

Innovation and Practice of Online-Offline Blended Bilingual Teaching in an International Finance Course



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Abstract: With the acceleration of globalization and the promotion of information education policies, the teaching approach for international finance courses in colleges and universities is undergoing unprecedented changes. Policies related to the development of national education information have clearly stated that school education should support the use of digital technology to innovate teaching and learning methods, emphasizing the improvement of education quality and efficiency. In this context, the innovation of the teaching mode of international finance courses is particularly important. International finance is an important discipline for cultivating compound talents with international vision and professional skills. As an innovative teaching method, online-offline hybrid bilingual teaching not only extends the boundaries of teaching resources in terms of time and space but also enhances the interactivity and practicality of teaching content. This approach has a significant impact on improving students' overall abilities and international competitiveness. It can be said that this teaching mode combines the flexibility of online learning with the interactive advantages of offline instruction, offering a new development direction for international finance courses in higher education. Based on this premise, the paper focuses on analyzing the significance of implementing online hybrid bilingual teaching in international finance courses and then introduces specific measures in detail.

Keywords: online-offline hybrid; bilingual teaching; international finance course; innovation and practice;

Introduction

Currently, the goal of international finance courses in colleges and universities is to cultivate students to master profound financial theoretical knowledge and practical operational abilities, and to understand the complexity of the international financial market's operations and its impact on the global economy. With the increasing internationalization and informatization of the financial industry, the traditional teaching mode has made it difficult to meet students' needs for flexible learning paths and real-time information processing. The introduction of online and offline hybrid bilingual teaching can effectively integrate Chinese and English teaching resources, enhancing students'

language skills and professional understanding. Of course, the model also requires teachers to be proficient not only in professional knowledge but also in the application of information technology and cross-cultural communication skills. This is necessary to adapt to the diversification of teaching content and the internationalization of the teaching environment.

1. Background of the Implementation of Online-Offline Blended Teaching Mode

1.1 Teaching objects: diversification of students' learning needs

The student population in higher education is diverse, encompassing various academic interests,

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learning abilities, life experiences, and cultural backgrounds. This diversity necessitates flexible educational methods that can adapt to the specific needs of each student to enhance learning outcomes.

Blended learning models can better meet the needs of students from diverse backgrounds by offering personalized learning paths and a variety of teaching resources. Moreover, students in modern colleges and universities face increasing academic and non-academic pressures, including part-time jobs, social activities, and family responsibilities. The blended learning model allows students to arrange their learning according to their own schedules and life rhythms through the flexible use of online resources. It supports students in personalizing their learning by selecting suitable learning resources based on their learning styles and speeds.

1.2 Education model: flexible learning mode for students

With the rapid development of information technology, digital learning tools and resources have become increasingly sophisticated and convenient. Students in higher education typically possess a high level of technological proficiency and are highly adaptable to the digital learning environment. Utilizing online platforms and tools, blended teaching can more effectively integrate multimedia teaching content, interactive learning tools, and collaboration platforms to improve teaching effectiveness and student engagement (Junli, 2021). In addition, the blended teaching model can optimize the allocation of resources by providing extra teaching content and review materials through online components. This enables students to access learning resources at any time, enhancing the continuity and depth of learning. The model can also provide students with more varied learning opportunities through online courses and remote access to laboratories, especially when resources are limited or course choices are restricted.

1.3 Assessment methods: comprehensive subject assessment methods

In the online-offline blended teaching mode, the subject assessment methods of colleges and universities are more diversified and comprehensive. The flexibility of this mode not only changes the

teaching methods but also promotes the innovation of assessment forms to adapt to different learning paths and evaluate students' overall abilities. Regular quizzes and final exams conducted by teachers using the teaching platform can automatically record students' response time and grades. The platform supports various question types, including multiple-choice, fill-in-the-blank, and short-answer questions, which makes it convenient for teachers to conduct large-scale assessments of learning effectiveness. The level of student activity and the quality of discussion in online forums can also be used as part of the assessment, encouraging students to actively participate in depth discussions of course content and exercise critical thinking. In addition, students can also self-assess their learning through online tools and conduct peer evaluations. This, in turn, enhances engagement in learning and awareness of the learning process.

1.4 Teacher development: Enhancing teachers' teaching ability

Teachers' roles and responsibilities change when utilizing the model of blended online and offline teaching, and this context also places new demands on teachers' skills and professional development (Cui, 2020). For example, teachers need to be familiar with how to use online teaching platforms such as Moodle, Blackboard, or Canvas to publish course materials, set up online discussions, and monitor student progress. Educators should also possess the ability to develop and oversee digital teaching materials, including video tutorials, interactive courseware, and online quizzes. These resources not only enhance the appeal of the course but also improve its interactivity and effectiveness. In addition, the ability to communicate effectively online is crucial for blended teaching. Teachers need to know how to communicate and interact effectively with students through tools such as email, forums, and video conferencing. It can be seen that the online-offline blended teaching model provides teachers with opportunities for professional development and skill enhancement.

