market which is closely related to our life, and it is a course that combines theory and practice very closely, and with the deepening reform of China's capital market, new regulations and policies come out in an endless stream, but the textbook of the course lags behind the speed of the capital market because of the tedious cyclical process of writing, proofreading, publishing, printing and other factors, so the updating speed lags behind the speed of the capital market. Therefore, it is inevitable that in the teaching process, there is a disconnect between theory and practice, which leads to students not being able to learn the most cutting-edge knowledge of securities investment and the cutting-edge dynamics of the innovation of the financial system through the course. For example, China will set up a science and innovation board on the Shanghai Stock Exchange in 2019 and pilot the registration system to support the listing and financing of science and innovation enterprises in high-tech industries, and will register and establish the Beijing Stock Exchange in 2021 to support the service of innovative small and medium-sized enterprises for equity transfer, and to provide services for the financing of unlisted joint-stock companies, mergers and acquisitions, and other related businesses. All of these new initiatives are major reforms in China's development of a multi-level capital market system with far-reaching implications, and require timely classroom instruction to supplement and update these important changes. In addition, with the innovation of big data technology, in the teaching process of the course of Securities Investment, the analysis of the financial market and portfolio management has also gradually integrated big data processing technology, securities practitioners need to be skilled and have the ability to use data analysis software including Python, stata and R to conduct in-depth and comprehensive mining and analysis of a large amount of market transaction data, while the existing Most of the textbooks of Securities Investment have a certain lag in the content of financial market data analysis. Therefore, in the context of the deepening reform of the financial industry, the teaching process must constantly track the cutting-edge dynamics of the financial industry to enrich the teaching content system, so as to convey the latest professional knowledge and skills in the financial industry to the students, and enhance the effectiveness of professional teaching.

### **2.2. Theory is Over-Represented in the Teaching and Learning Process**

In accordance with the traditional teaching methods, university lecturers are mainly in accordance with the teaching requirements of the course syllabus, with reference to the content of the course materials to students in sections of the theoretical knowledge of the course, the teaching process is more focused on the theoretical knowledge of the input, and for the practical application of the knowledge of the link to pay less attention to, so it is difficult to mobilise the enthusiasm of the students and the classroom participation. At present, the commonly used "securities investment" textbook mainly involves securities investment tools, securities market environment, fundamental analysis of the securities market, corporate financial analysis, technical analysis of securities and portfolio theory, as well as derivative financial instruments and other knowledge modules, but contains relatively few actual case studies, which makes the students for the securities market operation of the actual situation of less understanding. In addition, most of the faculty members who teach "Securities Investment Science" in colleges and universities directly enter colleges and universities after graduation, and generally lack practical experience in investment in the securities market, so they can only read from the textbook during the teaching process and focus on the theoretical knowledge of the textbook, which makes it difficult for students to have the opportunity to grasp the specific and valuable investment practices.

### **2.3. Relatively Homogenous forms of Course Assessment**

At present, the assessment mode of the "Securities Investment" course in most colleges and universities is composed of two parts: the usual grade and the final grade. Weekday grades are mainly for the course daily attendance and classroom performance assessment results, while the final grade is mainly in the form of closed-book exams or final papers for assessment, the main investigation is still the mastery of students for the book knowledge and post-course exercises. Although this assessment mode is simple and clear, but it is unable to assess the practical application of students' ability and unable to evaluate the students' ability to analyse securities investment, but also easy to lead to the students to develop the usual loose, the end of the bad learning habits, which is not conducive to

achieving the financial industry talent training goals. And did not examine the students' practical ability to actually carry out securities investment, some students scored high marks in the examination paper, but in the practical problems encountered in the operation but no way to start. Therefore, the form of course assessment needs to be further reformed.

### **3. PATH ANALYSIS OF ONLINE AND OFFLINE BLENDED TEACHING REFORM IN THE COURSE OF "SECURITIES INVESTMENT**

In the context of the era of "Internet +", in order to solve the problems mentioned above, the teaching process of the course "Securities Investment" should jump out of the restrictions of the traditional teaching mode, make full use of the Internet resources, and adopt a hybrid teaching mode combining online and offline.

