



Discussion on the Project Teaching Method of Investment Banking in Local Ethnic Colleges and Universities

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Abstract. Beijing stock exchange set up in 2011, direct financing is increasingly important for our country economy development high quality either the present or the future. Investment bank is the soul of the capital market, the investment banking course is a studying of the investment bank, is one of the important lessons of the financial discipline, so promoting its teaching effect is imperative keeping pace with The Times. Combined with the present “Investment Banking” teaching in colleges of ethnic areas and the needs of the development of the economic society in national regions, from understanding the theory and technology dimensions, improving practice ability and innovation ability, the characteristics of the project teaching method highly improve the teaching effect, raising favorable the nation’s colleges and universities financial talent supply and demand in national regions matching degree, it is realized of the teaching aim of providing high quality human capital to boost the development of ethnic areas of local ethnic colleges and universities.

Keyword: Teaching reform · Project teaching method · Investment banking

1 Introduction

Investment Banking is a core course for finance majors in colleges and universities, and it is integrated with theory, technology and practice. The content involves the definition and theory of investment bank, asset securitization, corporate restructuring, the basic theory and basic knowledge of investment Banks’s external supervision management, investment Banks’s internal organization management, through teaching, and making students to form a relatively complete knowledge structure of investment Banks, grasping the basic rule of its development, and having a comprehensive understanding and profound understanding of the basic knowledge, concepts and theories of investment banking, and clearly knowing the innovation and practicability of this discipline, laying a solid foundation for future study and work. Teaching purpose is to cultivate students to be able to clear up the capital market operation and the economic theory, familiar with the basic process of each business investment and operation skills, understanding of capital operation skills, forming self cognition of economic phenomenon, and with the initiative of the source for ending problems, improving the learning ability, thinking

ability, practice and innovation ability. Therefore, the course characteristic determines the law that must be paid attention to the combination of theory, practice and innovation in the process of teaching, if still using traditional teaching as the main way of classroom teaching, it is unable to realize the course teaching effect, and the reality of capital market, investment Banks and other industries changing very fast, leading to the textbook content updating rhythm can't keep up with the reality. As well as the particularity of the financial industry, its openness to the outside world is limited, which also sets up the threshold to enter the reality and understand the development of the industry. Therefore, centering on the teaching effect objectives of improving theory, practice and innovation, this paper proposes to adopt the teaching method of "project" in the teaching of "Investment Banking" from the perspectives of improving students' initiative, updating teaching content and materials, and shaping talents in the industry.

2 The Theoretical Basis of Project-Based Teaching and Its Teaching Characteristics

2.1 The Basis of Learning Theory

Centering on the goal of improving learning effect, scholars have discussed and formed learning theories centering on the correct understanding and grasp of learning essence, which provides theoretical basis for educators to carry out teaching and can be used for reference. At present, learning theories mainly include behaviorism, humanism and cognitive theory, among which the object classification theory in Bloom's old cognitive theory is representative and is also one of the main theoretical bases of current teaching reform. Basing Bloom's old cognitive goal classification theory, cognitive goals are divided into six cognitive levels: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. Each cognitive goal contains two dimensions of "knowledge" and "cognitive process". The "knowledge" dimension refers to the relevant content involved in learning and clearly defines what to teach. Generally, there are four types: Factual knowledge, Conceptual knowledge, Procedural knowledge and Metacognitive knowledge; "Cognitive process" identifies the stages that facilitate students' acquisition and application of knowledge. It consists of six categories: memory, understanding, application, analysis, evaluation and creation, in order of cognitive complexity from lowest to highest. In a word, learning is an "input-process-output" process, and learning theory focuses on the learning process to find rules to further solve the problem of "what to learn" and the evolution of "how to learn".

