

# Innovation and Reflection on the Case Teaching Mode of Asset Appraisal Major -- Taking the Course of Asset Appraisal Practice and Case Analysis as an Example

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**Abstract:** Case teaching is the main teaching mode of asset appraisal courses, and students' active participation in case analysis is the guarantee for the realization of teaching objectives. Taking the course of asset appraisal practice and case analysis as an example, this paper introduces the case teaching mode of classroom competition in order to stimulate the initiative of students to participate in case analysis, so as to achieve the goal of professional training. From the practical effect, the classroom competition case teaching mode can stimulate the students' subjective initiative and significantly improve the students' ability to comprehensively analyze the practical problems of asset appraisal.

**Keywords:** asset evaluation; Case teaching; teaching model

## 1. Introduction

With the continuous development of China's market economy, in order to ensure the scientificity and rationality of transactions, the demand for asset appraisal has greatly increased. Asset appraisal is a subject with strong practicality, especially focusing on the combination of theory and practice. The case teaching mode is an important teaching method to improve the integration of theory and practice, which has become the consensus of the academic community. The case teaching mode can enable students to better grasp the practical knowledge of the course, and effectively improve the ability of students majoring in asset appraisal to solve practical problems in the process of asset appraisal. However, the traditional case teaching mode is that teachers assign tasks to students and inspect students in the classroom, while students passively complete tasks based on the teachers' will. The "hitchhiking" situation among students' team members is widespread, which is very easy to cause "prisoner's dilemma" in teaching. That is, students only participate in case analysis for credit, lacking the initiative to make efforts, and other team members are difficult to form an interactive atmosphere, so that all students can not be trained; Teachers may also relax their requirements on students to avoid negative evaluation of students caused by strict management. Based on the above analysis, this paper takes the asset appraisal practice and case analysis course as an example, and introduces the rules of group case competition when arranging the course, in order to stimulate the enthusiasm of students to participate in case analysis, so as to achieve the goal of professional talent training.

## 2. Analysis on the Implementation of Competitive Case Teaching in the Course of Asset Appraisal Practice and Case Analysis

The "competition" teaching method refers to the implementation of a targeted competition mechanism in the teaching process, the combination of theory and practice, the driving force of students' interests, the guidance of enterprise needs, and the improvement of students' practical skills based on the actual work situation and competition activities as the carrier.

### 2.1 Guiding ideology and basic principles of competition rules

(1) Guiding ideology. Give full play to the initiative, innovation and problem-solving ability of all students, optimize teaching methods and models, and formulate teaching objectives that fully consider the breadth and depth of students' participation in case teaching.

(2) Basic principles: pay attention to the cultivation of knowledge and ability, and pay equal attention to the competition process and results.

### 2.2 Main contents of competition rules

(1) Competition objectives. The asset appraisal practice and case analysis course is a professional investigation course for the asset appraisal profession. The results of the investigation course are all composed of students' usual scores, of which case competitions account for 60% of their usual scores. There are 40 students in the teaching class, and each group consists of 4 students in a free team, forming a total of 10 groups. The 10 groups decided to score the course of asset appraisal practice and case analysis through the competition, which are respectively excellent 2 groups (90-100 points in the hundred mark system), good 6 groups (80-90 points in the hundred mark system), and good 2 groups (below 80 points in the hundred mark system).

(2) Competition process. The 10 groups are numbered sequentially and then divided into red and blue, and then the following three stages of the competition are held.

Phase I: a. Two pairs of PK asset evaluation theme cases from 5 groups of the red side and 5 groups of the blue side. The exhibition time of each group case is 10 minutes, and all group members should participate in the speech (the PK parties are determined by drawing lots on the spot); b. After the case presentation, the two teams ask each other questions, and the time for questions and answers is 5 minutes respectively; c. Finally, the remaining 8 groups and the teacher asked questions of the two PK groups at the same time, and the total time was 10 minutes. After the questions are asked, the remaining 8 groups and the teacher will vote and comment on the two PK groups for 5 minutes, and the winner will be the one with more votes; Decide 5 winning groups and 5 losing groups. The team members questioned above are randomly selected from the scene.

The second stage: the five groups won in the first stage and the one with the highest ranking among the five groups lost in the first stage continue to draw lots in pairs. Decide on 3 winning groups and 3 losing groups.

The third stage: the remaining four groups that failed in the first stage PK in pairs by drawing lots (excluding the highest ranking group among the five groups that failed in the first stage), and two winning groups and two losing groups were determined.

(3) Final score composition. It is composed of group basic score and added score. The group basis is divided into the final PK grade of each group (the three groups that win in the second stage are Grade A, the three groups that lose are Grade B; the two groups that win in the third stage are Grade B, and the two groups that lose are Grade C.) □ The group bonus items are adjusted according to the number, quality and attitude of questions raised by the public jury.

