

Discussion on the Reform of Financial Analysis Course Assessment Method in Online and Offline Mixed Teaching

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Abstract: The rapid development of artificial intelligence and Internet technology has an important impact on all aspects of human social and economic development, with the impact on higher education teaching being no exception. Nowadays, the cultivation of professional talents in colleges and universities is in urgent need of transformation, and the teaching evaluation methods and assessment methods of professional courses are in urgent need of reform and improvement. The evaluation of achievement is an indispensable link in teaching, and the scientific and reasonable course evaluation is an important way to improve the teaching quality and learning effect. Hence, this paper explores and discusses the assessment method of the financial analysis course by digging into the advantages and background of online and offline blended teaching. The paper then puts forward an innovative path for the assessment method of the financial analysis course, aiming at achieving the goal of professional talent training in colleges and universities.

Keywords: Financial analysis; Mixed teaching; Assessment method

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1. Introduction

With the rapid development of big data and artificial intelligence technology in recent years, higher requirements have been put forward for the cultivation of professional talents in colleges and universities. Course assessment and evaluation, as an important link in the teaching process, has become increasingly prominent. Strengthening professional course assessment and enriching course assessment methods are also important means to create a “golden course” and improve students’ quality. There are some problems in the financial analysis course, such as incomplete assessment content, separation of theory and practice, and limited evaluation function, which are not conducive to achieving the training objectives of the financial analysis course and cultivating students’ ability to combine theory with practice. Based on the online and offline hybrid teaching development strategy, to achieve the teaching objectives of the financial analysis course and better train all-round specialized talents to meet the needs of social development, it is necessary to enrich the assessment methods of the financial analysis course, expand the assessment contents, and explore the advantages of online and offline learning given the

problems existing in the assessment methods of the course ^[1]. The innovative evaluation program aims to develop students' practical financial analysis skills ^[2].

2. The necessity of financial analysis course assessment reform

With the continuous advancement of higher education reform in China, improving teaching quality in colleges and universities is an important step to realizing the strategy of rejuvenating the country through science and education. Performance evaluation is an important part of education and teaching work. The reform of curriculum assessment is aimed at promoting the improvement of teaching quality and enhancing students' learning results. Therefore, it is an important way to improve the teaching quality and learning effect to construct a scientific and reasonable examination method for professional courses. Financial analysis is a compulsory course for the major of financial management, which has the characteristics of wide practical operation ^[3]. This course is designed to meet the requirements of financial analysis, so that students can theoretically master the basic technical methods and principles of the course, systematically understand and master the entry point of corporate financial analysis, and enable students to have good professional ethics and the ability to analyze and solve practical problems. At this stage, the problems existing in the assessment of the financial analysis course have gradually emerged, such as incomplete assessment content, rigid assessment methods, separation of theory and practice, limited evaluation function, and so on. These drawbacks are not conducive to achieving the training objectives of the financial analysis course, are not conducive to training students' ability to combine theory with practice, and cannot meet the needs of professional personnel training in the new era ^[4].

Under the background of mixed online, online, and offline teaching, to better train all-around specialized talents to meet the development needs of human society, it is necessary to innovate the evaluation system of the financial analysis course. This is because the assessment focus and requirements of different majors and different levels of the course are not completely the same. The financial analysis course mainly includes basic theories and methods of financial analysis, financial efficiency analysis, accounting analysis of financial statements, and so on. The purpose of the teaching and assessment of financial analysis is to deepen the understanding of financial statements, master the methods of analyzing and evaluating the financial status of enterprises by using financial statements, and analyze the past and predict the future of enterprises through financial statements and other materials ^[5]. The financial analysis course mainly cultivates students' ability to systematically analyze problems, cultivate students' flexible thinking mode and practical operation ability, and be able to use the basic principles learned to make correct evaluations of the actual financial situation of accounting entities. Based on this, the construction of a scientific and reasonable assessment and evaluation system of financial analysis can objectively reflect students' learning effect, classroom teaching efficiency, and shortcomings in teaching. This can then innovate teaching methods according to the feedback of assessment results, improve the classroom teaching quality of the financial analysis course, and help realize the teaching objectives of the course ^[6].

