

Research and Practice of Postgraduate Training Mode of Financial Professional Degree From the Perspective of Online Education

CHEN Jian^[a]; LONG Zhicheng^[b]; TAN Junru^{[c],*}

^[a]School of International Relations, Guangdong University of Foreign Studies, Guangzhou, China.

^[b]School of Finance, Guangdong University of Foreign Studies, Guangzhou, China.

^[c]School of Art, Guangdong University of Foreign Studies, Guangzhou, China.

*Corresponding author.

Supported by the Postgraduate Education Innovation Project of Guangdong University of Foreign Studies “Research and Practice on the Cultivation Model of Graduate Degree in Finance in the Perspective of Online Education”, project number: 20G1YJSCX-04.

Received 15 December 2021; accepted 2 March 2022

Published online 26 April 2022

Abstract

In 2009, the Ministry of Education expanded the enrollment scale of full-time professional degree postgraduates, mainly fresh undergraduates, to meet the large demand for high-level applied talents in the society. Compared with foreign countries, the training time of professional degree postgraduates in my country is not long. Although a lot of useful experience has been obtained, there are still some problems in the training of professional degree graduate students. Although a lot of useful experience has been obtained, there are still problems such as the lack of distinctive characteristics of professional degree postgraduate training, the lack of professionalism and professionalism, the lack of outstanding practicality of the curriculum system, and the lack of rich curriculum learning form and content. How to improve the training quality of professional degree postgraduates and form a distinctive training model is an important issue in current postgraduate education. This article intends to carry out some discussions from the perspective of online education promoting the training of postgraduates in finance majors.

Key words: Online education; Financial professional degree postgraduate; Training mode

Chen, J., Long, Z. C., & Tan, J. R. (2022). Research and Practice of Postgraduate Training Mode of Financial Professional Degree From the Perspective of Online Education. *Canadian Social Science*, 18(2), 92-95. Available from: <http://www.cscanada.net/index.php/css/article/view/12497>
DOI: <http://dx.doi.org/10.3968/12497>

Online postgraduate education, led by the Open University in the United Kingdom and the United States, has grown rapidly in just a few decades. In the “Online Graduate Education” research report, online education will play a “leadership” role in the future of graduate education. On the other hand, in my country, although the level of network technology is almost the same as that of western developed countries, the current online education is basically limited to the junior college and undergraduate stages, and the online education for postgraduates is far behind European and American countries. Online education emphasizes the reform of educational methods, and it is also a revolution to traditional educational methods. The report of the 19th National Congress of the Communist Party of China clearly stated that it is necessary to speed up the modernization of education and run online education well. Therefore, the promotion of online education at the postgraduate level is in line with the requirements of the report of the 19th National Congress of the Communist Party of China on accelerating the modernization of education and running the trend of online education well.

Under the influence of the current epidemic, schools at all levels and all types have had experience in the operation of the online teaching mode of “suspending classes without teaching, and without stopping learning”. Although online teaching is a new thing in schools of all levels and types in my country, and it is a last resort under the epidemic, especially in emergencies, it has long been implemented in educational counseling institutions. In addition, the general training period of professional degree postgraduates is 2 years. Considering the writing of papers

and internships, most postgraduates actually study for only 1 year or less, which is not conducive to their combination of theory and practice. Therefore, under the epidemic situation, instead of holding the attitude of having to choose online education, it is better to take a correct view and build several mature online platforms to assist in extracurricular research and simulation practice activities, and gradually normalize and become an important and beneficial offline classroom teaching. Replenish. This has important guiding and practical significance for exploring the professional degree postgraduate training mode that is compatible with our school's international school-running characteristics and the era of innovation.

Since the expansion of professional degree postgraduate enrollment in 2009, the training mode of professional degree postgraduates has attracted the attention of many scholars. On the whole, the current research has the following deficiencies and expansions: most of the current empirical research does not limit the major, and fails to closely combine the characteristics of different disciplines, the characteristics of professional degree postgraduate training and the positioning of the school to carry out research, and the pertinence is insufficient; It is even rarer to discuss online education or online teaching mode for postgraduates in finance and other economics and management majors.

