

Study on Case Teaching of Financial Management

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Abstract

Case teaching is an efficient teaching method of management. It plays an important role to enhance the students' ability to practice the theory. However, case teaching of financial management has not achieved the expected results. The paper aims to study the importance, characteristics and corresponding methods of case teaching method of financial management.

Keywords: Financial management, Case teaching, Pertinence, Representativeness

Case teaching is a kind of teaching method that enables the students to learn by discussion and research in cases. It is mainly used in subjects like administration and law. The subject financial management targets to cultivate the students ability to apply what they have learned to practical problems. This course focuses on applying theory to practice. It is a very practicable course combining theory and practice. As a result, the teaching methods of this course should be in correspondence with the subjects' characteristics.

1. The Significance of Applying Case Teaching Method to Financial Management Teaching

1.1 It Is Helpful to Cultivate the Students' Innovation and Application Ability

Cultivating senior specials with innovation spirit and practical ability is the basic task of higher education in China. It is also the vigor and basis of higher education's sustainable development. Explore and enhance the students' innovation consciousness and ability, their practical ability and entrepreneurship and train talents that needed by the social and economic development of China has been the historic task of higher education. Case teaching is very useful to activate the students' innovation potential and build their pragmatic spirit and other abilities.

1.2 Adapt to the Market

Presently, the economy is developing rapidly and the capital market is becoming mature and perfect. Consequently, the business practices of companies are becoming various. Their business is international and the connection and restructuring between companies is commoner. As a result, concept and theory can hardly satisfy the society's requirements for talents. Financial management studies how companies control capital movement and how to deal with financial relationship which includes financing, investment, operate capital and profit distribution. Financial management is a very practicable subject. One of its teaching targets is to guide the students to make scientific financial decisions in work, which requires the students to collect and analyze information and make reasonable decisions. While case teaching method is indispensable for the teaching of financial management, it does not mean that traditional teaching method should be denied. The focuses of case teaching are not the same for different majors and teaching process.

1.3 It Is Helpful to Level the Teachers' Teaching Ability

As for traditional teaching method, teachers normally lecture according to the textbooks. This teaching method has little requirements for teachers, who can just lecture about the theory. However, since case teaching is a kind interactive teaching pattern, it requires the teachers should have rich knowledge. For meeting the needs of case teaching methods, the teachers need to visit the companies or collect numerous cases from other ways and choose the appropriate case, then typify the case. This will highly level the teachers' research and teaching abilities.

1.4 Train Effective Thinking Methods

The basis of financial management case teaching method lie in this concept: financial management is not the simple

absorption and application of existed analysis technology, it should let the students to adapt to the new environment quickly and cultivate their adaption ability. It holds that what is important is how the students accept the train, namely the methods and process of think and action, but not what you have learned.

2. The Basic Characteristics of Case Teaching Methods for Financial Management

2.1 Theoretical

Financial management is the basic course for financial and administration undergraduates and it is of great significance for the students to learn more related courses. The characteristic of financial management is using traditional theory to study economic problems with focus on macro aspect. The application methods include specifications and demonstration, and also include qualitative method and quantitative method. It uses patterns and graphs to analyze problems and is theoretical.

2.2 Pertinence

Pertinence refers to the correspondence of one case with certain step or part in practice, which is the pure description and related summary of actual business, but not simple reproduction of theory. In this way, the analysis of practice can be elevated to theory and the theory can guide practice. For example, when dealing with capital time value, real terms of participating insurance can be used as a case to study the actual yield rate, name the difference between nominal interest rate and actual interest rate and then compare with the corresponding deposit rate and raise the concept of opportunity cost.

2.3 Inspiration

When the teacher is lecturing about financial management theory or certain knowledge, they should cite related cases and inspire the students to think, discover and solve problems and cultivate their ability of thinking independently, inspiring the students to build a series of thinking methods to analyze and solve problems. Since case analysis has no fix answers, it can encourage the students to analyze the problems from different angles with different theory, which is helpful to train the students' divergent thinking ability.

2.4 Comprehensiveness

When applying case teaching method to financial management, the students are expected to read comprehensively related books and magazines on economy to train their ability in solve problems with what they have learned. Financial management aims to solve issues in actual financial business, and case teaching is closely related with practice. Each event or financial activities are influenced by many uncertainties. Therefore, there would be only one or the best answer. In another word, there is only a better method but not the best method. It focuses on a case-by-case analysis. Hence, financial management focuses on a comprehensive understanding of problems.

