

Assessment Design of Financial Management Courses in Chinese-foreign Cooperative Schools under the Background of “New Economic Management”

Xiwu Cheng, Li Yuan, Gang Ji

(Anhui University of Finance and Economics, Bengbu City, Anhui Province 233030)

Abstract: At the present stage, there are some drawbacks in the examination method of Sino-foreign cooperative courses. In view of this, this paper takes bilingual courses of financial management as an example to discuss and reflect on the assessment methods of professional courses in Chinese-foreign cooperative schools under the background of “new economic and management”, and puts forward the reform and innovation path of bilingual courses assessment under the background of “new economic and management”, aiming at exploring the assessment methods of bilingual courses suitable for Chinese-foreign cooperative schools and realizing the goal of talents training in Chinese-foreign cooperative schools.

Keyword: “New Economic Management”; Sino-foreign cooperation; financial management; bilingual curriculum; evaluation mode

1. Introduction

In 2018, the Ministry of Education and other relevant departments put forward the “four new” strategy for the reform and development of college education, requiring colleges and universities to comprehensively revitalize undergraduate education and adapt to the needs of the new era and new technology. In this context, Anhui University of Finance and Economics “new economic management” development strategy came into being. The strategic goal of “new economics and management” advocates interdisciplinary, liberal arts and science integration, and adheres to the construction concept of “student-led”.

Sino-foreign cooperation in running schools is produced and developed in the rapid increase of demand for higher education in the highly developed domestic market economy. The mode of Chinese-foreign cooperation in running schools, as a beneficial supplement to China’s higher education, plays an obvious role in promoting domestic higher education. Through cooperative education, on the one hand, advanced foreign teaching and management methods have been introduced; On the other hand, it can renew the concept, broaden the horizon, accelerate the internationalization process of education and enhance the international competitiveness. In 2018, Anhui University of Finance and Economics and the University of Newcastle, Australia, signed a cooperative education agreement after full exchanges and friendly negotiations, and launched the “2+2” open joint training project in international business, in which the financial management and other professional courses adopt Chinese and English bilingual teaching mode. Generally speaking, bilingual teaching mode requires high quality for teachers and students, both teachers and students should have certain basic professional knowledge and necessary foreign language level. As bilingual teaching mode is a new way different from traditional Chinese teaching in the past, it has been implemented in our school for a relatively short time. Although the training program of cooperative education is gradually improving, there are still many drawbacks in the assessment methods of bilingual courses such as financial management. Under the construction goal of “new economic management”, in order to achieve the goal of talent training for Chinese-foreign cooperative schools, better adapt to the strategic adjustment of national education structure and the new trend of Chinese-foreign cooperative schools, we must improve the assessment mode of bilingual courses such as financial management, explore feasible curriculum assessment reform plans, and change the curriculum assessment system. Based on this, this paper takes the financial management course as an example to discuss and think about the assessment methods of professional courses in Sino-foreign cooperative schools under the background of “new economic management”, and puts forward the assessment reform and optimization path of bilingual courses under the background of “new economic management”.

2. The Importance of the Reform of Bilingual Financial Management Course Assessment under the Background of “New Economic Management”

As a bilingual course of financial management, which occupies an important position in the curriculum system of international business majors, it is the core course of international business majors and has the characteristics of strong application. The program is designed to train highly qualified professionals with an international perspective and innovative ability to work in financial management in multinational companies or foreign enterprises. In the actual teaching process, the bilingual course of financial management uses foreign textbooks in English, so that students can get in touch with the advanced professional concepts of financial management and master the latest research results in the field of financial management without going abroad. Based on the “new economic management” strategy and the training goal of Sino-foreign cooperation in running schools, in the daily bilingual teaching process of financial management, in addition to bringing advanced foreign ideas into the classroom, it is also necessary to pay attention to the cultivation of students’ practical ability and give full play to their innovation potential. As an important tool to test students’ mastery of the bilingual course of financial management and their ability to use it, evaluation is a very important link in the teaching system of bilingual course of financial management, and it is also the main way to measure teachers’ teaching level and teaching effectiveness. Only by constructing a reasonable and perfect evaluation system of bilingual financial management course can we objectively reflect the effectiveness of “teaching” and “learning” of this course and

