

Original Paper

Research on Innovative Teaching Design of “Securities Investment” Based on BOPPPS Teaching Mode

Feng Wu¹, Qiuxia Tang² & Jun Zhou^{*}

¹ Shiyuan College of Nanning Normal University, Nanning, Guangxi 530226, China

² Guangxi Vocational College of Performing Arts, Nanning, Guangxi 530226, China

^{*} Corresponding author, Jun Zhou, Shiyuan College of Nanning Normal University, Nanning, Guangxi 530226, China

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Abstract

With the continuous and rapid development of China's capital market, the securities investment environment has undergone earth-shaking changes, which brings new challenges to the cultivation of college students' financial literacy in securities investment. In the teaching design of the traditional course "Securities Investment" in colleges and universities, there is a problem that the curriculum design lags behind the needs of social development, which seriously affects the quality of talent training in securities investment. In view of the above problems, this paper proposes to use the BOPPPS teaching model to carry out the teaching design of "Securities Investment", improve the teaching quality of the course, and hope to improve the financial literacy of college students in securities investment.

Keywords

BOPPPS, investment, teaching design

1. Introduction

At present, under the new social and economic situation, in order to adapt to social development, talents from all walks of life are required to have certain financial literacy. Due to the characteristics of easy learning and convenient operation, securities investment has become the most universal investment method at present, and is deeply favored by various investors. However, due to the large differences in the theoretical basis of securities investment among people from all walks of life, it has caused certain obstacles to the popularization of securities investment. Therefore, it is of great significance to cultivate college students' financial literacy in securities investment from the stage of

higher education. To improve the financial literacy of college students in securities investment, the easiest way is to set up the course “Securities Investment” for all majors in colleges and universities, and at the same time improve the teaching quality of this course. In the traditional teaching mode of “Securities Investment” course, there are problems of backward teaching design and social development. Therefore, it is necessary to redesign the teaching mode of the course “Securities Investment”. In response to the existing problems, colleges and universities urgently need to carry out the reform of the “Securities Investment” course to improve the teaching quality of the course, so as to improve the financial literacy of college students.

Danping (2016) pointed out after investigation that the BOPPPS teaching model first formed a system from the University of British Columbia in Canada in 1979, and is currently being gradually promoted as a theory of the Canadian teacher training system. The BOPPPS teaching mode is divided into 6 teaching links. The first is Bridge (course introduction). During the course introduction stage, teachers will introduce news related to the course into teaching activities. The purpose is to stimulate students’ interest in learning; the second is Objective (learning objectives).), determine the classroom learning objectives according to the actual learning situation of the students, and communicate with the students the learning effect to be achieved, so as to help students find a clearer and clearer learning expectation; Various forms of pre-class assignments are arranged to test students, to understand students’ knowledge reserves, and to adjust teaching content and teaching methods simultaneously; The fourth is Participatory Learning, which is the core of the teaching model and mainly embodies the “student-centered” teaching guiding ideology. The core point is the combination of teacher teaching and student learning. On the one hand, teachers give lectures on the key and difficult parts of the course by introducing case analysis and special seminars; on the other hand, students complete the learning tasks through independent learning. At the same time, the interaction between teaching and learning between teachers and students should be strengthened; the fifth is Post-assessment (after-class testing), which evaluates the learning effect of students through operational testing methods, and finally forms teaching feedback; the sixth is Summary (summary), which is still based on Students are the main body, and teaching reflection is finally formed through students’ self-evaluation and teachers’ summarization of classroom teaching.

This paper introduces the teaching design based on BOPPPS model into the course of “Securities Investment”, in order to improve the teaching quality of the course, so as to further improve the financial literacy level of college students.

2. The Current Situation of the Development of the “Securities Investment” Course in Colleges and Universities

The earliest course of “Securities Investment” was limited to the compulsory courses of financial majors. With the continuous development of higher education, colleges and universities have successively opened public courses of “Securities Investment”, and the scope of the course’s

educational objects has gradually expanded. The course is favored by the majority of students because it is easy to learn, highly operable, and has the opportunity to bring investment returns to investors. With the rapid development of this course, higher requirements are put forward for colleges and universities to improve the teaching quality of this course, and colleges and universities are required to further optimize the teaching design in terms of classroom time control and teaching methods.

3. Problems in the Teaching Design of the Course “Securities Investment” in Colleges and Universities

While colleges and universities continue to expand the educational group of “Securities Investment”, there are chaos such as low teaching quality and low student satisfaction, which seriously restricts the high-quality development of this course. To rectify the reasons, many colleges and universities mainly have the following problems in the course design:

3.1 Insufficient Emphasis on the Basic Concepts of the Course

The securities investment course is a theoretical and practical course, and the most attractive part is the securities simulation investment practice part. Because the course teaching of basic concepts is relatively boring, it is difficult for teachers to find bright spots in the teaching process, and students are not very interested in learning. Therefore, in the teaching of basic concepts, there is a teaching chaos in which students lack interest in learning and teachers do not pay attention to the content of this part of the teaching, resulting in students not having a clear understanding of the relevant concepts of native financial products, and lack of in-depth understanding of derivative financial instruments. know. Indirectly affect the results of securities investment practice.

