

# Study on the Teaching Mode based on OBE-BOPPPS-taking corporate finance as an Example

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**Abstract:** In the context of digitalization and new technologies, China's higher education has entered a new era of comprehensive quality improvement and innovation, requiring the enhancement of students' deep learning capabilities. This paper, through the application of the OBE teaching concept and the use of the BOPPPS teaching model, constructs a new classroom for the Corporate Finance course. Teaching practice shows that the OBE-BOPPPS teaching model helps to solve problems in the teaching process, improves the quality of teachers' teaching, enhances students' learning effects, and promotes the reform of traditional classroom teaching.

**Key words:** OBE; BOPPPS; Corporate finance; Teaching reform

## Introduction

Under the background of the digital intelligence development, the digital business environment requires companies to continually innovate to adapt to market changes and competitive pressures. "Corporate Finance" is an important foundational course for majors in economics and management, and it is also a core course for the finance management major. Through studying this course, finance management students need to become familiar with the basic principles of financial management, master financial analysis tools and techniques, and have the ability to solve practical financial management problems. After becoming the workforce, they should be competent in related job positions and continuously making progress and development in their career.

Based on the OBE educational concept and the BOPPPS model framework, this paper uses the Corporate Finance course as an example for flipped classroom design and teaching practice. The aim is to allow teachers to better understand students' learning situations. Teachers receive timely feedback and make appropriate adjustments. Thereby making teachers more focused on students' understanding and internalization of knowledge, and maximizing classroom efficiency.

## 1. OBE and BOPPPS Teaching Philosophy

In the 1980s, the world's mainstream educational concept emphasized "student-centered" and "outcome-based education" (abbreviated as OBE). From the perspective of the student's experience, it focuses on the experience and abilities students can gain after their education. The OBE educational philosophy clearly states that the goal of teaching design and implementation is the final learning outcomes achieved by students through the education process. In the theory of self-directed learning, the most popular teaching method in recent years is the BOPPPS teaching method. The BOPPPS teaching model was created by the Instructional Skills Workshop (ISW) in Canada and has been introduced and adopted in over 33 countries worldwide, implemented in more than 100 universities and training institutions, and has achieved certain results in the teaching of many professional courses. The BOPPPS teaching model divides the teaching process into six stages: Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, and Summary. Based on the characteristics of the "Corporate Finance" course, this paper integrates the six steps into teaching practice to increase students' interest in learning, enhance classroom interaction effects, and thereby effectively improve the classroom teaching level of the Corporate Finance course.

## 2. Flipped Classroom Teaching Model Based on OBE-BOPPPS

Under the OBE-BOPPPS teaching model, the teacher-led model transitions to a student-led model. This teaching model requires a redesign of the teaching content and presentation methods in traditional classrooms, and the need to reorganize pre-class activities, classroom teaching, and post-class evaluations and other teaching links. Through the basic framework provided by the BOPPPS model, based on the timing of teaching activities, traditional classrooms are flipped. Teachers need to re-examine the allocation of teaching content, determine which content will be transferred from the classroom to pre-class activities, and which content needs to be postponed to post-class activities. Teachers can divide the entire teaching process into pre-class, in-class, and post-class stages. Now, using the basic elements of the BOPPPS model as the design framework, and guided by the OBE educational concept, the classroom teaching of the Corporate Finance course is undergoing new reform practice.

### 2.1 Pre-class Stage (Presentation of "OP" Elements)

Traditional goal setting is generally divided into three levels: knowledge level, ability level, and attitude level. Such a division does not differentiate the levels of different learners, and students' individual characteristics, acceptance abilities, and cognitive levels are all different. Under the new teaching model, We should stand in the students' position to design stratified objectives. This undoubtedly puts higher demands on teachers in terms of pre-class task design. On one hand, teachers need to consider how to design learning tasks that match students' abilities; on the other hand, they need to design measurable standards to capture students' learning situations. The pre-test stage uses simple tools to check the students' prior knowledge reserves. Specifically, it can be carried out through online teaching platforms, using methods such as questioning, questionnaires, and quizzes. It serves to warm up students' thinking. The difficulty should not be too high, and the content includes reviewing old knowledge, memorizing new knowledge points, citing knowledge points from extended materials, etc., to

lay the groundwork for the content of the course to be learned, and guide students to develop a good habit of active thinking before class.

### 2.2 Classroom Teaching Stage (Presentation of “BP” Elements)

The introduction phase involves activities carried out by the teacher before the class or before the formal teaching content to stimulate students’ interest in learning, help students enter a learning state, and actively participate in the learning process. The teacher should focus on the teaching content, first considering how to design an effective introduction section that can ensure a connection between the students and the learning content. This connection can enhance students’ investment and attention in pre-class learning and help students complete learning tasks more efficiently. In a flipped classroom, the design of the introduction can take various forms, such as games, problem setting, conflict setting. Teachers can also set up situations related to the teaching content or find some connections from students’ existing experiences according to the learning content or raise a question to provoke students’ thinking.