2. The Practical Significance of Online-Offline Blended Bilingual Teaching in International

Finance Courses

2.1 Enhancing students' global financial literacy

International finance is a complex field involving various aspects such as economic policies of different countries, market behaviors, legal regulations, and more. Through bilingual teaching, educators can present examples from various financial hubs (e.g., New York, London, Tokyo, etc.) to assist students in grasping how identical financial occurrences are perceived and managed in diverse linguistic and cultural settings. This multicultural educational content will empower students to gain a comprehensive understanding of the workings of the global financial market at both macro and micro levels. This type of multicultural teaching content will help students comprehend the functioning of the global financial market from both macro and micro perspectives. In addition, the study of international finance not only requires mastering professional knowledge but also proficiency in relevant terminology. The mixed bilingual teaching environment encourages students to use financial terminology alternately in both English and their mother tongue. This practice helps deepen understanding and memorization of terminology and enhances their bilingual professional ability, which is crucial for the future international working environment.

2.2 Helping to highlight the internationalized characteristics of the course

The hybrid bilingual teaching mode enables teachers to flexibly use international teaching resources and tools, such as international financial news, global market data analysis software, and other multilingual academic resources. Through these international standard teaching materials, students can be directly exposed to the latest developments and trends in the international financial market, thus enhancing the sense of reality and the depth of internationalization of learning (Lin, 2023). Moreover, through blended bilingual teaching, the courses can naturally incorporate the perspectives of multiple cultures and business practices, as well as provide students with a globalized learning platform, so that students can obtain practical, effective, and competitive international financial education in a

multicultural environment, and this teaching mode helps to cultivate a new generation of financial professionals who are adapted to the needs of global economic integration.

2.3 Enhance the effectiveness and accessibility of teaching resources

Through the use of online platforms, the blended teaching mode can integrate and provide teaching resources from all over the world without boundaries, including case studies on international finance, real-time market data, open courses of top universities and institutions, professional financial software tools, etc. These resources may be difficult to access if they are only available through the traditional classroom mode of teaching, and the introduction of online components enables these valuable resources to be extensively used and shared (Hu, 2022). Moreover, through the online teaching platform, teachers can also use video lectures, interactive simulations, online tests, and discussion boards to provide teaching content in a variety of forms, and this multimedia and multi-interactive teaching method can not only increase students' interest in learning but also enhance the attractiveness of the learning materials, making abstract financial concepts and complex market mechanisms easier to understand and master. It can be seen that online and offline hybrid bilingual teaching not only expands the scope and depth of teaching resources in international finance courses, but also improves the interactivity and personalization of the resources, and ultimately realizes the effectiveness and accessibility of teaching resources.

2.4 Cultivate students' cross-cultural communication and collaboration ability

Through blended bilingual teaching, the course naturally attracts students from different cultural backgrounds. The online and offline blended teaching enables these students to meet within the same classroom to learn and discuss international finance issues together, and this setup provides a multicultural learning environment that enables students to practice and improve their cross-cultural communication skills in their daily interactions. Bilingual teaching is not only a language learning

process, but also a tool for cultural communication. By using two languages to discuss and analyze actual cases in the international financial market, students can gain a deeper understanding of business logic and market behaviors in different cultures, and the ability to use both that language and culture is the core of cross-cultural collaboration.

3. The Practice Path of Online and Offline Hybrid Bilingual Teaching in International Finance Courses

3.1 Sharing micro-lesson videos before class, scientific division of study groups

The working environment in the field of international finance usually requires good English proficiency and a good grasp of international financial terminology. By sharing online micro-course videos before class, students can have a preliminary understanding and preparation of the course content before the formal class, and this approach helps students better understand and absorb knowledge in class, and also provides a theoretical basis for classroom discussion (Liu & Chu, 2021). When students have gained the necessary knowledge background through watching micro class videos, teachers can organize more discussions, case studies, and practical operations in class rather than single knowledge transfer, thus enhancing students' participation and classroom interactivity.

When explaining Foreign Exchange and Exchange Rates, teachers can consider students' different points of interest in the foreign exchange market (e.g., monetary policy, international trade, etc.) and divide them into groups according to their interests, to improve the enthusiasm for learning. Then use the online platform to share the content of the micro-lesson video, including the definition and types of foreign exchange, that is, to introduce the basic concepts of foreign exchange, including the types of cash exchange, cash, foreign exchange deposits, etc.; foreign exchange markup method, that is, to explain the difference between the direct markup method and the indirect markup method, as well as how to apply it in the actual market; the relationship between foreign exchange and the exchange rate, to illustrate the impact of exchange

rate changes on the foreign exchange market, including the method of calculating the exchange rate and the impact of economic factors; China's foreign exchange management regulations, a brief introduction to the requirements of the relevant laws and regulations, especially those related to foreign exchange transactions. Each group analyzes an actual case related to foreign exchange and exchange rate changes and discusses the impact of exchange rate changes on the national economy and business operations. Through this teaching design, students can not only systematically grasp the basic concepts of foreign exchange and exchange rates, but also through group cooperation and case study analysis in-depth understanding of the actual operation of the foreign exchange market.

