

Research on Teaching Practice of Entrepreneurship and Financing Course Based on OBE

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Abstract: As an advanced educational concept, OBE has been more and more applied to the teaching reform in colleges and universities in recent years. It is an urgent problem for college teachers to integrate the concept of OBE into the practice of entrepreneurship financing and curriculum teaching. Based on the concept of OBE, this paper puts forward the idea of teaching design of entrepreneurship and finance curriculum, and then constructs the teaching system from three dimensions: before, during and after class. To sum up, the teaching system of entrepreneurship and financing based on OBE should pay attention to the cultivation of students' practical ability, innovation ability and problem solving ability. Finally, it puts forward the prospect of teaching reform of entrepreneurship and finance courses under the OBE concept. I hope that through teaching, students can combine classroom learning with practical problems, help them apply theoretical knowledge to practice, exercise their comprehensive ability and problem-solving ability, and cultivate critical thinking and innovative thinking.

Keywords: Venture Capital Course; OBE Concept; Teaching Practice; Assessment System; Effect Evaluation

1. Introduction

OBE results-oriented education is also called competence-oriented education, goal-oriented education or demand-oriented education. The concept of OBE is widely used in the reform of talent training mode and curriculum teaching mode. The core of OBE is to carry out teaching activities, conduct teaching evaluation, find out inadequacies and gradually improve them[1].

Both students and teachers are the main body of the class, participate in and complete the

implementation of the curriculum. The teacher is the guide of the implementation of the curriculum, but not the master.

Innovation is the primary driving force of development, and innovation and entrepreneurship education is an important practice of building an innovation-oriented country. At present, the economic development of our country has shifted from a stage of rapid growth to a stage of high-quality development, and mass entrepreneurship and innovation continue to advance to a larger scope and a deeper extent. With the economic transformation and upgrading of our country and the implementation of the "Internet Plus" strategy, the demand for innovative talents is becoming more and more urgent, which sets higher requirements for colleges and universities to strengthen innovation and entrepreneurship education and set new requirements for the cultivation of innovative and entrepreneurial talents in colleges and universities[2]. The outcome of the cultivation of talents for innovation and entrepreneurship is clear, namely, the cultivation of high-level talents with independent innovation ability and pioneering spirit[3]. Under the new time demand. How to cultivate innovative talents with innovative spirit, practical ability and entrepreneurial ability has become a difficult problem for college teachers. Venture Financing has a strong practicality and comprehensiveness. Traditional teaching methods are difficult to adapt to the curriculum needs[4]. Therefore, it is necessary to integrate the traditional teaching mode into the OBE concept to reform the curriculum, so as to improve students' enthusiasm, initiative and innovation.

2. Current Situation and Existing Problems of Entrepreneurship Financing Courses

Entrepreneurial financing course is an important course to cultivate college students'

innovative and entrepreneurial ability, which plays an important role in improving college students' comprehensive quality. However, the current domestic colleges and universities to carry out entrepreneurship and financing courses are only elective courses, and the content is mostly theoretical knowledge. Most colleges and universities mainly introduce the operation mode, operation management and successful cases of enterprises. In the teaching process, many college teachers did not go deep into the enterprise to carry out field trips, research, lack of in-depth counseling for students. Many colleges and universities abroad have set up courses of entrepreneurial financing in order to cultivate students' innovative spirit, entrepreneurial consciousness and entrepreneurial ability.

Although information technology has gradually become the main way for teachers to reform teaching mode and enrich teaching means, this method has not fundamentally changed the traditional passive learning mode of teaching by teachers and learning by students. Teachers are still in an authoritative position in the whole classroom teaching, and students' learning enthusiasm and initiative are seriously restricted, let alone the cultivation of innovation ability[5]. The characteristics of accounting courses determine that it is difficult to reform the teaching mode, which leads to the fact that information technology does not improve the teaching quality. Specifically, there are the following problems.

2.1 Emphasis on Knowledge Mastery with Little Effect on Learning

The traditional teaching mode pays attention to the achievement of students' learning results and goals, and emphasizes the mastery of subject knowledge and skills. Instructional design tends to focus on teaching. Teachers instil a lot of theoretical content in the classroom, which reduces the process of students' participation in the analysis and is not conducive to cultivating students' exploration spirit. In the field of entrepreneurship, only master knowledge is not enough, but also need to cultivate practical ability, innovative thinking and entrepreneurship to meet the practical challenges of entrepreneurship.

