



# Research on the Innovation and Entrepreneurship Mixed Teaching Reform of University Finance Major Based on Internet plus

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**Abstract.** As for the finance major in colleges and universities, Internet plus brings both opportunities and challenges to the teaching reform of the major courses. Especially with the development of the times, the financial industry has put forward higher requirements for talent training in colleges and universities. How to train composite innovative talents combining finance and the Internet for the finance major has also become a particular concern for the teaching reform of the finance major. Explore the Internet plus mixed teaching reform scheme for innovation and entrepreneurship of financial majors in colleges and universities, with a view to promoting the teaching reform of financial courses, also helping to cultivate and improve the innovation and entrepreneurship ability of financial majors in colleges and universities, and laying a foundation for students of this major to have stronger employment strength in the employment environment in the future.

**Keywords:** Internet; Finance major; Integrated teaching of innovation and entrepreneurship; reform.

## 1 Introduction

In the context of economic globalization, the demand for financial talents in society is that financial professionals should not only have thinking ability and relatively systematic and complete knowledge of finance and economic politics, but also have high abilities in professional practice application and innovation. From the current teaching situation of finance majors in universities, some teachers rely more on traditional teaching methods in the teaching process, and their teaching activities focus on indoctrination, resulting in a lack of enthusiasm and initiative for students in the learning process of finance courses. In terms of teaching methods, some teachers lack the integration of the era's requirements for financial talents in the context of economic globalization in their financial professional teaching activities, resulting in insufficient cultivation of students' financial practical skills and ability to solve practical financial problems. In addition, teachers have not organically integrated modern educational technology with

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curriculum teaching, making it difficult for teaching content to keep up with the times, which is not conducive to the expansion of financial talent knowledge. In addition, there is a problem of disconnection between professional courses and innovation and entrepreneurship teaching in the teaching of financial courses by some teachers. Professional course teaching does not cultivate the financial innovation ability and entrepreneurial awareness required by the financial industry, and students have weak innovation and entrepreneurship abilities in the learning of financial courses. The integration of traditional financial education courses with blended learning can provide new support for curriculum teaching with fragmented, mobile, community-based, and gamified teaching trends. In view of this, under the environment of economic globalization and educational informatization, it is necessary for colleges and universities to carry out the practice of Internet plus based mixed teaching reform of innovation and entrepreneurship of financial majors. In this context, a new blended approach to teaching and learning has emerged, as shown in Figure 1.

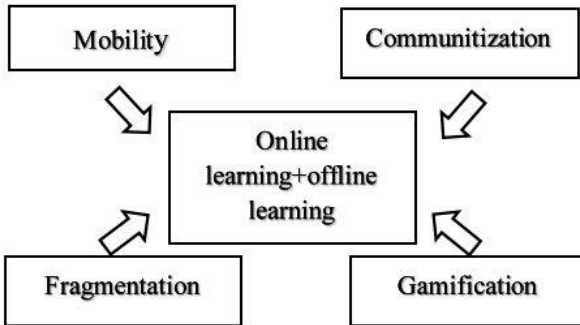


Fig. 1. New Trends in Blended Learning

## 2 Design of Innovation and Entrepreneurship Hybrid Teaching Reform Scheme Based on Internet Plus Finance

### 2.1 Analysis of Course Learning Situation

Before conducting mixed teaching of innovation and entrepreneurship in finance, it is necessary to first analyze the learning situation of finance students. To ensure the objectivity of learning situation analysis, the main way to achieve a comprehensive understanding of course learning is through investigation and evaluation, such as test questions, interviews, etc.<sup>[1]</sup>. Focus on understanding the actual situation of students' learning of financial professional course knowledge, application of knowledge to solve financial problems, financial innovation and other abilities, laying the foundation for designing a mixed teaching reform plan for innovation and entrepreneurship in the financial profession<sup>[2]</sup>.