2.2 Teaching Characteristics

Project-based teaching method aims at promoting students' enthusiasm and autonomy in knowledge construction. It adopts students' understanding or application of the central concepts and principles of a certain discipline and enables students to operate and jointly implement a complete "project" teaching activity. Project teaching method mainly has the following characteristics: (1) Project is as the carrier of teaching, each task is clear and specific; (2) Using real or simulated situations cultivate professional ability; (3) In

order to complete the project tasks, it is necessary to consult multi-disciplinary materials or conduct field research, which improves students' learning autonomy, broadens their knowledge range and exercises their social ability; (4) The project is implemented by a group, which cultivates the students' spirit of organization, unity and cooperation; (5) Teachers change from "teaching" to "guiding" to improve the adequacy and feasibility of teachers' preparation materials, and teachers increase their own knowledge and practice performance to better guide students.

3 Design and Implementation of Investment Banking Course Project Method in Local Ethnic Colleges and Universities

3.1 Practical Design of Project Method

From mastering theory, enhancing the level of technology and innovation to improve, improve the teaching effect of the investment banking course, law of practice for the project teaching is designed by the practicality, autonomy, development, integrated, open ascending. The practicality is embodied by project topics is from the real world, promoting learning content pertinence and practicability; The autonomy is reflected in the students' choice freely of content and report form, learning autonomy and freedom are improved, effectively promoting the development of students' creative ability; The developmental performance is the combination of the curriculum project package and the sub-project content, and the design of the project package according to the law of the cognitive process of educational objectives. The comprehensiveness is reflected the characteristics of cross-disciplinary knowledge collection and learning as well as comprehensive application and disposal in the process of completing project contents; Openness is reflected in the diversity and free selectivity of methods, reports and presentations adopted by students around the theme. Meanwhile, project-based teaching focuses on students' performance in the process of ability development in project activities in the evaluation link.

In short, the project teaching method apply the teacher guidance behind the scenes, students act and implement in front of the scenes, centralized evaluation mode, the teaching content compiled into each subproject, and arranged by the order following the rules of cognitive goal theory. Each project is prepared by outside the classroom, discussions, speeches, reports during class. It changes the passive to active relying on the cognitive ability to connect scattered knowledge points and transform them into students' own memory and knowledge content. At last the initiative, practicality and innovation of students' independent learning can be fully mobilized and improved.

3.2 Implementation Process

3.2.1 Determine the Core Competencies of the Course

Combining with the economic development in national regions, the aim through the study of investment banking, which is the students can master the following six core competence: Resource packaging company for investment projects, Assessment and asset value, The design of asset securitization process, Operation stock issuance and

listing, Analysis of investment project financial statements and The design of the risk management process. The ability requirements, knowledge content and project design arrangement in the course teaching objectives are shown in Fig. 1.

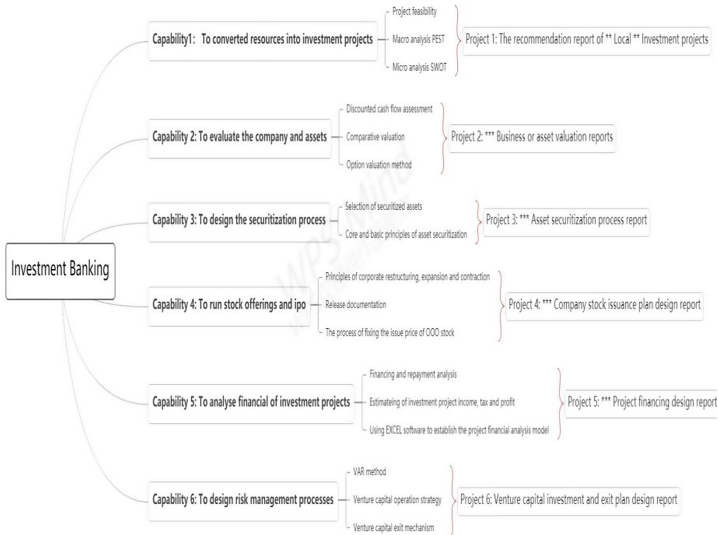


Fig. 1. The ability requirements, knowledge content and project DesignArrangement in the course teaching objectives of investment banking

3.2.2 Determine Knowledge Structure and Project Arrangement

According to the above 6 core competencies, are included 17 knowledge modules, Project feasibility, PEST for Macro analysis, SWOT for micro analysis and so on, and arranging 6 specific project tasks such as "local" investment promotion project recommendation report, "enterprise or asset value evaluation report", "asset securitization process report", "Company stock issuance plan design report".