3. Problems existing in the assessment method of financial analysis

3.1. The application of modern information technology is not sufficient and the means of curriculum assessment are simple

The application of modern information technology in the traditional assessment of the financial analysis course is insufficient, and the assessment means of the course is simple ^[7]. The grade of this course is assessed by

the regular grade, accounting for 20%, and the final grade, accounting for 80%, with the regular grade being mainly assessed by the attendance rate. The final exam is a traditional closed-book method, and the course's final grade is composed of the attendance score and the final exam score. Whether during teaching or at the end of the semester, the course did not make full use of modern information technology means for assessment. As long as students recite some concepts and formulas before the final exam, they can get good grades, and their understanding of theoretical knowledge cannot be reflected in the paper's content. Under this assessment mode, the form is single and cannot feedback on the real academic situation of students. Hence, some students will take this opportunity and think that as long as they take a few days before the exam to recite, even if they do not study hard, they can easily pass, which leads to the direct result of students' knowledge not being solid, causing a "high score but low ability" situation. Therefore, this assessment does not provide valuable feedback to teachers^[8].

3.2. The evaluation content is limited to the evaluation of theoretical knowledge and neglects the application of practical knowledge

At this stage, the assessment content of the financial analysis course is theoretical knowledge in the textbook, and the assessment questions generally consist of single choice, multiple choice, judgment questions, short answer questions, and calculation questions. The assessment mainly examines students' understanding and memory of theoretical knowledge in the textbook and almost does not involve assessing practical ability. The content of the assessment is one-sided^[9]. This "emphasis on theory, neglect on practice" assessment mode does not pay more attention to practical operation skills as a part of the assessment content of the financial analysis course, does not quantify the assessment of practical operation ability in the form of test questions, which is easy to lead to the phenomenon of students memorizing textbook content so that students' practical and application ability cannot be improved. This assessment mode does not examine students' comprehensive ability, which restrains students' practical potential and innovative consciousness. In recent years, many colleges and universities have tried to increase the assessment of case analysis questions in the course of financial analysis. Still, the evaluation mode of "emphasizing theory and neglecting practice" cannot fully assess students' ability to use financial analysis knowledge and practical ability for financial analysis positions, which does not meet the training needs of professional talents in higher education in the new era^[10].

4. Optimization of financial analysis assessment method under the background of online and offline mixed teaching

4.1. Explore the advantages of online and offline mixed teaching to build a reasonable financial analysis process assessment scheme

At present, the teaching mode of professional courses in colleges and universities mainly combines online and offline. After years of practice, teachers have already gained rich experience in offline face-to-face teaching. To achieve the expected learning effect in online classrooms, teachers are required to reform teaching methods and teaching methods, and constantly stimulate students' learning initiative in daily teaching design^[11]. From a certain point of view, all these reflect the importance of process assessment and evaluation. Financial analysis is a professional theoretical course that enables students to theoretically master the basic technical methods and principles of the course, systematically understand and master the entry point of corporate financial analysis, and enable students to have good professional ethics and the ability to analyze and solve practical problems. Based on the practical and applied characteristics of the course, the daily process examination runs through the whole learning process of the financial analysis course, which mainly includes two parts: regular score and final