#### **3.1. Using the Internet to Expand Curriculum Teaching Resources**

Because the update of the course material content has a certain cyclical time lag, objectively difficult to fully keep up with the rapid development of economic and financial, so you can make full use of the Internet and other online resources to expand teaching resources, timely supplement the latest securities investment cases and hot events in the financial market, and the educational and teaching implications behind the current affairs cases for in-depth excavation and design, and the content of the offline classroom teaching organic Combined with the offline classroom teaching content organically for teaching case seminar learning, so that students in the study of theoretical knowledge of the textbook at the same time, can always understand the development of the financial industry related to the course at the forefront of the dynamics. At the same time, teachers can introduce MOOC, study pass and other Internet teaching platforms to enrich students' learning resources in a combination of online and offline. There are a large number of microclasses, boutique classes and other resources related to the course content on the Internet platform, which can be applied to the pre-study before class and the extended learning session after class. Students can also be recommended to keep abreast of the latest developments in the securities market through financial online platforms such as Sina Finance. Of course, the content of the news seminar must be in line with the teaching content of the course, which is also the objective requirements of the theory and practice. For example, before we talk about the knowledge points, set up learning tasks, in advance, let students collect recent hot events, and report before the lecture. After the report, in the classroom with the content of the lecture and students on this hot event to discuss, but also allow students through the super star learning pass, rain classroom or micro-assisted teaching and other Internet platforms to summarise and express their views. Teachers check and analyse students' knowledge of current news through the background, and focus on the knowledge points that students do not understand in the next teaching. It is because of the integration of current news case studies that the content of the existing teaching materials can better connect with the cutting-edge dynamics of the financial industry. At the same time, it also cultivates students' ability to mine and analyse information and think logically about economic and financial news, and enhances their quality and ability to formulate investment strategies.

#### **3.2. Enriching the Form of Teaching and Learning by using the Internet Platform**

In the teaching process can be based on the previous classroom theory lecture-based form, the use of learning pass and other Internet platforms to launch online questioning, hot topic discussions, online "quiz" and other activities to enhance the interest of the classroom, but also in a chapter or knowledge points after the completion of the teaching of the chapter through the learning pass to release the chapter with the classroom test, requiring students to complete the classroom limit time, or a technical indicator analysis in the form of practical training report through the online release to the students after class through the theory combined with practical operation to complete practical training and form a report to submit. students to complete the classroom time limit, or a technical indicator analysis of the essentials in the form of practical training report through the online release to the students, so that students in the classroom through the theory combined with the practical operation to complete the practical training and the formation of the report to be submitted to the final students to participate in all the online activities to be scored and scored into the usual results, and at the same time, according to the actual situation of the appropriate increase in the weighting of the students of the usual grades, this way! While improving students' participation in the course, it also strengthens

the process management, so that the evaluation of the final comprehensive grade is subdivided into each class, each online discussion, each completion of the practical training report, etc., to comprehensively assess the students' abilities in all aspects. In addition, students can also be guided to use the Internet platform to pay attention to the general market trend, industry analysis reports, the trend of major international and domestic stock indices on a daily basis, and use the Internet platform to conduct simulated stock trading, simulated fund trading, simulated foreign exchange trading and so on. Through simulated trading experience real investment, students can jump out of the books, the theory learned and practical operation organic combination, so can improve the learning effect of students.

### **3.3. Optimising Practical Teaching Links**

The course of "Securities Investment" is a comprehensive course based on statistics, psychology, economics, management and many other disciplines, with strong practical applicability, taking the securities market, securities investment tools and securities investment analysis and management as the object of study. Therefore, the practical teaching link of the course should be further optimised in the practice of teaching reform. First, highlight the practicality in theoretical teaching. Based on theory, supplementing the introduction of the latest financial investment products in the securities market, interpreting the dynamics of the financial market, and carrying out theoretical lectures around the reality of the securities market. In the teaching programme of securities investment, the rational arrangement of the theoretical classes and experimental hours of the class allocation, so that students will learn the theory applied to practice, in practice to enhance the grasp of the theoretical understanding. Secondly, strengthening technology-enabled practical teaching. With the development of information technology and the advancement of the trend of cross-fertilisation of disciplines and professions, the more cutting-edge analytical methods of big data are integrated into securities investment analysis in the teaching process. Third, innovation and enrichment of practical teaching methods. In addition to the teacher's traditional lecture method, case teaching method, flipped classroom teaching method and heuristic teaching method can be added to actively organise students to analyse the specific investment tools, and adopt group debates, course reports and other ways to help students effectively convert theoretical knowledge into practical ability. The method of promoting learning by competition can also be adopted, taking advantage of the important opportunity of numerous simulated stock speculation competitions, encouraging students to actively participate in simulated stock speculation competitions at all levels, promoting learning by competition, and enhancing students' practical investment ability.