## 2.2 Determination of Curriculum Teaching Reform Goals

Based on the information and data collected through investigation and evaluation, the learning situation of innovation and entrepreneurship teaching in finance major is obtained by processing it. On this basis, we further determined the goal of curriculum reform, which needs to point to two aspects, one is the actual needs of students in learning, the other is the new requirements for financial talents in the context of economic globalization and the development of the Internet<sup>[3]</sup>. Therefore, the goal of its teaching reform is to enable students to understand the economic and financial characteristics in the new era, and have a good ability to understand Internet finance, international finance knowledge, financial thinking, financial innovation, and solve financial problems<sup>[4]</sup>. Overall, the educational goal is to cultivate students' financial humanities literacy and financial innovation ability.

## 2.3 Design Ideas for the Mixed Teaching Reform Plan of Innovation and Entrepreneurship in Finance Majors

Based on the analysis of the learning situation, in order to ensure the actual effectiveness of the hybrid teaching of innovation and entrepreneurship in finance majors in universities, an interactive mechanism of "online+offline" teaching and learning for financial innovation and entrepreneurship resources, carriers, platforms, and learning has been constructed. Among them, the online part mainly includes intelligent vocational education cloud classroom, Tencent Meeting live classroom, WeChat group or QQ group instant messaging interaction, etc. By organically integrating the rich courseware teaching resources of vocational education cloud platforms with the advantages of live streaming platforms and online group messaging for more convenient and in-depth interaction, we have achieved diversified online teaching in the mixed teaching of innovation and entrepreneurship in finance majors<sup>[5]</sup>. The offline part includes offline classrooms, offline financial innovation and entrepreneurship practices, etc. The overall reform and practice ideas of the mixed teaching of innovation and entrepreneurship in the financial profession are shown in Figure 2. In different stages before, during, and after class, teachers and students rely on online and offline channels to teach and learn financial innovation and entrepreneurship. During this process, teachers always pay attention to the teaching content, teaching environment, and the effectiveness of financial innovation and entrepreneurship training for students<sup>[6]</sup>.

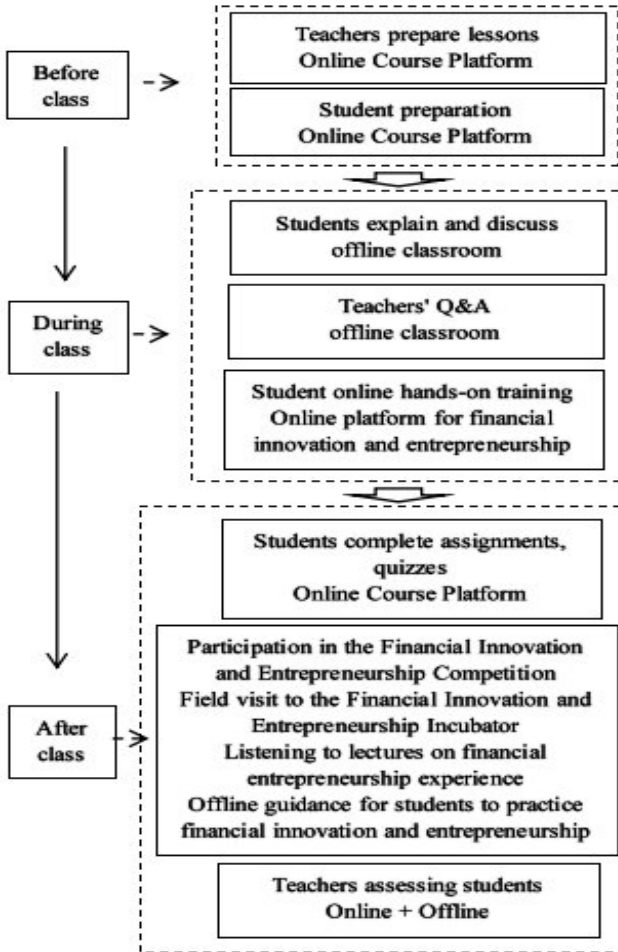


Fig. 2. Schematic diagram of the mixed teaching process for innovation and entrepreneurship in finance major

### 3 Organization and Implementation of the Mixed Teaching Reform Plan for Innovation and Entrepreneurship in Finance Majors

The mixed teaching process of innovation and entrepreneurship in the finance major is an online and offline mixed teaching of finance courses with innovation and entrepreneurship education as the core, which systematically runs through different stages before, during, and after class.