2.2 Teaching Design Neglects Teaching Objectives and Students Lack Practical

Ability

Entrepreneurship is a practical field. Traditional teaching focuses on one-way explanations, and it is difficult to fully develop students' entrepreneurial ability and practical experience[6]. Entrepreneurship requires hands-on experience and practice, including business planning, market research, and teamwork.

2.3 Students' Performance and Achievements are Difficult to Assess Due to the Single Assessment Method

For entrepreneurial courses, students' performance and results are often not easy to be quantified by traditional examinations and tests. Entrepreneurship involves real projects and industry contexts, and assessment is relatively difficult because it may involve actual cases, presentations, business plans, etc. Under the traditional assessment mode, teachers pay too much attention to the written results, such as examination paper or report, but seldom to students' practical knowledge and ability to solve problems.

To sum up, the application of OBE teaching ideas to entrepreneurial courses may face problems such as knowledge bias, lack of practical experience, lack of comprehensive ability and difficulty in evaluation. Therefore, in order to cultivate students' entrepreneurial ability and practical experience, it is necessary to adopt teaching ideas and methods more suitable for entrepreneurial teaching.

3. Curriculum Objectives

Venture financing is an interdisciplinary course, which aims to train students to master the basic theory of Venture financing, including Venture financing, business plan writing, financing plan and negotiation skills.

Reporting and communication skills.

Compared with traditional courses, entrepreneurship and financing courses have distinctive and comprehensive characteristics. Its knowledge system involves economics, management, accounting, finance, financial management, information technology, etc. At the same time, entrepreneurial courses focus more on practice and practice rather than theory. Students need to be involved in projects, practice problem solving, business planning, and implementing marketing strategies. They need to be knowledgeable and able to speak and write. Through this course,

students can fully understand the financing problems in the process of entrepreneurship and effectively manage financial resources, improve the chances of success of entrepreneurship projects, enhance entrepreneurship awareness, and cultivate students' entrepreneurship, financial decision-making ability, communication skills and risk management ability. In addition, through this course, students can systematically grasp the decision-making methods of enterprise investment and financing, and lay a foundation for business practice after graduation. In the learning process, students can also understand the cutting-edge development of entrepreneurship and financing disciplines to provide support for post-graduation learning and career development. At the same time, in the course of study, students can find their own interests, understand the career development prospects of entrepreneurship and financing, and clarify the learning objectives and career development direction after graduation. Therefore, the course of entrepreneurship and financing should focus on students' own practical activities. Entrepreneurship financing courses shall guide students to:

Active learning: Practice is an important part of active learning. Through practical operation and practical experience, students can actively participate in the learning process, actively explore and discover knowledge.

Problem-based Learning: A practical course promotes learning by solving practical problems and meeting challenges. Students need to apply what they have learned to practice in order to better understand and master knowledge.

Teamwork, Coordination and Communication: Students are encouraged to collaborate and collaborate. Through team projects and practice cases, students can share experiences and build knowledge.

Deep learning: Students learn and understand knowledge deeply. Through practical operation and practical experience, students can think and apply the concepts and principles they have learned.

Interdisciplinary integration: Practical courses often require knowledge across different disciplines. Through practical activities, students can integrate multi-disciplinary knowledge and improve interdisciplinary integration.

Generally speaking, practical curriculum is more suitable for emphasizing students' active participation, solving practical problems, cooperative learning, deep thinking and interdisciplinary integration. This curriculum design will help students better understand and apply the knowledge they have learned, and cultivate their practical ability and comprehensive quality.

4. Teaching Design Ideas

Generally speaking, the design of entrepreneurship curriculum system under the OBE concept should focus on the cultivation of students' practical ability and the stimulation of innovative thinking. Through project-driven and multi-pedagogical approaches, students' abilities of teamwork, innovation and problem solving are cultivated. At the same time, through evaluation and demonstration, students are urged to reflect on and improve entrepreneurial projects to improve their entrepreneurial ability and practical experience. The following points are to be considered.