2.5 Interactivity

Case teaching method can be interactive and raise the students' initiative and activate the class atmosphere. During the discussion process of case studies, the students can introduce their own opinions on related theory and discuss with other students or debate. The teachers should elaborate on their own opinions on the case, and the students can give their comment and opinions, which is helpful to the interactivity between students and teachers.

3. How to Choose Financial Management Cases?

As the bridge of theory and practice, cases can undoubtedly help the learners to adapt to the challenge of working situation. There are five basic qualifications.

3.1 Authenticity

The cases cannot be made up by imagination. Cases should actually happen and no comments or analysis should be added. Description of the cases is enough.

3.2 Purposiveness

Purposiveness refers that each case should be in correspondence with the teaching targets. The overall teaching target of higher education is to cultivate senior technical talents. As for financial management, its purpose is to increase the students' ability to analyze and solve problems. As a result, when choose teaching cases one point should be noted that the cases should reflect the difficult and key points of the course, but also should be related with economic issues that draw the students' interest and attention. In this way, the students' initiative can be aroused and teaching task can be achieved in an easy atmosphere.

3.3 Openness

A good teaching case can include and encourage many views. The theme can be rich. Either the presentation of problems or ways to solve problems can intrigue the case-users to reflect further. Meanwhile, for many other teachers, they can absorb the theme of the case and also will not be confined within the concrete problems and

scenes. Thus, they can have deep reflection on their teaching practice.

3.4 Representativeness

Representativeness means that the case should be typical and has some significance. A good financial management case should be a representation and can guide the students to solve similar problems. Teaching cases should be typical and reflect the regular and typical business activities. Thus, the students can truly understand the theory and apply what they have learned to solve problems.

4. The Process of Case Analysis

4.1 Discussion of Case

After the team members have read, studied and analyzed problems on the cases, they can discuss the case within the team. Each member should introduce their analysis and opinion on the problems. Through the discussion, team members can have a common view. Since different teams have different analysis angles and contents, they may have different conclusions. In this way, the students directly know that financial analysis will be different for different analysis subject. Meanwhile, the students' study initiative can be enhanced. Case discussion is a way to discuss and solve the existed problems in financial cases. First, it is needed to encourage the students to analyze the financial management case from different angles and let them to elaborate on their own opinions and reasons. Second, the teacher should control the discussion process, and be aware of the break to provide new thought and method so as to build a heat discussion atmosphere. Besides, they should bear in mind that the topic should not be distracted and make the students the lead of case discussion. As for teachers, they should play the role as a guide and not reveal their views so as not to influence the students' thought. If the teacher find that a student has the wrong judgment, teacher should guide the student to correct it.

4.2 Summary of Case

After discussion, the teacher should summarize the case, including the basic views of the discussion, students' participation, learning attitude, thinking mode and skills. They should also point out the part that has not been analyzed fully. After discussion, the teacher should comment on the whole process and make the students reflect their own analysis methods and elaborate on the case's focus and difficult point. They should also let the students to analyze the merits and shortcomings of their analysis and inspire them to have further reflection. Besides, summary is not to offer standard answers, but to let the students know how to think from different angles.

5. Application Strategies of Case Teaching of Financial Management in Higher Education

5.1 The Case Should Be Scientifically Chosen

The first thing of case teaching is to choose an appropriate case for students to discuss. It is the key of success. At present, the cases for financial management are too old and in lack of representation, and some cases fall behind the international standard, which greatly influences the effect of case teaching. A case should be normal and typical. It should help the students to master the solutions for related problems and intrigue the students to learn.

5.2 Relationship between Case Teaching and Lecture Teaching

Case teaching has many advantages and many students prefer this teaching method too. However, case teaching cannot replace lecture teaching, especially for the teaching of financial management. The teacher should combine the two together. They can bring financial management cases into lecture teaching and guide the students to learn from the case actively and practice what they have learned in time. This would be an effective and inspiring teaching method.

5.3 Co-education of Companies and Universities

On the one side, financial personnel can be invited to the universities to lecture about the decision-making process and methods with combination of their background. On the other side, the companies can make practice opportunities and conditions for students. For example, let the students to intern in their companies and ask them to submit a report. Then the students can discuss on their internship. In this way, universities and companies can cooperate together to provide a better environment for students to learn.

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