

Research on the Teaching Mode of the "Advanced Financial Management" Course Based on the BOPPPS Teaching Mode

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Abstract

Curriculum reform based on the BOPPPS teaching model is an effective way to improve the quality of undergraduate education and cultivate applied talents. This paper takes the "Light Asset operation model" in the Advanced Financial Management course as an example and designs the teaching according to the six links of "introduction - objective - pre-test - participatory learning - post-test - summary". Through case studies, students are guided to participate in learning throughout the process, strengthen their financial strategic thinking, risk awareness and practical innovation ability, and achieve the "trinity" teaching objectives of knowledge imparting, ability development and value guidance. The research provides new ideas for the teaching reform of the financial management course and the cultivation of applied talents.

Keywords: BOPPPS, advanced financial management, light asset operation model, teaching reform

1. Introduction

With the high-quality development of our economy and the increasing improvement of the capital market, the position of enterprise financial management in resource allocation, risk control and value creation has become increasingly prominent. Advanced Financial Management, as an important core course for financial management majors in finance and economics colleges, undertakes the important task of cultivating students' strategic financial thinking, investment and financing decision-making ability, and comprehensive analytical ability. However, due to the influence of traditional teaching models, the course often has problems of "emphasizing theory over practice" and "emphasizing indoctrination over interaction" in the teaching process, which makes it difficult to fully mobilize students' enthusiasm for learning, resulting in a gap in students' understanding and application of knowledge, and failing to achieve the expected comprehensive education goal of the course.

In recent years, the Ministry of Education has proposed to comprehensively deepen educational and teaching reforms in the new era, emphasizing that classroom teaching should highlight student-centeredness and advocate heuristic, inquiry-based and participatory teaching methods in order to enhance students' core literacy and comprehensive abilities. In this context, how to introduce advanced teaching models into professional courses to enhance teaching effectiveness has become an important topic in higher education research and practice.

2. Analysis of Related Concepts and Problems

2.1 The Content and Characteristics of the BOPPPS Teaching Model

The BOPPPS teaching model was developed from the Canadian teaching Skills Workshop (Instructional Skills Workshop, ISW) system, emphasizing learner-centeredness and goal-oriented, and building a closed-loop teaching process through six steps: introduction - goal - pre-test - participatory learning - post-test - summary. At its core, it aims to form a teaching diagnosis and feedback chain through pre - and post-tests with clear learning objectives, and to promote knowledge understanding, ability transfer and reflection through highly engaged learning activities (Zheng, 2023).

Compared with the linear model of "lecture-acceptance", BOPPPS has three prominent features: First, strong goal-oriented and measurable: organizing teaching with learning outcomes as the anchor helps to achieve consistency in "teaching-learning-assessment" (Xu, 2024).

Second, high engagement and high feedback: A rapid feedback loop is formed through pre - and post-tests and interactive activities to enhance learning motivation and classroom efficiency (Hu et al., 2022; Li et al., 2023). Third, a constructivist approach to deep learning: Emphasizing student subjectivity and contextualized learning to promote higher-order cognition and ability transfer (Li Tengzi, Han Xiyang, 2025).

BOPPPS has received positive evidence in economics, management and accounting courses: In Management accounting, Accounting cognition and Digital Context courses, scholars have found that it can significantly enhance learning engagement, concept acquisition and practical application ability (Kao et al., 2023), and in combination with OBE (Output-Oriented Education) to further optimize achievement and evaluation chains (Xu, 2024). Therefore, applying BOPPPS to Advanced Financial Management can enhance key capabilities such as investment and financing decision-making, value assessment, and risk management through a highly engaged case-simulation-practice chain on the basis of clear learning objectives, and improve the effectiveness and sustainable improvement ability of the course.

2.2 Objectives and Challenges of the Advanced Financial Management Course

Advanced Financial Management, as one of the core courses of the financial management major, mainly studies issues such as investment and financing decisions, capital structure optimization, dividend policy, value assessment, and risk management of enterprises in complex economic environments. The teaching objective is not only to enable students to master the relevant theoretical framework and analytical tools, but more importantly to cultivate students' strategic financial thinking, comprehensive analytical ability and practical operation ability (Wang Huacheng, 2019). According to the Ministry of Education's national standards for the quality of undergraduate teaching, financial management courses should emphasize the "knowledge, ability and quality" trinity talent cultivation goal, that is, to strengthen students' systematic theoretical knowledge, and to highlight the improvement of practical application and professional competence.