3.2.3 Examples of Project Teaching

During the first lesson new semester, the undergraduates are divided into 6 groups, and are responsible for the project by random drawing. Each group start to study and prepare materials by themselves, and schedule tasks by discussing among members of group, and the teacher always gives help and solutions, and each group prepares reporting content of the project, especially before the team reporting content, teacher has lesson for related content that will be report by undergraduate, so that giving bedding on a theoretical foundation for the group report. Finally, the teacher and students graded the completion of the group project. Take "local investment promotion project recommendation report" as an example to explain the process of project teaching.

3.2.3.1 To sort and elaborate theory. First, the teacher sent the group articles and materials related to project feasibility, Macro analysis PEST, micro analysis SWOT,

etc. After learning and absorbing, the group discuss and agreed with the teacher on the project completion plan. Then, the group introduce relevant knowledge in the first class, the teacher supplement it, and other students put forward suggestions or suggestions for improvement.

3.2.3.2 To research project object. Conduct research around project objects, adopt relevant materials, and teachers follow up and provide corresponding help.

3.2.3.3 To sort out project contents. Discuss and sort out each part according to the project recommendation template, and teacher give real-time guidances. The template content is divided into: Project background, Project content, Project advantage analysis, Project effect analysis, Project financing analysis and other modules.

3.2.3.4 To recommend classroom project. The group sent the relevant materials to the students in advance, this group as the financing group, the other groups as the investment group, after listening to the report, each investment group give a conclusion to invest or not to invest? And give reasons and suggestions. Finally, the teacher comments and summarizes, and answers the questions raised by students.

3.2.3.5 To grade. According to the scoring criteria, the grade is given, in which the weight of the teacher is 60%.Among them, the evaluation should focus on students' performance in the process of project implementation, not on the results of project completion. Praise should be given priority, and criticism should be supplemented, so as to enhance students' confidence and enthusiasm to participate in project implementation.

4 Suggestions on Improving the Effect of Project Teaching in the Implementation of Investment Banking

4.1 Project Teaching Methods to Be Coordinated with Traditional Teaching Methods

According to the cognitive goal theory, different knowledge needs different teaching methods, so in order to achieve a better teaching effect of each project, it is necessary to interweave various forms and methods. Because each project involves a lot of knowledge points, such as the theoretical basis and business development process involved in the project, the traditional teaching method is more effective, so it is necessary to flexibly adopt appropriate teaching methods into each project teaching process to ensure the quality of the project teaching.

4.2 Resource Endowment Plus Teaching Objectives to Determine Project Tasks

Each project task has a core ability training goal. Therefore, in order to effectively complete this teaching goal, the resource endowment of local colleges, teachers and other teaching objectives should be taken into account when determining the project task, so as to ensure the effective progress of the project and achieve the goal of training students' ability.

4.3 The Combination of Student Personality and Project Task Arrangement

Centering on the goal of improving learning initiative and enthusiasm, during the implementation of project teaching, the project tasks should be arranged by considering the personality of students and other factors, so as to fully mobilize each student and ensure that the comprehensive ability has a certain degree.

4.4 Teachers Playing a Leading Role Behind the Scenes

In project teaching, teachers plan and guide behind the scenes to ensure the high-quality completion of the project teaching process, while students implement the project in front of the scene and report to the students in class. Therefore, teachers work more on pre-class preparation and resource provision, and fully tap the maximum potential of students through guidance.

4.5 Strengthening Evaluation and Reflection

After the completion of each project task, evaluation and reflection should be carried out to summarize the teaching process of the project and accumulate experience for the next project teaching. The focus is on the existing deficiencies and the need for improvement, so as to further clarify ideas for the project teaching method.

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