1. QUALITY ASSESSMENT OF ONLINE EDUCATION DEVELOPMENT UNDER THE EPIDEMIC

The "First Week Quality Report of Postgraduate Online Teaching at Guangdong University of Foreign Studies" shows that, on the whole, the postgraduates participating in the survey are highly satisfied with online teaching, agree with the ease of operation of various functions of the online learning platform, and have a high degree of satisfaction with online teaching. The evaluation of the stability of the online learning platform is high, the recognition of the interaction between teachers and students in the online learning process is high, the recognition of the richness of the online course content is high, and the course resources provided by the online learning platform (such as teaching materials, courseware, handouts, etc.) are rated highly for meeting learning needs. In addition, the online teaching supplementary materials prepared by teachers are of great help to students and can basically meet students' learning needs. Teachers can guide students to think actively, and promote students' mastery of course knowledge through discussions, interactions, and answering questions.

At the same time, the report also shows the main problems of online teaching for graduate students. For example, the grasp of the rhythm of online courses still needs to be improved to avoid staring at the computer

screen for too long; there are many types of online teaching platforms, and different teachers may choose different platforms, which is prone to scattered teaching resources; some live courses are limited by the teaching platform. There is no recording and playback function, and it is not convenient for students to continue studying after class; fourth, sometimes the network is congested, and the platform is stuck, which affects the viewing experience; One form is too long, causing teachers and students to be distracted.

In the first semester of 2020, among the 10 courses offered by the School of Finance for professional degree graduate students, there are international finance, commercial bank operation and management, financial statement analysis, quantitative investment, asset pricing, wealth management and family finance, fixed income securities, financial A total of 8 courses of English are taught online. There are various online teaching platforms, including Tencent Classroom, Rain Classroom, Tencent Conference, MOOC video, recording and broadcasting, etc. Provide ample online course resources.

2. POST-EPIDEMIC ONLINE EDUCATION SHOULD BE AN IMPORTANT SUPPLEMENT TO CLASSROOM TEACHING

It can be seen from the launch of online courses in the early stage of the epidemic that the relevant technical conditions currently mastered in China can provide strong technical support for online education at the postgraduate level in my country. For example, Chinese University MOOC, Tsinghua University's XuetangX, NetEase Cloud Classroom, Tencent Classroom and other platform software have made useful exploration and practice on the online teaching model of higher education in my country, and achieved certain results. All these make it possible to carry out online education at the postgraduate level in my country. In addition, the form of classroom teaching is relatively fixed or single. Although face-to-face classroom teaching helps teachers to observe the listening status of graduate students at any time, it is still difficult to conduct in-depth teacher-student interaction or group case study due to the number of hours.

In addition, our school attaches great importance to the cultivation of comprehensive quality and ability of postgraduates, and the promotion of online education can further stimulate the cultivation of students' practical ability and self-learning ability. Due to the short academic system, professional degree graduate students will encounter the overlapping problem of practical skills teaching and internship and job search process. Under the epidemic situation, they will encounter difficulties in internship practice in enterprises. If the basic or medium-level practical knowledge and skills are transferred to the online education platform software, a simulated

realistic scenario is created, and the postgraduates can independently conduct knowledge learning and simulated practical operation online, which can also achieve the effect of the offline scene. We usually invite cooperating industry executives or researchers to record high-quality lecture videos and put them on the online education platform for the independent study of previous postgraduates. They can also break through the boundaries of time and space and maximize the use of these resources as an important and beneficial supplement to classroom teaching.

Therefore, under the post-epidemic situation, continue to retain online education and further explore the combination of online and offline professional degree postgraduate training mode, which can to a certain extent solve the problem of effective teacher guidance and student after-school training revealed in the process of professional degree postgraduate training. It can also enrich its training mode and promote the further improvement of the training quality of professional degree graduate students.

