

# Research and Practice of Blended Teaching Model of Financial Management Course Based on PBL Orientation



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**Abstracts:** Financial management courses are an important part of business schools, but traditional teaching methods are often too theoretical and lack the elements of practical application and problem-solving. With the continuous development of the educational field, the application of PBL-oriented blended teaching mode based on PBL in financial management courses has attracted great attention. The article first introduces the characteristics of the PBL educational model, explains the advantages of the PBL-oriented blended teaching mode of financial management courses, and finally gives the practical strategies of the PBL-oriented blended teaching mode of financial management courses, to provide theoretical guidance for the majority of educators, bring a better learning experience for students, and further enhance the overall financial management courses teaching quality.

**Keywords:** PBL orientation; financial management course; blended teaching mode; practice

## Introduction

With the continuous development and change of the global economy, the importance of financial management in the business field has become more and more prominent. Traditional financial management courses usually focus on the teaching of theoretical knowledge and lack the elements of practical application and problem-solving, failing to fully develop students' practical skills and problem-solving abilities. At the same time, traditional teaching methods are also difficult to meet the changing business environment and the needs of the financial field. Currently, the PBL model has been widely used in the field of education, which emphasizes students' active participation and practical application, and more in-depth research is still needed to combine the PBL model with blended teaching in the field of financial management course teaching to give full play to its teaching effect.

## 1. Characteristics of the PBL education model

Problem-driven learning (PBL) education model is an education method that focuses on students' active participation and independent learning. Its core feature is to put the problem at the center of learning. In PBL, students are no longer passive recipients of knowledge imparted by the teacher, but actively explore and solve real-world problems. This approach highlights the concept of student-led learning by encouraging them to ask questions, develop strategies, explore collaboratively, and apply what they have learned to solve problems. PBL also emphasizes interdisciplinary thinking because problems are often not limited to specific subject areas and require students to integrate knowledge from different fields. In addition, PBL focuses on students' feedback and self-assessment to develop their critical thinking and problem-solving skills. The ultimate goal of this educational model is to train students to become active learners who can cope with a variety of challenges in the ever-changing real

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world, which is consistent with modern society's requirements for the cultivation of human resources, and it has been widely used in the field of modern education (Zhao & Li, 2021).

## **2. Advantages of blended teaching mode based on PBL-oriented financial management course**

### **2.1 Helps to cultivate students' practical application ability and problem-solving ability**

The blended teaching mode of financial management course based on PBL orientation has obvious advantages in cultivating students' practical application ability and problem-solving abilities. Focusing learning on solving real-world financial problems enables students to actively participate, explore independently, and directly apply theoretical knowledge to real-world situations, where students are no longer merely passive recipients of abstract concepts and formulas, but are pushed to understand how these concepts work in practice. In such a teaching environment, students are required to ask questions, analyze complex financial data, develop solutions, and collaborate with their peers to reach their goals on their own. This active learning approach encourages students to think deeply, challenges established views and enhances their critical thinking and analytical skills. In addition, by applying theoretical knowledge to real-world cases, students can better understand and memorize that knowledge because they can see how it can be useful in solving problems. Through the PBL-oriented blended learning model, students not only learn theoretical concepts but also develop the skills necessary to successfully solve complex problems in the finance field and other career fields. This development of practical application and problem-solving skills not only helps students succeed within the classroom but also provides them with a strong competitive advantage for their future careers, enabling them to better respond to real-world challenges and opportunities.

### **2.2 It can make the teaching of financial management courses more flexible**

While traditional financial management

education is often based on a set syllabus and teaching methodology, the PBL-oriented blended teaching model of financial management courses provides students with more choices and opportunities for individualized learning. In PBL-oriented blended learning, students can choose between online and offline learning resources and schedule them according to their learning needs and pace. They have the autonomy to decide when to access online course materials when to participate in group discussions, and when to have one-on-one interactions with the instructor. This autonomy not only enhances the learning experience for students but also allows them to adjust the pace of learning based on their interests and academic abilities to better understand the complexities of financial management. In addition, the flexibility of the PBL model allows the instructor to adjust and improve course content based on student feedback and needs, and the instructor can update problem scenarios and adapt course materials to ensure that the course is real-time and adaptable based on the actual needs of the students. This flexibility helps the financial management course to keep pace with the changing business environment and the latest financial trends (Pan, 2021). It can be seen that the flexibility of the PBL-oriented blended learning model for financial management courses helps to meet the diverse learning needs of students, and also helps to keep the course up-to-date and relevant, ensuring that students acquire up-to-date financial management knowledge and skills.