3.2 Teaching Objectives are not Clear Enough

At present, with the continuous development of higher education, some disadvantages have been exposed in the teaching design of “Securities Investment”. On the one hand, there is a disconnect between the theoretical teaching link and the securities simulation practice link. In the process of practical teaching and teaching, after completing the teaching of the basic theory, the teacher enters the teaching link of securities investment simulation practice, which is then digested and related by the students themselves. The teaching method affects the teaching quality to a certain extent; on the other hand, in the process of theoretical teaching, it is common that although teachers can teach the knowledge points of each course step by step, they fail to clarify the differences between the knowledge points. The organic connection, the teaching effect is not high. The above teaching disadvantages exist mainly because the classroom teaching design is not scientific and reasonable enough, and the teaching objectives are not clear enough.

3.3 The Teaching Method cannot Adapt to the Actual Learning Ability of the Students

“Securities Investment Theory” is a course combining theory with practice. At present, the teaching of “Securities Investment” in colleges and universities adopts the traditional teaching method. Without the actual ability of students, they directly enter the classroom teaching link, so that the matching degree of

knowledge content taught by teachers and students' learning acceptance ability is not high. It is impossible to teach students in accordance with their aptitude. As a result, students' knowledge points are not firmly grasped, and an organic knowledge chain has not been formed. Students need more practical experience in the future to make up for the knowledge points missed in the classroom learning process. Therefore, in order to achieve high-quality teaching effects, reforms in teaching methods are required. In addition to learning in the classroom, teaching must be tested before class.

3.4 Insufficient Interaction between Teachers and Students in the Teaching Process

In the teaching process of "Securities Investment", the traditional teaching design has the problem of insufficient interaction between teachers and students and between students during the teaching process.

In the theoretical learning stage, the interaction between teachers and students is usually dominated by teachers giving lectures, supplemented by students answering questions. However, this traditional teaching method cannot adapt to the development requirements of current teaching, and there are problems such as low student participation and poor teaching effect; in terms of interaction between students, it is usually carried out in the form of group assignments assigned by teachers, due to differences in abilities among students. Problems, group work is usually done by only a small number of students, and the quality of interaction between students during the course learning process is not high.

In the securities simulation practice stage, in terms of interaction between teachers and students, teachers usually use a small part of the classroom time to teach courses, and most of the classroom time students conduct securities simulation practice independently. Limited to students asking questions on their own initiative. In this case, the teaching interaction is not under the teacher's control, and the teaching quality is not high; in terms of interaction between students, since the securities investment simulation practice mainly examines students' personal securities investment operations, there is little interaction between students.

3.5 Lack of Supporting Basis for After-class Feedback

The course of "Securities Investment" usually adopts the traditional teaching mode. In the teaching process, although the teacher also assigns homework properly in the classroom, but generally speaking, there are few homework assignments in the classroom, and the detection of students' course learning effects is not enough. In the end, neither teachers nor students can clearly understand the teaching and learning effects of the course, and cannot form effective course feedback and improvement.

3.6 The Way of Summarizing after Class is Mere Formality

The method of after-class summary usually adopted by the teachers of "Securities Investment" is that the teacher is the main body of the teaching summary, and uses a short time to summarize the after-class teaching, and the students record and learn as listeners. Due to the short summarization time and the failure of students to effectively participate in the after-class summarization, the after-class summarization stage became a mere formality without any substantial effect, and teaching reflection lost its objective basis.

4. Use BOPPPS Model to Solve the Existing Problems in the Teaching of “Securities Investment”

In view of the problems existing in the traditional teaching mode of “Securities Investment”, this paper proposes to use the BOPPPS teaching mode for teaching innovation in order to improve the teaching quality.

4.1 Optimize the Way of Course Introduction and Enrich the Learning Forms of Basic Concepts

The traditional teaching mode of “Securities Investment” often emphasizes practical teaching and neglects the teaching of theoretical basic concepts because teachers cater to students’ preferences, resulting in students’ lack of solid grasp of theoretical knowledge. In view of the existing problems, the teaching design is optimized by adopting the course import mode Bridge of the BOPPPS teaching mode. In the theoretical class stage, the teacher spends 3 minutes reviewing the basic concepts related to securities investment learned in the previous class to further consolidate students’ understanding of the basic concepts degree. At the same time, the method of introducing relevant domestic and foreign hot events attracts students to study carefully, and then introduces the relevant knowledge points of the current course, so as to achieve the goal of course introduction that allows students to learn while they are interested.