## 2.3 Student performance and final results

Through the implementation of the competitive case teaching mode in the course of asset appraisal practice and case analysis, it is found that the students' performance in the course has changed as follows (see Table 1).

**Table 1 Student performance before and after the implementation of competitive case analysis**

Student performance	Before the implementation of competitive case analysis	After the implementation of competitive case analysis
Preparation before class	The quality of cases is generally low, lacking Original ideas.	Each class has two groups for PK. Each group has pressure to report and ask questions. Students prepare cases more carefully. The quality of cases is generally high, and they have unique opinions on case analysis.
Case report	The situation of "hitchhiking" among group members is serious. The students feel unfair, their enthusiasm will be reduced, and most students will not get exercise.	All members participate, and the team members complete the report of the whole case by division of labor.
Case questioning	The other group students hardly ask questions, or ask questions casually, which is difficult to form an interactive and discussion atmosphere.	Due to the competition among groups, each group will do their homework before class in order to win the vote, so as to find the shortcomings of the other's case presentation. The quality and quantity of questions have been greatly improved.
vote	Other team members cannot understand or listen, and the voting is blind.	The votes of other groups can reflect the quality of cases completed by the case presentation group.
Comment on teaching	For the classroom case analysis, the teacher summarized too much or not enough, and his own asset evaluation case analysis ability improved less.	Affirming teachers' practice can better master the basic knowledge and improve their ability to analyze asset appraisal cases.

## 2.4 Reflection on the case teaching mode of competitive classroom

Although the implementation of the classroom case contest teaching mode is conducive to improving the enthusiasm and initiative of students in case analysis, as an innovation of the case teaching mode, we also found its shortcomings in classroom teaching, mainly reflected in the following aspects:

(1) Insufficient theoretical knowledge. Some students think that the theoretical knowledge involved in the case is not involved in the textbook, and students are confused when accepting it, unable to grasp the main line. In the case of lack of early knowledge, students have difficulty understanding the case, and students will reduce the enthusiasm of participating in the case contest because of fear of difficulties.

(2) The rationality of class time arrangement needs to be improved. Only two groups in the first stage conduct case PK, and the whole process takes 45 minutes (reporting, voting, comments). By analogy, there are PK in the second stage and the third stage. Case PK takes up a total of 10 classes. The teaching hours of asset appraisal practice and case analysis course in a semester are 32 class hours, and the weekly class hours are 2 class hours. The course content also includes the explanation of practical lessons in the early stage of the course. There are many knowledge points to be taught in the early stage, the schedule is tight.

(3) The ability of both teaching parties cannot fully meet the requirements of case teaching. Due to the lack of practical experience in asset appraisal, teachers are difficult to guide students to think and discuss more deeply. The students have not been exposed to the practical work of asset appraisal, so the error of the appraisal conclusion is very large.

## 2.5 Suggestions on the Improvement of Case Teaching Mode in Competitive Classroom

(1) Prepare theoretical knowledge before class. In order to achieve the course objectives, case teaching is conducted on the basis of theoretical teaching. Teachers are the leading role of the curriculum. Before each PK, teachers need to prepare students for the knowledge and ideas needed in case enterprise background and case analysis. In this way, students can obtain more knowledge from case PK and achieve the training goal of the course.

(2) Increase course time. Although the course of asset appraisal practice and case analysis is an investigation course, it is actually a very important course. In terms of schedule, it can be considered to increase the number of class hours to 3 classes per week when revising the undergraduate talent training plan for asset appraisal majors.

(3) Improve the ability of both teaching parties. Encourage and support teachers to practice in asset appraisal institutions and accounting firms, communicate and exchange with excellent practitioners, or exchange with institutions with higher level of asset appraisal professional development, so as to improve their practical operation ability; Students need to consult a large number of relevant materials before class, make preparations before class, and change the previous passive listening mode.

## 3. Conclusion

It is a complicated work to promote the development of asset appraisal case teaching. Compared with the traditional case teaching, the competitive case teaching mode can stimulate the enthusiasm and initiative of students more and significantly improve the ability of students to comprehensively analyze the practical problems of asset appraisal. The teaching process of competitive classroom case teaching mode is the process that students transform theoretical knowledge into practical knowledge. Teachers should focus on the guidance of students' learning, cultivate students' ability to practice case analysis, and enable students to truly improve their practical ability of asset appraisal.

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**Note:** Fund project: Jiangsu Provincial Social Science Fund "Research on the Selection Mechanism of Management Control Mode of Jiangsu Hybrid SOE Group from the Perspective of Vertical Allocation of Control Rights" (21GLB004); Jiangsu University Philosophy and Social Science Research Project "Research on the Growth of Small and Micro Enterprises in Jiangsu Province by Digital Finance" (2022SJYB1922).

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