### 3.1 Pre Class Stage

This stage is the pre class transmission stage of financial innovation and entrepreneurship teaching knowledge. Teachers use online course platforms for lesson preparation, which includes the main content of financial courses, mainly using learning videos, graphics, and other teaching resources. Subsequently, relevant learning tasks are posted on the platform and pushed to remind students to timely engage in online learning.<sup>[7]</sup> After entering the platform, students can log in with their own account to preview the knowledge before the teaching of financial courses. Teachers and students, as well as students and students, can simultaneously use online platforms to communicate and exchange knowledge on key points, difficulties, and blind spots. During this process, the online platform has set up task points and learning duration for financial courses. The platform ultimately forms pre class learning outcomes based on the actual completion of students. Teachers can timely understand students' learning progress and mastery of financial course knowledge based on feedback data, and provide online homework reviews for students<sup>[8]</sup>.

### 3.2 In Class Stag

In the pre class stage, students have already conducted basic learning on innovation and entrepreneurship related knowledge in the finance field. During the in class stage, the main focus is on the teacher's assistance in internalizing financial knowledge, with key learning tasks including answering questions, clarifying doubts, and expanding and improving skills<sup>[9]</sup>. Teachers can organize students to review and explain the key knowledge of financial courses in groups based on pre class preview and learning tasks through discussions, brainstorming, and other forms. Taking the "International Reserves and Foreign Exchange Risk Management" unit of the International Finance course as an example, students will send group representatives to explain and discuss the basic issues of international reserves and foreign exchange risk management mentioned in the course video on the front line of the class, based on the learning outcomes formed by their group members. At the same time, they will raise the difficulties and confusions of the group's knowledge of the course. Teachers provide feedback based on the performance of each group of students. While explaining the questions raised in the preview section, they also delve deeper into and inspire course questions, such as the reasons for the formation of international reserves and foreign exchange risks, influencing factors, and comparison of identification methods for different risks. Based on practical cases in international finance, guide students to engage in inter group discussions and reflections. In addition, the practice of mixed teaching of financial innovation and entrepreneurship in the in class segment is not limited to offline classrooms. Teachers can also use the online platform of financial innovation and entrepreneurship to allow students to conduct online training in a virtual environment. This not only promotes students to understand and master financial knowledge and skills, but also allows them to internalize and apply the learned financial knowledge to the level of financial innovation and entrepreneurship.

### 3.3 After Class Stage

After pre class preview, in class explanation and discussion, and virtual online training, the post class stage is the consolidation learning stage of the finance major course. There are three forms of it: homework and online tests on online course platforms, such as writing case reports on financial knowledge. Students are required to engage in business exercises such as scenario simulation or solution design in the case reports, in order to deepen their understanding of financial knowledge and skills and be able to use financial knowledge to solve practical financial problems<sup>[10]</sup>. The second is to guide students in financial innovation and entrepreneurship practice offline, such as organizing students to participate in financial innovation and entrepreneurship competitions, visiting financial entrepreneurship incubators in person, and listening to lectures on financial entrepreneurship experiences. Finally, there is a comprehensive assessment of teachers for both online and offline applications. Through the above methods, help students strengthen their financial knowledge consolidation and application.

## 4 Conclusion

Internet plus has made up for the drawbacks of one-way interaction between teachers and students and teacher led under the traditional financial professional curriculum education mode, organically integrated Internet plus and traditional education<sup>[11]</sup>, and further enriched teaching resources and teaching means. In the process of mixed teaching of innovation and entrepreneurship for finance majors, teachers regard cultivating students' innovation and entrepreneurship ability as one of the core teaching courses, and attach importance to the development and cultivation of students' financial skills, financial thinking, and financial innovation ability<sup>[12]</sup>. At the same time, Internet plus is used to give more fun and interaction to the innovation and entrepreneurship teaching classes for finance majors, which is more beneficial to improving students' learning autonomy and interest. Therefore, we should further explore the implementation of the Internet plus based innovation and entrepreneurship mixed teaching reform scheme for financial majors in colleges and universities, and improve the teaching quality of financial courses.

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