### **2.3 Helps to achieve continuous feedback and optimization of teaching and learning**

Another significant advantage of the blended teaching model based on PBL-oriented financial management courses is that it facilitates the process of continuous feedback, which supports the continuous optimization of teaching and learning. In traditional classroom teaching, instructors usually do not obtain student feedback until after the final exam or assignment, which may make it difficult for instructors to make timely adjustments to their teaching strategies. However, the PBL model

provides more opportunities for students and teachers to interact and give feedback, which helps improve the quality of teaching. In a PBL course, students interact frequently with the instructor and their peers during the problem-solving process. They ask questions, share ideas, discuss solutions, and receive feedback from the instructor and peers. This real-time feedback helps students understand their learning progress and weaknesses and helps teachers better understand students' needs and difficulties. Teachers can adjust course content, teaching methods, and resources according to student performance and feedback to meet the needs of different students. The PBL education model also encourages teachers to participate in course evaluation and reflection with their students, and through regular course evaluation and feedback meetings, teachers can learn what teaching methods are effective and what needs to be improved (Liang, 2019). This circular feedback process helps teaching to evolve and improve continuously to ensure that the financial management program maintains high-quality educational standards. Overall the PBL-oriented blended learning model provides the opportunity to optimize the financial management course by facilitating a continuous feedback process between the students and the instructor. This helps to ensure that the teaching methods are effective, meet the needs of the students, and keep the program up-to-date with the ever-changing financial field and educational environment.

### **3. Practical Strategies of Blended Teaching Model for Financial Management Course Based on PBL Orientation**

#### **3.1 Reshaping the theoretical teaching content**

Traditional classroom teaching is usually based on purely theoretical knowledge transfer, but in the PBL mode, theoretical knowledge is integrated into the context of solving practical problems, making it more practical and applicable. To be able to better accomplish the reshaping of theoretical content, instructors need to critically examine the theoretical content of financial management courses and connect

it to practical financial management problems, which may include selecting case studies or challenging problems that are relevant to the current business environment and industry trends. The instructor should then incorporate these cases or problems into the course material so that students are exposed to theoretical knowledge in the process of problem-solving, which can be achieved through online learning platforms, case studies, and group discussions (Zheng et al, 2022). The next step is for the instructor to guide the students in analyzing these cases or problems so that they can apply the theoretical knowledge they have learned in the course to come up with solutions. This helps to transform abstract theories into practical operations and develop students' practical application ability. Finally, teachers can promote knowledge sharing and communication among students through classroom discussions, student presentations, and group work to deepen the understanding and application of theoretical knowledge. In this way, the PBL-oriented blended teaching model enables students to better understand and apply financial management theories because they can see the practical use of these theories in real-world situations. This helps to improve their problem-solving skills and prepares them for their future careers. In addition, this hands-on strategy increases the attractiveness of the course and stimulates students' interest in learning, making them more actively involved in the course (Cong, 2021).