some problems existing in the teaching process, reform the teaching method of bilingual financial management course according to the information provided by the evaluation results, and improve the teaching quality of bilingual financial management course with the help of new teaching methods. On the basis of reform and innovation, we will better achieve the goal of personnel training. However, due to the inherent differences in teaching mechanisms and curriculum Settings between China and foreign countries, it is inevitable that some problems will arise in the implementation of cooperative educational programs. At present, there are some drawbacks in the assessment method of bilingual financial management courses in Chinese-foreign cooperative educational programs. Under the construction goal of “new economic management”, the assessment method of bilingual financial management courses must be flexibly adjusted and continuously improved. To better adapt to the characteristics of bilingual teaching, in line with the original intention of Sino-foreign cooperation in running schools. Doing so is of great significance for building a new professional personnel training system under the development strategy of “new economic management” and creating all-round talents with international vision.

3. The Drawbacks of the Assessment Method of Bilingual Financial Management Courses under the Background of “New Economic Management”

(1) The Comprehensive Evaluation System is Unreasonable, and the Process Assessment Link is Missing

The assessment method of bilingual financial management courses in Chinese-foreign cooperative schools is usually based on end-of-term closed book examination, supplemented by regular assessment. The final closed paper examination mainly examines the degree of students’ mastery of basic theories, and has more original content. The usual assessment mainly relies on class attendance, excluding periodic tests in the daily learning process. The final score of this course is composed of two parts: regular assessment and final examination. The proportion of regular assessment is relatively small, usually only 20%, while the proportion of final examination is 80%, accounting for a higher proportion of the total score of this course. It can be said that the score of bilingual financial management course essentially depends on the score of the final paper. Most of them pass the exam, but it is not clear whether the students really understand the course content and whether they have mastered the core knowledge. Therefore, this comprehensive evaluation system is not reasonable.

(2) The Assessment Content Pays too much Attention to Theoretical Knowledge and Neglects the Assessment of Application Ability

At present, the assessment of bilingual courses of financial management pays too much attention to basic theoretical knowledge and neglects practical ability, and there is a phenomenon of emphasizing theory and neglecting practice. As we all know, financial management courses have the exclusive characteristics of strong application, so it is necessary to assess students’ practical skills. However, at present, the assessment of the application ability of bilingual financial management courses in Chinese-foreign cooperative schools is often ignored, mainly because bilingual courses have high requirements for English proficiency. Some students are limited by their English proficiency and cannot fully understand the taught content in class, and some students have insufficient and incomplete understanding of basic theoretical knowledge. It makes it more difficult for students to learn this course. Therefore, in the final exam, due to the actual level of students, the content of the paper of the bilingual course of financial management can only focus on theoretical or memorized knowledge, and the flexibility of the question type is poor.

4. The Examination Design of Financial Management Course in Sino-foreign Cooperative School for the Construction of “New Economic Management”

(1) Strengthen the Process Assessment and Set up Tests for Each Chapter

Nowadays, phased assessment is gradually used in the assessment and evaluation system of bilingual financial management courses in Chinese-foreign cooperative schools. Under the strategic goal of “new economic management”, with the continuous improvement of talent training programs in cooperative schools, strengthening the phased assessment of students’ learning process has become an important part of training international specialized talents. This kind of assessment method effectively combines regular stage examination with final comprehensive examination, and increases the content test of each chapter of the course. According to the results of each chapter test, the proportion of stage examination is increased, and the proportion of final comprehensive examination is reduced, so as to urge students to increase their daily learning time and devote more efforts to professional knowledge of financial management courses and English level. Encourage students to grasp the core content of the course.