4.2 Scientifically Formulate Classroom Teaching Objectives, and Integrate Teaching with Theory and Practice

The traditional teaching mode of “Securities Investment” has the problems of unclear classroom objectives and separation of theory and practical teaching, which makes students unclear about the learning objectives that students need to master in the classroom. In view of the existing problems, the learning objective model Objective of the BOPPPS teaching mode is used to optimize the teaching design. The teacher spends 3 minutes in the classroom to help students sort out the learning objectives of this course, and requires the teacher to classify the learning objectives, and the learning objectives are classified into knowledge Goals, ability goals, and ideological and political goals, the teaching process revolves around cultivating students to not only master rich theoretical knowledge of securities investment, but also have strong securities investment ability on the basis of abiding by laws and regulations and sticking to the bottom line of morality. At the same time, teachers are required to clarify classroom teaching methods to students, establish a list of teaching objectives, and conduct classroom teaching around the content of the list.

4.3 Effective Pre-class Testing, Highly Matching Teaching and Learning

The traditional teaching mode of “Securities Investment” has the problem that the teacher’s teaching is not well matched with the students’ learning ability, so that the phenomenon that the teacher’s teaching content is too deep or the teacher’s teaching content is too shallow. In view of the existing problems, the pre-assessment test mode of the BOPPPS teaching mode is used to optimize the teaching design. The teacher takes 4 minutes to conduct the pre-test of the course. The pre-test is conducted by randomly asking students about the course. The results preliminarily judge the students’ learning ability, and grasp the depth of classroom teaching according to the students’ learning ability. The design of this

stage requires teachers to scientifically grasp the rationality of the difficulty of the pre-class test questions for the purpose of testing students' learning ability.

4.4 Enrich Teaching Methods and Strengthen Interactive Teaching

The traditional "Securities Investment" teaching mode has the problem of low teacher interaction efficiency, so that there are problems such as teachers' lectures taking too much time, low student participation, and low teaching quality. In view of the existing problems, the participatory learning mode of the BOPPPS teaching mode is used to optimize the teaching design, and the teacher spends 20 minutes in class to complete it. At this stage, this article discusses teaching theory teaching and practical teaching separately.

In terms of theoretical teaching, teachers ask questions in class and students actively answer. In order to improve the quality of interaction, students are encouraged to actively answer in the form of extra points for their usual grades, so as to improve the quality of teacher-student interaction during the teaching process. At the same time, the learning interaction between students is carried out in the form of group work. In this process, in order to avoid the "free ride" behavior of some students, the teacher can fix the number of group members and determine the specific division of labor of each student in the group in advance. The method directly assesses specific students to ensure the participation of all students.

In terms of practical teaching, teachers put forward securities simulation operation sharing tasks in class, and group students into groups to form group experiences through group discussions. Each group takes turns to share investment experience in a short time. In this stage, the requirements for controlling classroom time are relatively high. Therefore, it is necessary to control the time in terms of the number of students in groups, group discussions and experience sharing in light of the actual situation of the class, so as to ensure that the interactive teaching process can be completed with high quality within the set time.

4.5 Strengthen After-class Testing and Further Extend the Depth of Interactive Teaching

The traditional teaching mode of "Securities Investment" has the problem of insufficient classroom post-testing. Classroom post-testing is a means for teachers to assign homework to test students' learning effect after interactive teaching. Without classroom post-testing, teachers will not be able to evaluate interactive teaching methods. Teachers will not be able to grasp the quality of teaching. In view of the existing problems, the post-assessment mode of the BOPPPS teaching mode is used to optimize the teaching design. The teacher uses 6 minutes of the classroom to conduct the post-assessment in the classroom. The teacher can test the learning results of the students through classroom questions and case tests, so as to provide effective teaching feedback. It should be noted that the questions in the after-class test should be highly related to the knowledge points learned in this course, and should take over the questions asked by students in the previous stage of the course.

4.6 Strengthen Teaching Summary and Improve Teaching Quality

The teaching summary of the traditional "Securities Investment" teaching mode is carried out by the teacher as the main body, and the students listen and record. Due to the lack of student participation, the teaching summary is a mere formality. In view of the existing problems, the teaching summary mode

Summary of the BOPPPS teaching mode is used to optimize the teaching design. The time for summarization is to use the last 4 minutes of the classroom. Unlike the past, the teaching summary is based on students, and the teacher guides the students in the group to Evaluation and group-to-group mutual evaluation of the learning process. By improving student participation, teachers can directly understand students' academic situation, and the final teaching reflection tends to be more objective.

5. Summary

Using the BOPPPS model to innovate the teaching design of "Securities Investment" has certain practical significance, which is conducive to improving the teaching quality of the course, thereby improving the quality of financial literacy education for college students in securities investment, and laying a solid foundation for college students to go to work in the future Base. In addition, since the research in this paper is only aimed at the innovation of classroom teaching design content of "Securities Investment", there is still room for further research in the future. For example, in terms of theoretical teaching of this course, through the teaching design of "Securities + Technology", the securities investment course is integrated with computer-related courses to conduct innovative research on the integration of disciplines; in terms of practical teaching, through the teaching design of "School + Enterprise", Universities and securities companies jointly build courses and carry out innovative research on the integration of industry and education.

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