(1) Set clear learning results and objectives: determine the learning results and objectives of entrepreneurship courses, and specify the ability and knowledge level that students should achieve. These goals can enable students to have entrepreneurial awareness, innovation, business planning capabilities.

(2) Exploring practical learning activities: Business start-up courses shall focus on students' practical experience and cultivate their ability to solve problems and apply knowledge in a practical environment. Designing practical learning activities, such as case studies, business interviews and entrepreneurial training, can help students better understand the entrepreneurial process and challenges.

(3) Project-driven learning: Design Project-driven learning to involve students in real venture projects. Through the division of student teams, business planning, marketing and other practical tasks, to train students in teamwork, resource integration and practical ability.

(4) Apply multiple teaching methods: Combine multiple teaching methods, such as case studies, group discussions, role-playing and creative workshops, to stimulate students'

innovative thinking and problem-solving ability. Through the participation discussion, the analysis actual case and so on way, promotes the student to the entrepreneurship process thorough understanding.

(5) Encouraging cooperation and feedback: The entrepreneurship curriculum should encourage cooperation and interaction between students and promote team cooperation and communication. At the same time, provide feedback and guidance to students to help them reflect and improve entrepreneurial projects.

(6) Comprehensive evaluation and presentation: evaluate students' entrepreneurship ability and achievements through comprehensive evaluation methods, including oral report, project presentation, business plan, practice achievements, etc. Showing and sharing entrepreneurial projects can improve students' presentation skills and communication skills.

Based on the concept of OBE, the teaching design of entrepreneurship and financing courses is carried out. First of all, according to the requirements of "Internet Plus" and the characteristics of this course, we aim to improve the students' ability to solve practical problems. Secondly, in terms of teaching content, there are mainly three aspects: first, the consolidation of theoretical knowledge is realized by constructing the framework of curriculum knowledge system and innovation and entrepreneurship cases; second, the practical application of theoretical knowledge is realized by combining the teaching methods of "case analysis method" with "reversal of classroom"; third, the flexible and diverse assessment methods are designed in combination with the characteristics of curriculum and the actual situation of students[7]. Finally, in the teaching effect appraisal, through uses the qualitative and the quantitative appraisal method to carry on the comprehensive appraisal to student's study effect.

Prepare before class: The main task of preparation before class is to help students to familiarize themselves with the content of the course. First of all, it is necessary to classify the key points, difficult points and knowledge points in the syllabus, and summarize them. At the same time, in order to help students understand the course better, homework can be

assigned to consolidate the knowledge, or by watching video or reading books to supplement learning.

Class explanation and interaction: Classroom explanation is the core of teaching, in which teachers need to analyze and explain the teaching content in detail to help students better understand the course content. First of all, we should sort out and summarize what we have learned, and sum up the key points, difficult points and knowledge points according to the syllabus. In the classroom explanation link, the teacher may unify student's concrete study situation to carry on the question, and guides the student further thorough analysis study content. In the classroom explanation, the key use case teaching. Through case teaching, students can not only combine theory with practice, but also cultivate their sense of teamwork, practical ability and expressive ability. Since the course on entrepreneurship and financing has only 16 class hours, we shall, on the basis of guaranteeing the effect of case teaching and theoretical teaching, reduce the proportion of mini-cases and guiding cases, give priority to large cases with special topics and comprehensive cases, and appropriately increase the proportion of case teaching method in the total class hours. [8].

Answer questions and discuss after class: After the class the question answering and the discussion link is mainly solves the question which the student meets in the study process through between the teacher or student's interaction. First of all, we should do a good job in summarizing and inducing the contents of the course in time, and then answer different types of questions in time; In addition, the classroom explanation and interaction can help students consolidate and strengthen the memory of the course content, so we can also arrange corresponding homework for students to learn by themselves.