However, in the actual teaching process, the course faces many challenges:

1. The complexity and abstraction of the content. Advanced financial management involves a large number of mathematical models and financial calculations, and demands a high level of logical thinking ability and mathematical foundation from students, which can easily lead to an excessive learning burden for students.
2. The teaching methods are monotonous. Traditional classrooms are often teacher-lecture-based, with students passively receiving knowledge and lacking opportunities for independent exploration and practical training, making it difficult to develop higher-order thinking and comprehensive abilities.
- 3 Disconnection between theory and practice. Some teachers focus on imparting theoretical models but have insufficient application of case studies, enterprise practice and simulation, making it difficult for students to transfer what they have learned to real-world situations.
- 4 Limitations in evaluation methods. Course assessment is still mainly based on final exams, neglecting the evaluation of students' regular performance, classroom participation, and teamwork ability, making it difficult to fully reflect students' learning outcomes.

Therefore, the teaching reform of Advanced Financial Management urgently needs to break through the limitations of traditional indoctrination and introduce a student-centered teaching model that emphasizes interaction and feedback. The BOPPPS teaching model is highly compatible in terms of course objective setting, process management and effect evaluation, providing useful ideas for addressing the challenges faced by the course.

2.3 Problems with the Traditional Teaching Model

In the actual teaching of the Advanced Financial Management course in Chinese universities, the traditional teaching method still dominates, that is, teacher-centered and knowledge-imparting as the core, with students in a passive receptive position. Although this model has certain advantages in systematically delivering basic theories, it reveals obvious deficiencies in cultivating students' practical abilities and innovative thinking. The main problems are reflected in the following aspects:

1. Insufficient goal-oriented teaching. The traditional model often takes knowledge coverage and textbook progress as the main considerations, lacking an overall design and implementation of the three-dimensional teaching objectives of "knowledge - ability - literacy", resulting in students' learning of the course remaining only at the level of knowledge memorization and difficult to form higher-order cognition.
2. Weak classroom interaction. In traditional teaching, the teacher takes the lead and students learn mainly by listening and taking notes, lacking interactive elements such as discussion, case study, role-playing, etc. This not only reduces students' interest in learning, but also hinders the development of thinking collisions and problem-solving abilities.
3. The absence of practical links. Advanced financial management is highly application-oriented, but traditional teaching focuses too much on theoretical derivation and model explanation, while neglecting

financial decision simulation, investment and financing case analysis, and the application of information tools, making it difficult for students to effectively integrate knowledge with practice.

4. The evaluation method is monotonous. Most courses rely on written tests at the end of the term, focusing on tests of formula calculation and concept understanding, and lacking evaluation of students' comprehensive application ability, teamwork and problem-solving ability. This single assessment model makes it difficult to fully reflect students' true learning outcomes.

5. Lack of feedback mechanisms. Traditional classrooms often lack real-time monitoring and feedback on students' learning outcomes. Teachers have difficulty grasping students' understanding in a timely manner, and students have few opportunities to reflect on and adjust their learning deficiencies.

3. Curriculum Design and Implementation Based on the BOPPPS Teaching Model

In the teaching process of "Advanced Financial Management", with the BOPPPS teaching model as the guiding ideology and the topic of the light asset operation model as an example, systematic teaching links were designed. Before class, the teacher analyzed the students' professional foundation, learning habits and interests with the help of the data from the teaching assistance platform, and found that the students had a high interest in "capital operation mode", but had insufficient understanding of "light asset strategy and risk management". As a result, the course objectives were set as:

Knowledge objective: Master the connotation, characteristics and applicable conditions of the light-asset operation model, and understand its impact on corporate financial strategy and capital structure;

Competency Objective: Be able to apply the financial theory learned to analyze and evaluate the reasonableness of the enterprise's adoption of the light-asset operation model;

Competency Objective: Establish risk awareness and value orientation, and understand the significance of the light-asset operation strategy for the long-term development of the enterprise.

Based on this, the course design is as follows:

3.1 Bridge-in

In the classroom introduction session, the teacher introduced cases of the transformation of the light-asset operation model of enterprises such as Vanke and China Resources by playing short video cases, and raised the question: "Why are more and more enterprises choosing light-asset operation instead of the traditional heavy-asset model?" "What is a light asset?" "What is heavy asset?" . Then the teacher leads students to think: What does a light-asset operation model mean at the level of corporate financial strategy? Is there any potential risk behind it? This approach not only stimulates students' interest, but also lays a contextualized foundation for subsequent learning.

