



INTEGRATION OF INNOVATIVE THINKING OF 5W1H LEARNING WAYS IN UNIVERSITIES - - FINANCIAL MANAGEMENT TEACHING AS AN EXAMPLE

Xuelian Song

School of Management, Shandong University of Technology, Zibo, Shandong, 255000

ARTICLE INFO

Article History:

Received 14th March, 2021

Received in revised form 29th

April, 2021

Accepted 05th May, 2021

Published online 28th June, 2021

ABSTRACT

In the 21st century, China entered a new economic era. In order to meet the needs of social competition and development in the new era, the educational mode and purpose of universities should also conform to the change. They should gradually change from the traditional teaching mode to the new diversified win-win teaching mode of harmonious symbiosis to improve the students' comprehensive quality.

Key Words:

Innovative thinking of 5w1h; Teaching the learning ways; Teaching mode; integration; Financial management

Copyright©2021 Xuelian Song. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

In the 21st century, human society entered a new economic era. In the new economic era, the new form of economic and social development is noted for its intellectual capital as the core capital, innovation ability as the fundamental competitive ability, and cooperation as the benefit distribution (Brown 2008). As the cradle of the cultivation of higher talents, higher education should conform to the characteristics and requirements of the development of the times, construct a new teaching model, and provide more talents with knowledge, innovation, and cooperation to society.

In 1948, Professor Harold Lasswell at the University of Chicago first proposed his 5W1H analysis in his work, "The Structure and Function of Communication." After the practice, 5W1H has gradually become mature and perfect. 5W1H Analysis, also known as the six-way analysis, is applied in items' selection, processes, or operations; we should analyze it as a new innovative thinking method and focus on the reasons (why), object (what), place (where), time (when), personnel (who), method (method) and so on. It can be widely used in enterprise management, daily work and life, and study to improve its efficiency (Chen and Tan 2019).

Integration of innovative thinking of 5W1H learning ways in universities

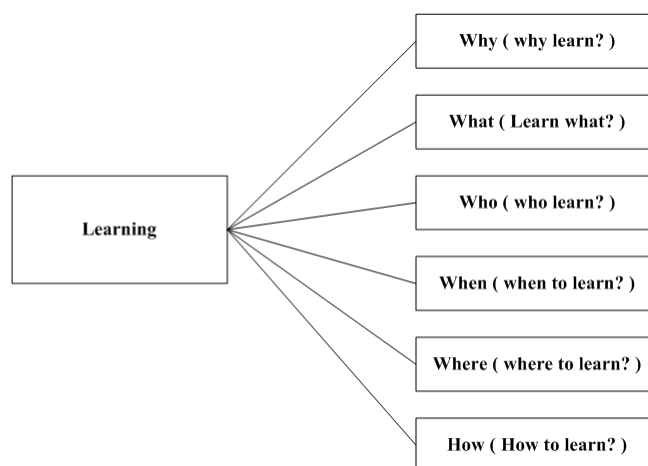


Fig 1 5W1H learning ways

Misunderstandings teaching affairs in universities (why)

At present, there are still some disharmonious issues and unstable situations in university teaching. The main problems are as follows: first, there are traditional teaching methods in the classroom, such as "cramming education," spoon-feeding" education model, teachers are used to teaching students to memorize "their teaching stuff," students are used to eating what they are fed up with and never think about they like them

*Corresponding author: **Xuelian Song**

School of Management, Shandong University of Technology, Zibo, Shandong, 255000

or not, how much they can do, and how they are memorized, and no chance to ask for any questions (Zhou and Zhang 2008). Over time, students lose their interest and initiative in their learning and cannot think independently. Second, there is more theoretical teaching and less practice for students. At present, the concentrated social practice in universities is mainly assigned as an internship of three or four weeks before graduation. So students cannot effectively improve their ability to use their brains and solve practical problems. Third, Teachers pay more attention to the cultivation of knowledge and professionals. Fourth, teachers usually pay more attention to teaching stuff and ignore their model.

“Fishing” rather than “fish” (What)

In teaching, teachers should pay attention to teaching students "how to fish", not just offer them "fish". Here "fish" mainly refers to professional knowledge, professional accomplishment and various professional abilities, including thinking ability, learning ability, practical ability, innovation ability, and cooperation ability (Cao 2019). Ability is the synthesis, innovation, and promotion of knowledge, and the improvement of students' accomplishments and ability requires teachers to guide and cultivate them in the teaching process. Moreover, "fishing" refers to how to go fishing, teach students to master professional knowledge, improve learning efficiency, cultivate various abilities of the methods, skills, and ways, as well as social work, must be of professional quality, updated thinking and ideas.

Establishing a new diversified win-win teaching model of harmonious symbiosis (Who)

Higher education should break this traditional mode as soon as possible and establish a new diversified win-win teaching mode based on complete trust of students' ability, respect of students' wishes, and stimulate students' initiative. In this model, first, the teaching content is to inspire and guide to cultivate students' ability to think independently; second, the roles of teachers and students are more flexible, and they can be exchanged when necessary. Teachers should be student-oriented and guide students to prepare their courses, to stimulate students' interest in exploration and initiative; third, the classroom teaching process is no longer limited to the unilateral flow of teaching and listening, but to two-way or multi-directional communication and learning between teachers and students (Lewandowsky *et al* 2012). Using case studies or setting critical questions for teachers and students to discuss, group discussion or students ask a certain knowledge point and make teachers answer, or students ask questions, groups discuss and answer them, which lead to harmonious teacher-student relationship and harmonious teaching atmosphere in the classroom. When the disciples completed their discussion, and the teacher expressed his comments in time. Fourth, in the evaluation of students' curriculum results, the total score can be divided into two parts: final-term grading and daily grading, in which the classroom performance of students can be evaluated in groups or classes. Usually, their homework can also be scored by peer students.