(2) Pay Attention to the Assessment of Application Ability, and the Assessment Content is Flexible and Diverse

As mentioned above, paying too much attention to the basic theoretical knowledge and neglecting the assessment of practical ability is the main problem in the assessment of bilingual financial management courses in Chinese-foreign cooperative schools. Due to the exclusive nature of bilingual financial management course, we should increase the assessment of the application ability and practical ability of the course, and strive to diversify the content of the assessment. In the past, the assessment method of courses took the form of end-of-term closed-book examination, and the main drawback was the solidification of question types. Based on the development strategy of “new economic management”, in order to comprehensively evaluate the learning effect of students, an evaluation system should be established that attaches equal importance to theory and practice, and enhance the ability of students to comprehensively apply the theoretical knowledge of courses to analyze and solve application problems, so that students can truly learn to analyze independently. The content of the examination paper should focus on practical operation skills as the assessment of the bilingual course of financial management, increase the types of questions with open thinking, and increase the assessment of students’ ability to use theoretical knowledge to solve practical problems. In this way, the assessment has less memorization content and focuses on more practical and competency-based questions, aiming to test

students' understanding and mastery of the basic theoretical knowledge of the bilingual course of financial management. Make students really understand each other.

(3) Diversified Evaluation Criteria and Innovative Performance Evaluation System

Comprehensive evaluation is an important means to measure the teaching effect and quality of bilingual financial management courses, and plays an important guiding role in the cultivation of students' ability and quality. According to the "new economic management" strategy and the requirements for students' professional quality of Sino-Foreign cooperation international business major, objectively, the assessment methods of bilingual courses of financial management should be diversified. In view of diversified evaluation forms, the detailed rules of diversified evaluation standards should be formulated and the performance evaluation system should be innovative. Since students majoring in international business in Sino-foreign cooperative schools of our school are going to study and exchange in Australia and have signed relevant cooperation documents, in order to encourage students to adapt to the study and living environment abroad as soon as possible, it is necessary to formulate detailed rules for diversified evaluation standards and innovate the performance evaluation system. In this way, the assessment forms of ordinary grades are more flexible and diverse, such as: classroom speech and answer, class group discussion, course work, students and foreign teachers directly communicate and discuss questions, etc., can be used as assessment forms of ordinary grades. In short, we must change the practice of judging students' ordinary grades solely by class attendance.

(4) Real-time Online Assessment to Improve the Teaching Effect of Bilingual Courses

With the rapid development of Internet technology, big data information technology has a profound impact on all aspects of economy and society. At the same time, under the background of "new economic management", the assessment method of financial management courses in Chinese-foreign cooperative schools is also facing a huge impact, so it is imperative to implement the real-time online assessment mode. Through the use of Internet technology to establish a bilingual financial management course sharing resource platform, upload teaching resources on this course platform, including bilingual teaching syllabus, course chapter courseware, course videos, matching exercises and other related materials. Students can log in to the course website for network access and timely raise difficult questions through online communication. The teacher will answer the questions raised by the students online, so that all the students' learning behaviors will be "recorded". Based on this, the teacher will evaluate the learning effect according to the learning behavior data of each student on the course website, and finally quantify it as the student's usual score of the course. When students complete the bilingual course of full-cycle financial management on the course website, they can carry out the final test. Similarly, the course website automatically generates exam papers according to the pre-embedded test bank, and students answer the questions on the website for real-time online assessment. After students complete the answers within the specified time, the system will automatically give the test scores. The final score of this course is comprehensively assessed by the regular assessment and the final test, all of which are completed online.

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About The Author: Xiwu Cheng(male), Han nationality, Professor of Anhui University of Finance and Economics, Doctor of Management, research direction of accounting theory and method, etc.

Li Yuan (female) , Master student of Accounting School of Anhui University of Finance and Economics, research direction of accounting theory and method, etc.

Gang Ji (female) , Han nationality, Associate professor of Anhui University of Finance and Economics, Master of Management, research direction of corporate finance, etc.