#### **3.2 Experiential Practice Teaching**

One of the practical strategies of the blended teaching model based on the PBL-oriented financial management course is experiential practical teaching. This strategy emphasizes teaching financial management knowledge and skills through practical experiences and hands-on activities that enable students to gain a deeper understanding and apply theoretical concepts. In this instructional model, students are guided to participate in practical exercises such as simulated situations, case studies, financial modeling, and investment decision simulations. For example, students may be asked to

manage stocks and bonds in simulated portfolios, perform risk management analyses, or participate in financial planning and budgeting for an actual business. These hands-on activities can take place within the classroom or on an online learning platform to ensure the effectiveness of blended learning. Through experiential hands-on teaching, students can apply abstract financial theories to real-world situations and feel the practical consequences of decisions and operations. This hands-on experience helps deepen understanding of financial management concepts, develop problem-solving skills, and improve students' practical application skills. In addition, students can feel the risks and challenges in real-world situations, thus better preparing them to face real financial challenges in their careers. The experiential practical teaching strategy complements the PBL education model by emphasizing students' active participation and practical operation, which helps to cultivate students' practical application skills and improve their competitiveness in the field of financial management. This strategy makes the financial management course more attractive and practical and provides students with a deeper and richer learning experience.

### 3.3 Integration of course Ideology and politics

In the context of quality education, higher requirements have been put forward for the comprehensive quality level of talents, which requires the integration of course ideology and politics into the blended teaching mode of financial management courses based on PBL orientation, so that students can improve their ideological and moral level while learning the relevant knowledge of financial management courses, thus promoting the overall development of students. During the teaching practice teachers should guide students to think about the impact of financial management decisions on the company, employees, shareholders, and society, and how to maintain ethical and social responsibility in exercising financial responsibilities in the business environment. Courses can include ethical and social responsibility case studies that explore topics such as

financial fraud, unethical behavior, and corporate social responsibility (Gao, 2017). At the same time, instructors should encourage students to present and discuss their perspectives on these issues and how ethical and socially responsible factors can be taken into account in practical financial decisions. Incorporating curricular civics helps students develop well-rounded literacy so that they are not only financial professionals but also socially responsible and ethically aware citizens. This strategy can enhance students' social, ethical, and sustainability awareness, enabling them to make more responsible decisions in the financial arena, as well as a better understanding of the importance of the social and ethical dimensions of financial management, which is important in shaping future business leaders and decision-makers who will need to balance short-term interests and long-term social impacts in their financial decisions.

### 3.4 Timely evaluation and feedback

Another key practice strategy of the blended learning model based on PBL-oriented financial management courses is timely evaluation feedback, a strategy that aims to ensure that students receive real-time evaluation and feedback during the learning process to help them continuously improve and better cope with course challenges. During the practice, the instructor establishes an ongoing interaction mechanism with students to monitor learning progress. Students can get a quick assessment of how well they are doing when solving problems, participating in group activities, or completing assignments, and this can be accomplished in a variety of ways such as online quizzes, group discussions, and assessments of individual projects (Peng & Zhou, 2019). Importantly, this type of evaluation focuses not only on student outcomes, but also on the process; instructors can assess key skills such as problem-solving, analytical skills, teamwork, and critical thinking, which helps students understand their strengths and weaknesses and provides opportunities for improvement. At the same time, students can also receive peer assessment through interactions with their peers, which helps

promote collaboration and mutual learning. Timely evaluation feedback enables students to identify and correct problems early and improve their learning outcomes, and teachers can adjust teaching methods and course content to meet students' needs based on the feedback information, A kind of continuous feedback loop helps to continuously improve the course and ensure that the quality of teaching and learning is improved (Chen et al, 2023).

### Summarize

The blended teaching model of financial management course based on PBL orientation has multiple advantages, including the promotion of students' practical application ability and problem-solving abilities, the enhancement of teaching flexibility, and continuous feedback. This teaching model emphasizes problem-driven learning and encourages students to actively participate in solving real-world financial problems, thereby enhancing their practical skills. In addition, the quality of teaching can be further optimized through practical strategies such as reshaping the theoretical teaching content and incorporating course ideology to cultivate students' moral awareness and social responsibility. These strategies help to make the financial management course more attractive and practical, providing students with a deeper and richer learning experience to meet future career challenges.

### Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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**How to Cite:** Xing, L. (2023). Research and Practice of Blended Teaching Model of Financial Management Course Based on PBL Orientation. *Contemporary Education and Teaching Research*, 04(10),534-538.  
<https://doi.org/10.61360/BoniCETR232015111008>