3.2 Students share the harvest of pre-study, brainstorming to summarize the problems

Online independent study before class can enhance students' ability to think independently and learn by themselves. By summarizing the problems in the pre-study, teachers will understand in which areas students have questions or difficulties, so that they can focus on explaining and explaining these contents in subsequent lectures (Qi, 2021). Group discussions allow students to look at problems from different perspectives and encourage them to come up with creative solutions; such a process helps to improve student's critical thinking and problem-solving skills.

For knowledge points such as Comprehensive Commercial Banking and Financial Skills Enhancement, students may be confused by technical terms and basic concepts such as blockchain, data analytics, and quantitative investing when previewing and watching the videos, especially specific examples of how these technologies can be applied to the financial industry. Or it may be difficult to connect the theoretical knowledge learned in class with practical applications in software. Teachers can use an online shared document tool (e.g., Google Docs) to allow all students to enter their questions in real-time so that they can be viewed and organized in real-time in class. The teacher then categorizes the questions according to the nature of the question, e.g., technical, theoretical, application,

etc., so that they can be targeted. For questions about operating software, teachers can conduct live demonstrations to guide students step by step on how to use the software and solve operational questions. For complex financial technology content, industry experts can be invited to give guest lectures to help students better understand the application of these technologies in practice. In addition, teachers should also add more practical sessions in the course, such as case studies, simulated trading, etc., to help students combine theory with practical operation and better understand the course content.

3.3 Teacher guidance and summarization to strengthen students' cognitive understanding

Through online and offline hybrid bilingual teaching, the international finance course can make full use of the advantages of technological tools and a bilingual environment to help students enhance their competitiveness in the globalized financial industry. For example, the use of mind maps coupled with effective guidance and summarization by teachers can enable students to enhance their language skills and gain an in-depth understanding and application of complex international finance knowledge. This is because mind maps help students understand complex information in a structured way, making elusive financial theories and models clearer (Li, 2020). By integrating course content into visual diagrams, students can more easily see the relationships and hierarchies between different concepts.

In investment courses such as Securities Trading Practice, teachers can use online mind-mapping tools to help students systematically understand and organize the course content. The center word is “Securities Trading Practice (证券交易实务)”, and the branches are “Fundamentals of Securities(证券基础知识)”, “Market Structure(市场结构)”, “Trading Process(交易过程)” and “Risk Management (风险管理)” and so on, and then continue to derive small branches, such as Under “Market Structure(市场结构)”, there are two sub-branches, namely “Exchanges”(交易所), “OTC Market (OTC 市场)” and so on. Counter Market”. Teachers can explain the key content in detail as follows:

Teacher: Once the strategy is set, what comes next in the trading execution phase?

Student: Traders execute orders based on the strategies, which might involve buying or selling stocks, bonds, or derivatives.

3.4 Comprehensive online and offline evaluation to promote students' strengths and weaknesses

In international finance courses, combining online and offline teaching resources and assessment methods can provide a more comprehensive learning experience and evaluation system (Fu & Li, 2018). The online platform tracks students' learning progress, activity participation, and test scores in real-time, thus providing teachers and students with instant learning feedback. By analyzing students' learning data, the online platform can help teachers identify each student's learning strengths and weaknesses, to provide customized learning suggestions and resources. The English reports generated can help students practice English in their area of specialization and also improve their academic English writing skills. Teachers can also use offline time to analyze and discuss the online-generated learning reports, providing more targeted guidance and advice. With clear feedback and directions for improvement, students can more clearly recognize their strengths and weaknesses, which helps enhance self-driven learning.

For example, the course “Securities Investment Funds” adopts the “1+X” financial intelligent investment adviser's financial planner APP, simulation investment software, and cell phone Qihuo APP, etc. Teachers first instruct students on how to operate these platforms, including account setup, demonstration of basic functions and safety precautions, and provide theoretical knowledge videos covering the types of funds, structure, market dynamics analysis, etc. Then students use the Financial Planner APP to conduct real-time financial market analysis, simulation software to conduct investment simulation, and submit weekly investment reports and market analysis through the mobile Qihuo APP. Then face-to-face discussions are held around the weekly investment strategies and market dynamics to share investment insights and strategy adjustments. The teacher evaluates the

students' investment performance in the simulation simulation software and makes a comprehensive evaluation by combining the students' APP analysis report and offline case study performance. In this way, through online and offline hybrid teaching and comprehensive evaluation, theoretical teaching and practical operation can be effectively combined to improve teaching efficiency and students' learning motivation.

Summarize

In summary, the online-offline hybrid bilingual teaching mode provides an effective path for the educational innovation of international finance courses, which uses information technology means to broaden the boundaries of the traditional classroom, enhances the flexibility and interactivity of teaching, and can be better adapted to the needs of globalized education. Through this teaching mode, students can establish a closer connection between practical operation and theoretical learning, and significantly improve their ability to analyze and solve international financial problems. In the future, with the further development of technology and the support of educational policies, online and offline hybrid bilingual teaching will play a greater role in the field of higher education and continue to promote the cultivation of international finance professionals into a new stage.

Conflict of Interest

The author declares that she has no conflicts of interest to this work.

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