

Analysis of the Application Strategy of Case Teaching Method in Financial Management Course

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Abstract: One of the most important tasks in higher education is the cultivation of innovative talents. However, the conventional education models in universities can no longer meet the modern demands for education, which necessitates innovation and optimization of education. Financial management courses are relatively difficult. In such a case, implementing the case teaching technique in the classroom may both meet the demands of educational reform and maximize the quality of education. This article offers a thorough discussion and investigation of pertinent content. It first elaborates on the case teaching method. It then lists the values of the case method for financial management teaching. Finally, it provides strategies for applying case study methods to financial management education. I hope that the discussion of relevant topics will increase the significance of the case method in the teaching of financial management courses.

Keywords: Case teaching method; Financial management; Course teaching

Preface

The case study method is incredibly valuable in the teaching of financial management and can produce positive outcomes. As a novel approach to teaching, case teaching focuses on using real educational cases to help students connect theory and practice. To construct a sound educational system and cultivate more high-caliber talents, higher education needs to make reasonable use of case study methods in financial management education. Therefore, this study centers on the use of the case teaching method in financial management education.

1. Overview of case teaching method

The case teaching method was proposed by Harvard University and rapidly expanded to other areas of the world. This led to the formation of the case-based teaching model at an early age. Initially used in medical education, case teaching was eventually expanded upon to the point that law professors developed a complete system in an attempt to foster students' logical thinking skills. Compared to traditional teaching methods, this strategy has the potential to optimize the structure of classroom teaching and enhance educational performance. In the 20th century, this model was applied to other subjects^[1]. It wasn't until the reform and opening up that the case teaching approach was gradually implemented in Chinese higher education institutions. However, this strategy attracted a lot of attention quickly, and its use in economics and finance classes has further increased. Overall, the case teaching method is a novel teaching approach that can meet the requirements of openness and interactivity, enhance students' enthusiasm, and enable them to actively participate in class discussions and conduct in-depth analysis based on practical problems. The purpose of the case teaching approach is to help students achieve a holistic improvement in both teaching and learning through the use of case studies, rather than simply discussing theoretical knowledge.

2. The value of case teaching method in financial management teaching

2.1 Inspire innovative awareness

Because comprehensive talents are more in demand in today's society, an effective teaching technique shouldn't place too much emphasis on theoretical teaching^[2]. In modern education, we should attach importance to the intellectual growth of our students, create a diversified education system, and help them become inventive thinkers. Financial management provides a specific direction for the application of the case study. This gives students the opportunity to analyze financial management cases in-depth and learn in a more practical setting. Theoretical courses are taught using case studies, which enable students to consistently improve their thinking skills and change from passive to active thinking through repeated analysis of case content. Students' critical thinking and creative abilities can be effectively stimulated by the usage of the case teaching method. In that light, using case studies in financial management classes is crucial for encouraging students' thinking development.

2.2 Stimulate learning enthusiasm

Prioritizing students' mastery of knowledge was a major focus of educational efforts in the past, but theoretical teaching was not particularly effective, which led to a marked decline in their passion for learning^[3]. Because financial management cases are created from actual financial management situations, they allow students to have an authentic learning experience. Also, they can provide students with more useful knowledge and are a significant manifestation of financial management activities. Insufficient theoretical teaching in the curriculum can be effectively improved by conducting case studies, as well as discussion and analysis. This allows students to identify their problems during case discussions, enhances the quality of theoretical teaching, and deepens their understanding of theoretical knowledge. The case teaching method can also effectively integrate theory and practice and enhance students' learning enthusiasm.

2.3 Improve the teaching level of teachers

Case study teaching methods can improve students' understanding of financial management and make them more positive and engaging^[4]. Teachers can enhance the quality of their students' learning by giving them access to additional financial management case materials, developing a thorough educational system, helping them to better understand theory, and allowing them to engage in in-depth research. In order to ensure the quality of education and the level of teaching and research, teachers should choose and assess current cases properly and find suitable financial management cases that combine theory and practice education based on the actual situations of students. Through the analysis of financial cases, teachers can enhance their own teaching and research accomplishments by providing students with case guidance.

3. The application strategy of case teaching method in financial management teaching

3.1 Preparation before class

To effectively implement case teaching, it is necessary to improve the quality of pre-class preparation, which mainly involves case selection, revision, and design. In case selection, it is necessary to assess students' knowledge levels, identify suitable cases that fit the financial management education direction, and make necessary adjustments and optimizations. To encourage students to engage in active thinking, cases from books, journals, and newspapers should be appropriately modified or rewritten in accordance with enterprise research work. Problem designs should also be optimized in light of case studies. Teachers can help students understand cases better by giving them case materials and directions for discussion ahead of time. This will help students be well-prepared for class discussions and will guarantee that their subsequent educational work will yield better results.

3.2 Classroom analysis

Instead of letting students follow conventional notions when conducting case studies, teachers should give them more room for independence and guide them in undertaking in-depth research^[5]. Teachers need to carry out the following tasks: Firstly, teachers should introduce case studies. They can use text, video, audio, and other resources to introduce the cases and help students become integrated with the cases. Alternatively, students can use the role play method to develop an in-depth understanding of the case. The next task is to conduct a case analysis. Teachers should guide the students to analyze various issues and the entire system of the case and conduct in-depth discussions based on the content of the financial management course. The last task of teachers is case study discussion. To maximize the discussion's practical significance, teachers must pay close attention to each part of the cases. Since case discussion is an essential component of case teaching, teachers need to guide students to engage in in-depth discussions based on the right direction and the resources provided by teachers. There are three common ways of discussion, namely discussion-based, debate-based, and seminar-based discussions. Discussions are a popular teaching method. Through group discussions and the use of challenging questions posed by students, teachers may promote collective thinking. Seminar-based discussions are of great value in helping students to continuously grow as individuals and promoting their innovative development.

3.3 Summary and assessment

The teacher needs to summarize and analyze the cases after the discussion, which mainly involves the summary of students' ideas, methods, and conclusions. It's important to remember that case teaching doesn't offer complete answers, instead, it gives students a wider perspective and teaches them how to address problems in many contexts. Teachers can also have students write case analysis reports. This report can improve students' written expression skills, which also lays the foundations for their future paper writing.

Conclusion: To sum up, using the case study method to teach financial management will greatly help students build their creative thinking ability, increase their learning interest, as well as aid in their mastery of theoretical knowledge. However, no method of teaching is flawless. To achieve learning objectives, teachers must employ practical and effective methods. Teachers can flexibly utilize a variety of contents

and models to improve case teaching results. To provide an impetus for subsequent development and ensure that financial management education is effectively implemented, teachers must also design a diversified education system that takes into account the actual situation.

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Project Fund: The Research of Enterprise Profitability Based on Dupont Analysis (No: 2022HX102).