3.2 Objectives

The teacher clearly states the learning objectives for this class:

Knowledge objective: Understand the concept, classification of the light-asset operation model and its role in financial strategy.

Competency Objective: Be able to analyze the impact of the light asset model on capital structure, return on investment, and risk management in combination with actual enterprise cases.

Competency Objectives: Cultivate students' financial strategic thinking and risk prevention awareness, and enhance their comprehensive competence in making financial decisions in light of the actual situation of enterprises.

3.3 Pre-Assessment

Before the formal lecture, the teacher uses the online testing feature of the teaching platform to design three short questions, such as:

What is light asset operation? Can you name a company around you that adopts a light-asset model? What are the potential risks of a light-asset strategy? Through tests, teachers can quickly understand students' knowledge reserves and cognitive levels, and then dynamically adjust the content and difficulty of classroom teaching.

3.4 Participatory Learning

This is the core part of the course. Teachers divide students into several groups to discuss "the advantages and risks of the light-asset operation model" in the following steps:

Case study: The teacher provides financial data of a listed company (such as Vanke), guiding students to analyze why the enterprise chose the light-asset strategy and discuss its impact on profitability and capital operation.

Role-playing: Students simulate the management of the enterprise and explain the reasons for supporting or opposing the light-asset strategy from the perspectives of the CFO, investors, and the risk management department respectively.

Classroom interaction: The teacher provides comments after the group presentation, guiding students to think deeply in combination with theories such as capital cost, financial leverage, and risk-return balance.

Through participatory learning, students can not only actively explore problems but also deepen their understanding of the combination of theory and practice in the process of interaction.

3.5 Post-Assessment

At the end of the class, the teacher assigns a class quiz:

Please briefly analyze the impact of the light-asset operation model on the capital structure and financial risk of a certain enterprise case.

It takes 15 minutes for the group to complete, and the teacher will immediately grade and provide feedback. Through this process, teachers can check whether students have met the course objectives and identify knowledge blind spots in a timely manner.

3.6 Summary

Finally, the teacher summarizes the lesson, emphasizing the following three points: The light-asset operation model is an important choice widely adopted by enterprises in modern financial strategies; This model can optimize the enterprise's capital structure and increase the return on capital, but at the same time it may also increase reliance on external resources; Students should combine theoretical knowledge with practical cases during the learning process to develop comprehensive analysis and risk prevention and control capabilities. At the same time, teachers assign after-class thinking questions: "In the context of the digital economy, is the light-asset operation model suitable for all enterprises? Why?" Guide students to further reflect and expand.

4. Summary

Advanced Financial Management, as a core course in financial management, is tasked with imparting systematic theoretical knowledge as well as cultivating students' financial strategic thinking and practical abilities. However, the traditional teaching model has deficiencies in goal-oriented, classroom interaction, learning feedback and ability development, and is difficult to meet the demands of talent cultivation in the new situation. This paper takes the BOPPPS teaching model as an entry point and explores the curriculum design in combination with the teaching practice of the "light asset operation model" in Advanced Financial Management. In the classroom practice, it was found that the BOPPPS model can effectively enhance the teaching effect of the course in the following aspects: stimulating students' interest in learning through introduction, guiding students to think actively and actively, and enhancing learning initiative; In the setting of Objectives, strengthen the all-round development of "knowledge - ability - quality" to ensure that the teaching process is always directed; With the help of Pre-assessment and Post-assessment, dynamic monitoring and feedback of the learning process are achieved to ensure teaching quality; Through Participatory Learning, students can closely integrate theoretical knowledge with practical situations in case studies, role-playing, and group discussions, thereby significantly and comprehensively enhancing their ability to analyze and solve problems, not just book knowledge, but more comprehensive.

Overall, the BOPPS-based teaching design not only optimizes the classroom structure and teaching process, but also effectively addresses problems such as "teacher-centered" and "student passive learning" in traditional teaching models, achieving a deep integration of theory and practice. Especially in the teaching of financial strategy knowledge (such as the light-asset operation model), this model can stimulate students' critical thinking and innovation ability, providing a feasible path for the teaching reform of financial management courses. Of course, this study still has certain limitations: on the one hand, the implementation of the BOPPPS model places higher demands on teachers' instructional design ability and classroom control; On the other hand, the effects of the curriculum reform need to be tested through broader and longer-term practice. Future research could further combine big data, smart classrooms and financial simulation platforms to explore the integration of the BOPPPS model with information-based teaching methods, thereby promoting the continuous innovation and optimization of advanced financial management teaching.

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