Diversified assessment: pay more attention to students' participation in practice. Can be divided into pre-class assessment, classroom assessment and assessment of the contents of three stages. Among them, the pre-class assessment includes reading of case materials, reading of assigned materials and pre-class tests, which are completed in an open way. Classroom assessment includes questioning and discussion, group discussion, case study,

theme report, and class test, etc., in order to find out the students' knowledge in time. The after-school assessment includes exercises and comprehensive design exercises. After class exercises focus on examining the theoretical knowledge of each module to master the degree. Comprehensive design operations in small groups, team assessment will be combined with individual assessment, check the completion of designated tasks, to test the students' comprehensive application ability, team cooperation ability and personal contribution. Upon completion of the assignment, each group is required to send a representative to present the results to test the students' problem analysis and communication skills. Include the evaluation of teachers, students themselves and each other, and comprehensively evaluate the learning effect[9].

Teaching effect evaluation: Adopt the qualitative and quantitative evaluation method to evaluate the students' learning effect. Among them, qualitative evaluation refers to the assessment of students' performance in course learning by means of interviews, questionnaires and other forms[10]; quantitative evaluation refers to the assessment of students' progress and achievements in course learning by means of course assessment results, learning experience, course feedback and other forms.

5. Teaching Cases and Effect Analysis

According to the concept of OBE, we apply the instructional design scheme based on the concept of OBE to the course of Entrepreneurial Finance. According to the three dimensions of the OBE concept, in the pre-class stage, we adopt the teaching method of combining online and offline. In the pre-class preparation stage, we first make the key knowledge points of the course of Entrepreneurship Financing into PPT and share them with the students in class. Through these three teaching links, we finally achieve the teaching goal of the course of "Entrepreneurial Finance", that is, to help students improve their entrepreneurial ability, financial management ability and comprehensive innovation ability.

Through the analysis of teaching results, we find that: (1) in the pre-class preparation stage, students have higher interest in financing

model, higher participation in class, and can actively think and express their views. (2) In the class, the innovative cases of financing modes shared by each group have strong representativeness and illumination, from which students can get inspiration and reference. (3) In the pre-class preparation stage, the students have a deeper understanding of the innovation of financing mode through online teaching platform and group discussion, and at the same time, they have a deeper ability to apply the knowledge they have learned. (4) At the beginning of the class, students can apply what they have learned, put forward their own solutions to the problems existing in the cases of venture financing, and formulate corresponding learning plans according to their own learning situations. (5) At the end of the class, students will be able to apply what they have learned to practice, such as taking part in competitions, and analyze the problems existing in the company and put forward improvement plans. (6) Students will be able to participate actively in the group PK and score the final results of the group.

Through the above analysis, it is not difficult to find out that the teaching design scheme based on OBE idea is feasible and effective.

However, we also find that there are some deficiencies in the design:

(1) Because the network teaching platform can not realize the real-time interaction between teachers and students, online evaluation and other functions, it is easy to see that teachers can not understand the students' grasp of the course content and learning effect in real time; (2) Although some project tasks are provided in the course teaching design for students to carry out research and discussion in groups, most students can only complete some simple tasks and cannot carry out deep exploration and reflection in the project tasks due to the lack of students' independent inquiry ability, low interest in learning and other factors.

6. Summary and Prospect

The teaching practice of entrepreneurship and financing based on OBE idea has positive effect on the construction of teaching mode and the improvement of teaching effect. First of all, the teaching content of the course needs to be further improved, especially in the aspect of financial innovation and development. Teachers should combine online and offline

teaching methods, the use of big data, information technology and other means to strengthen students' understanding of knowledge points. Thirdly, the teaching of OBE should be student-centered, focusing on the students' knowledge level, strengthening the training of students' practical ability and innovation ability. Finally, the teaching reform of entrepreneurship and financing courses under the OBE idea is a continuous process, which needs the joint efforts of colleges, teachers, students and so on.

Under the guidance of OBE idea, combining the teaching practice, this paper analyzes the current situation of innovation and entrepreneurship curriculum teaching in economic and management colleges. Through the adoption of OBE concept and teaching reform, we can better stimulate students' interest in learning and improve their practical ability. By developing innovative entrepreneurship and financial management skills, students will be able to play an important role in entrepreneurship and finance, promoting economic development and contributing to the rejuvenation of the Chinese nation. It is hoped that through continuous reform and optimization of the teaching system, this course will gradually improve the quality of teaching and stimulate the students' potential. It is also hoped that students will actively engage in learning, be courageous in innovation, combine knowledge learned with practice, and achieve personal growth and social development.

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