Taking investment practice decisions as an example, the teacher designs a scenario based on the learning content: SJ company convenes an investment project discussion meeting, with participants including the heads of the marketing department, R&D department, production department, and finance department. The meeting topic is: Should SJ company invest in a new product? (Integrating the issues that students need to pay attention to when analyzing the cash flow of investment projects). Then it moves into the participatory learning stage, where the teacher organizes students to carry out participatory learning activities around pre-designed learning tasks, allowing students to deepen their understanding of old knowledge while exploring new knowledge.

In the meeting discussion, each department will express its viewpoint: (1) The proposal given by the marketing department: Investing in a new product may reduce the market share of existing products and possibly decrease the company’s total sales; (2) The proposal of the R&D department: Developing a new product will occupy a large amount of existing operating funds, and the research and development results are risky. It could be a product that consumers are satisfied with, or it could be a product that consumers will not buy; (3) The proposal from the production department: Producing a new product will utilize the existing underutilized factories and equipment, and will also use raw materials stored for other products; (4) The finance department needs to ultimately weigh the demand for funds. Can the existing amount of funds meet the investment needs? Is it necessary to raise more capital externally?

During the entire discussion process, teachers need to grasp the direction and provide targeted and personalized guidance; teachers and students maintain active and effective interactions, guide students to cooperate and think through communication and feedback, and construct and improve their own knowledge systems. Through intra-departmental collaboration and communication, each department organizes, summarizes, and presents its own gains from the discussion independently.

### 2.3 Post-class stage (Presentation of “BP” Elements)

In the post-assessment stage, teachers can arrange the post-class test time according to the specific situation. Tests can be conducted online after class or after the end of in-class teaching activities. The forms are mostly questions, tests, competitions, etc., to test the learning effect of students. For tests focusing on practical thinking and expression skills, feasible reports can be selected for completion, or students’ common questions and materials worth discussing can be moved online for further discussion. This can stimulate students’ deep thinking and emotional involvement, and cultivate students’ abilities to analyze, solve problems, and work as a team.

In the summary stage, students can reinforce knowledge points through summarization, and teachers can check the completion of teaching objectives. Teachers distill key and difficult points, lay the foundation for subsequent courses, objectively evaluate students’ learning skills, motivate students’ learning attitudes, summarize and enhance the advantages of teaching, and reflect on the deficiencies in teaching.

## 3. Existing problems and solutions

In the implementation process, teachers need to consider many factors to ensure the smooth implementation of the course. The following obstacles might occur during the actual teaching process:

(1) Insufficient teacher skills: The implementation of the course requires certain teaching skills. Teachers have different professional titles, years of service, and education levels, which results in varying levels of teaching skills, potentially affecting the effect of course implementation.

(2) Insufficient course resources: The implementation of the course requires sufficient teaching resources, such as the reserves of teaching cases, the update frequency of teaching courseware, the design of pre-test and post-test questions, and the design of teaching activity tasks, etc. If these basic teaching resources are not supported, it will inevitably affect the smooth progress of the course.

(3) Imperfect student evaluation system: The implementation of the course requires a complete student evaluation system and teacher evaluation system with dual results. If there are only teacher evaluation results, the student evaluation system is imperfect, or the student evaluation is not objective enough, these factors may affect the effect of course improvement.

To prevent these obstacles from hindering the smooth implementation of the class, course designers should take corresponding measures in accordance with actual conditions.

(1) Train teachers: The teaching skills of teachers can be gradually improved through regular training, discussions with sibling institutions, and the guidance of senior and experienced teachers.

(2) Ensure course resources: Collect, sort, and classify various learning resources, such as online courseware, teaching videos, online learning platforms, e-books, etc. These resources can be shared among teachers at any time, and students can also access and use them at any time during the course of their studies.

(3) Perfect the student evaluation system: Teachers and students should be viewed as the main participants in the evaluation system. The credibility of the evaluation results can be improved by establishing an evaluation indicator system, standardizing evaluation procedures, and protecting the privacy of evaluators.

#### 4. Conclusion

Through the basic framework provided by the OBE-BOPPPS model, teachers reassess the arrangement of teaching content, better grasp teaching links, and evaluate students' learning effects in a more appropriate way. This forms a "student-centered" teaching model, which stimulates students' enthusiasm, initiative, and innovation in learning, thereby promoting the transformation of the teaching training direction from the "knowledge system" to the "ability system". It aims to realize a feasible flipped classroom teaching model, focus on the entire learning process of students, and achieve a virtuous cycle of timely feedback and adjustment in teaching.

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