examination. The regular score is composed of three parts: attendance, homework, and classroom interaction, of which the weight of attendance is 10%, homework is 10%, and classroom interaction accounts for 20%. This part requires the analysis and summary of specific financial cases, and students are free to form a team to show it in the form of a team. The assessment of this part includes three aspects: Literature review and collection, slideshow design and production, case explanation and analysis, and finally, the teacher will assign points according to the relevance of each student's case selection, the clarity of viewpoints, and the effectiveness of program planning. The final exam has a weight of 60% and is a closed-book written test with various types of questions. At the same time, in the process of assessment, modern information means are used as auxiliary tools, relying on the Internet information technology to collect the data of each assessment link, and objectively evaluate students' achievements according to the weighted average method^[12]. This assessment method realizes the daily assessment of the financial analysis course, changes the traditional final assessment into a process assessment, evaluates students' ability to master and apply the knowledge of the course in multiple dimensions and layers, provides feedback on students' current learning status to teachers promptly, and is conducive to teachers' timely improvement of teaching methods and promotion of teaching quality^[13].

4.2. Pay attention to the practical ability assessment of financial analysis and strive to diversify the assessment forms relying on internet information technology

This assessment method divides the theoretical knowledge and practical content of the financial analysis course into several knowledge modules according to their nature and comprehensively assesses students' scores according to the pre-determined weight of the course theoretical assessment and practical assessment. The purpose of the theoretical assessment is to test students' understanding and mastery of the basic theoretical knowledge of financial analysis. On the one hand, it focuses on basic theoretical knowledge in the form of closed-book answers. On the other hand, the examination forms of practical ability should be diversified. Due to the strong practicality and applicability of the course, this course is very suitable for the reform of assessment methods and contents. To be specific, the practical ability assessment content of financial analysis can focus on the practical knowledge module, assess students' practical ability according to theoretical principles, and lead students to dwell into listed companies, take the actual financial data and the financial ratio of listed companies in the past three years as a case and analyze various data by using basic methods of financial analysis to draw empirical conclusions^[14]. Assessment tasks can be designed around the course content to allow students to further analyze the reasons for the rise or fall of various financial ratios, such as the DuPont analysis method, which considers the internal connections of various financial ratios and examines the financial status of listed companies through the establishment of multiple ratio systems. This assessment mode can not only further guide students' cognition and understanding of the financial analysis course knowledge but also improve students' ability to combine professional theoretical knowledge with practical work. Moreover, the implementation of a diversified assessment mode can transmit and provide feedback on students' learning status in real-time. Teachers can adjust teaching methods in time according to students' study and learning situations, stimulate students' learning enthusiasm through different teaching methods, greatly enhance the flexibility of teaching, and help further improve the quality of online and offline teaching. Practice has shown that this assessment mode can give full play to students' strengths and maximize the promotion, guidance, and feedback functions of the assessment. This allows both teachers and students to play a promoting role, mutually reinforcing "teaching" and "learning", thus opening up an innovative pattern of professional curriculum education and teaching, laying a solid foundation for students to work after graduation and smoothly carry out financial analysis work^[15].

5. Conclusion

As a professional course with strong applicability and practicality, the traditional evaluation mode of the financial analysis course can no longer meet the needs of the new era. It is necessary to enrich the financial analysis evaluation method and expand the course's assessment content. Implementing and promoting the process evaluation scheme based on the mixed teaching mode of online and offline are conducive to changing this situation. The advantage of this assessment mode is that it makes full use of the advantages of the Internet platform and big data technology and adopts efficient methods such as online, offline, and intelligent teaching to complete the imparting and assessment of knowledge according to the characteristics of the financial analysis course. Under the background of mixed online, online, and offline teaching, the innovation of the assessment mode of the financial analysis course should be guided by the cultivation of practical ability of financial analysis, consolidate the integration of theoretical knowledge and application ability, and strive to diversify the assessment forms by relying on Internet information technology. It is necessary to deeply explore the advantages of online and offline mixed teaching to construct the process assessment program of the financial analysis course. Studies have proved that only by correctly applying the assessment mode and scientifically constructing a reasonable financial analysis evaluation system can universities achieve the ideal teaching effect, maximize the promotion, guidance, and feedback functions of the assessment, and train more high-quality applied talents of financial analysis for society.

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