### **3.4. Innovative Modes of Course Assessment**

Process management in teaching is to regard the whole teaching process as a unified whole, track and evaluate the performance and status of students in each teaching link, and assess the overall effect of teaching on this basis. The concept of process management reflects the inherent requirements of systematic, complete, dynamic and human nature of education, which is more conducive to the cultivation of students' comprehensive professional abilities and qualities. The construction of a new course assessment mode guided by the concept of process management has an important value for improving the quality and level of teaching. In the teaching practice of the course "Securities Investment", we should reasonably set up the way and proportion of the course assessment, in order to highlight the process of assessment, we can appropriately enhance the proportion of the usual grades. For example, in the course assessment process results include class attendance, class discussion, post-course homework and current news case report and other modules, and according to the actual situation to give the corresponding proportion of points, case report can also be used in a group division of labour teamwork, in the process of learning and assessment, but also to cultivate and enhance the students' sense of teamwork. Final exam questions can also be enriched and optimised, in addition to single-choice questions, multiple-choice questions, judgment questions, short answer questions, calculation questions and other common questions, but also set material analysis questions to examine the practical application of the ability of students. This can better reflect the situation and effectiveness of students throughout the learning stage, and through the form of teamwork assessment also enhances the students' ability to solve problems through teamwork.

#### **4. CONCLUSION**

Based on the above discussion, it can be seen that in the background of the continuous development of the Internet big data technology, the traditional teaching mode has been unable to meet the needs of professionalism and professional skills training of college students majoring in finance, as one of the core courses of college finance majors of the "Securities Investment", the reform of its teaching mode can not be delayed, and it should make full use of the resources of the Internet platform, and actively carry out the combination of on-line and off-line Mixed teaching, fully mobilise students' learning enthusiasm, and make the classroom teaching content closer to the operation and development of the actual securities market.

#### **ACKNOWLEDGEMENT**

This paper is a research result of the "Wonderful Classroom" project (JCKT2021385) of Shandong University of Science and Technology in 2021.

#### **REFERENCES**

- [1] Shen Yingchun. Exploration of research-based teaching in the course of "Securities Investment"[J]. Education and Teaching Forum,2022(8):129-132.
- [2] Zhang Meiling,Zhang Sanbao. Teaching Reform and Practice of the Course of Securities Investment under the Background of New Business Studies:Taking Tongling College as an Example[J]. Journal of Tongling College,2022,21(1):122-126.
- [3] Yu Xiaoyang, Li Aie, Xiong Xiaolang. Research on the construction and implementation of "three-in-one" practical training system of securities investment course[J]. Investment and Co-operation,2021(7):183-184.
- [4] Yu Xiaoyang. Construction of practical training system of applied undergraduate "Securities Investment" course under the concept of "Golden Class"[J]. Journal of Qiqihar University (Philosophy and Social Science Edition),2021(7):185-188.
- [5] Wang Meihua. Reform of Practical Teaching Based on Process Evaluation for Cultivating Applied Talents:Taking the Course of Securities Investment as an Example[J]. Modern Enterprise,2021(4):138-139.
- [6] HUANG Lu,NI Xingxing,LI Suyi,et al. Exploration of experimental teaching of securities investment under the background of internet+finance[J]. Laboratory Research and Exploration,2021,40(4):159-162,175.

#### **AUTHOR'S BIOGRAPHY**



**Li Hongyu**, Work unit: Lecturer, Department of Finance and Economics, Shandong University of Science and Technology, Jinan Campus. I got my Doctor degree from Beijing Jiaotong University (China) in 2023; I got my Master degree from the the University of Manchester (UK) in 2009; I got my Bachelor degree from Shandong University (China) in 2008.

**Citation:** *LI Hongyu. "A Study on the Path of Developing Online and Offline Blended Teaching in the Course of "Securities and Investment Studies" International Journal of Humanities Social Sciences and Education (IJHSSE), vol 10, no. 9, 2023, pp. 127-131. DOI: <https://doi.org/10.20431/2349-0381.1009014>.*

**Copyright:** © 2023 Authors. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.