PRELIMINARY SUGGESTIONS FOR THE HEALTHY OPERATION OF ONLINE EDUCATION

How do we make the healthy operation of online education run through the whole process of postgraduate training in finance majors? This is the core issue that reflects its effectiveness. The author intends to think about the needs or needs of colleges, tutors and students, industries, and online platforms, and try to put forward preliminary suggestions for the healthy operation of postgraduate online education.

3.1 Institutions Can Rely on the Platform to Reform the Training Mode and Course Content Design

Colleges and universities can take advantage of the opportunity of online education to reform the training model of professional degree graduate students, such as adding the number of elective courses, making the structure of graduate theoretical courses more reasonable, and encouraging tutors to open online courses according to their respective areas of expertise or interest, breaking the limit of the number of courses selected in offline classes. At the same time, it can also give students greater autonomy in choosing courses and expand their professional horizons. Considering that professional degree postgraduates are more focused on solving specific problems that may be encountered in practical work, they need to absorb nutrients from higher-level theoretical learning to guide the solution of practical problems. Therefore, in the design of course content, colleges and tutors, in addition to There must be a certain cutting-edge, but also a certain practicality, highlighting the design idea of combining theory and practice.

3.2 Tutors and Industry Tutors Can Rely on the Platform to Establish a Dynamic Course Resource Library

Instructors have heavy daily teaching and scientific research tasks, and the workload of preparing online courses is no less than that of offline classes. It is especially necessary to improve the efficiency of lesson preparation, especially for some frontier hot spots or common problems in practical operations, a special series of curriculum framework can be formed. In the form of special lesson preparation groups, brainstorming, decomposition and integration, self-study resources can be linked to the Internet for updates at any time, and the platform builds a course resource library, reducing the time cost and operating cost of teaching work and producing greater teaching benefits. At the same time, people with rich practical experience in the industry (enterprise tutors) are also invited to participate in the construction of this type of course. The wisdom and experience of academia and the industry are integrated and promoted, breaking through the boundaries of time and space, and optimizing the training mode of professional degree graduate students.

3.3 Graduate Students Can Rely on the Platform to Achieve Effective Interaction With Academic Tutors and Corporate Practice Tutors

After the lecture videos and auxiliary teaching resource materials are ready, they will be classified and integrated by the platform and placed in the corresponding learning area. Considering the difference between online and offline teaching, the platform can flexibly design the presentation of teaching video and audio resources to attract learners' attention. According to the guidance of the tutor, the postgraduates can log on to the platform to carry out self-study anytime, anywhere, communicate with tutors in real time, carry out research within the group, and keep communication records and homework documents. Tutors can also download relevant materials with one click, and evaluate the learning effect after reviewing, so as to carry out the next stage of academic guidance. In addition, postgraduates can master the application practice operation of this major through the online simulation training platform. Enterprise practice tutors and academic tutors can also communicate in real-time guidance or follow-up observation and record videos to evaluate the practical operation effect, and realize the investment, progress and effect of students' learning through the platform effective monitoring.

3.4 The Platform Can Develop a Personalized Teaching Practice System According to Academic Needs

After the platform is launched, it is also necessary to continuously optimize and improve its functions. Especially in the face of massive teaching information and materials, there must be a scientific classification logic,

which can effectively share learning or practice resources, and avoid copyright disputes. For the application and practical needs of postgraduates majoring in economics and finance, in-depth communication with colleges, teachers and students and the industry can be used to customize various business systems with high simulation degree, such as enterprise management, financial management, supply chain, financial business, personnel management, etc.

To sum up, promoting the in-depth development of professional degree postgraduate online education is not only the need for current epidemic prevention and control, but also an important measure to deepen the

modernization of education at the postgraduate training stage in the future. It is hoped that based on the promotion of online teaching for postgraduates, all parties will work together to develop a mature online teaching platform, strive to promote the co-construction and sharing of high-quality teaching resources, and give full play to the maximum benefits of educational modernization.

REFERENCE

Graduate School of Guangdong University of Foreign Studies (2021). First Week Quality Report of Postgraduate Online Teaching at Guangdong University of Foreign Studies.