Adopt the teaching method of “three lessons and two lines” (When)

"Three lessons" refers to pre-class, class, and after class, "two lines" refers to online and offline. The central performance of this teaching method is as follows: first, preview before class.

A teacher sends the autonomous learning task to the Tencent group or teaching platform of the course. It is best to put forward the task in the form of questions. It is equivalent to guide students to get familiar with the surrounding environment of the "fish pond" in advance and think about how to "fish". Then the teacher asked some questions properly in class and then answered (Zhou and Yang 2019). In this way, students are more impressed, understand faster, and master their tasks more efficiently. Second, every classroom teaching should always leave students the opportunity to learn "fishing" independently, such as leaving some content for students to find their problems, ask questions they do not understand, students discuss solutions, or ask teachers to answer. In addition, at least 10 minutes should be set aside at the end of each class for students to review and summarize the contents of the class. Third, consolidate their learning after class. Assign homework after class or ask students to sum up the knowledge of this class in the way of a mind map and collect the caught "fish". Fourth, Teachers make full use of modern advanced "fishing ponds" and "fishing tools", set up courses' Tencent groups, open teaching platforms, and another modern online teaching, upload curriculum resources, homework layout, discussion speeches, and tests. They use the convenient and rapid network to enable students to practice "fishing", one is suitable for modern students who like to pursue the tide of personalized interest, the other is to achieve seamless communication between teachers and students, establish a harmonious fishing cooperation relationship, more conducive to the improvement of teaching efficiency.

Cultivating knowledge-based talents with a trinity of knowledge, innovation and cooperation (Where)

A new economy is a new form of economic and social development after the traditional economy, such as the agricultural and industrial economies. A new economy is an Internet plus traditional enterprise model characterized by scientific and technological innovation and information technology. Knowledge capital has become the most critical factor of production and an essential resource for sustainable economic development. The critical foundation of knowledge capital is knowledge, experience, information, and ability, which will bring endless benefits and advantages to the economy in the future. Therefore, higher education should meet the development of the times to train talents with knowledge, innovation, and cooperation. To be specific, knowledge means professional knowledge, information technology, and practical knowledge; innovation refers to the spirit of innovation, innovative ideas, and creative ability; and cooperation refers to the willingness to cooperate, cooperation ability.

Constructing teaching ideas and methods of combining knowledge, action, interacting and action (How)

First, the teacher teaches his students with his words and deeds. Teachers in universities should not only impart professional knowledge to students but also pass on the comprehensive qualities and requirements, such as the truth of being a man, the requirements of the development of the times for talents, and the prospect of the future to students. It requires university teachers to have a habit of learning, strengthen their...knowledge and character cultivation, constantly improve their comprehensive quality. No matter what kind of class, online or offline is, they should teach

students with their words and deeds. We should not only pay attention to personal appearance and manners, but also from our unique class style and personality charm, guide students to improve themselves through their own words and deeds, and strive to realize the initial heart of cultivating "five talents" in universities. Besides, One or two courses of professional accomplishment can be added to professional system education; for example, students of accounting majors may offer courses on professional ethics education in accounting, the professional accomplishment of accounting professionals and economic law, strengthen the promotion of students' professional character accomplishment.

Second, Let students go properly. Teachers give students full opportunities for autonomous learning and thinking. Let students teach themselves in one or two classes a semester or a chapter, easier to understand. Based on the teacher's references, students themselves sort out the context and critical issues of this chapter, collect and enrich information to prepare their course, and do their class presentation. During the lecture, interaction is encouraged among students, and teachers, and students. Let students practice "fishing," stimulate students' interest and enthusiasm as masters of learning.

Third, increasing social practice and strengthen students' ability to fish. Social practice in school can be increased to three times, about a week in the first year. The teachers lead them to the enterprise and do some fieldwork, inspection, and other activities. Let students feel and familiarize themselves with the atmosphere and social work requirements to achieve targeted teaching and learning. About two weeks at a time in the sophomore year. Let students do some enterprise research and submit the investigation report.

Although in the social practice, students have not mastered much professional knowledge, through a field survey, students know at least that they have much knowledge and what knowledge they do not know. It encourages students to develop a strong interest and desire in subsequent learning, stimulates more robust learning enthusiasm and initiative. They will have more conducive to the improvement of learning efficiency. About three weeks in their senior, they may have the specialized teacher lead the team to the school self-built specialized training base or the school collective contacted practice unit for their practice. Students can also voluntarily contact any unit for internship and submit internship reports. The social practice is a preview of students' formal entry into the big fish pond. It is also the teacher's final opportunity to teach fishing.

Teaching practice -- taking financial management as an example

Online preview

Before class, the teacher sends to the course Tencent group or the teaching platform his course kit, student's autonomous learning task list, teaching plan so that students can refer to the preview.

Classroom Situation 1

1. Fishing methods: teachers teach the use of 5w1h method, conduct their enlightening and guidance. (see figure 2).
2. Fishing: students learn independently with questions and write out their mind maps.

3. Small team fishing: group discussion, learning communication, supplement and improve the group's mind map.

Classroom Situation 2

Team fishing

Each group represents the class to explain the group's mind map; each group talks about a question. In the process of explanation, students and teachers, and students interact and evaluate each other. After their speaking, ask students to evaluate the effect, the teacher improves their supplement or solves their difficulties or critical points. Each group leader scores the explanation group on a 10-point system. After peer grading, they upload their grading into the qq group, and students in charge will do statistics and take the average score, and published it in the QQ group or class as their usual group performance score.

Students' summary review

The final answer is sent to the qq group or the discussion area of the teaching platform for reference and review of the whole class.

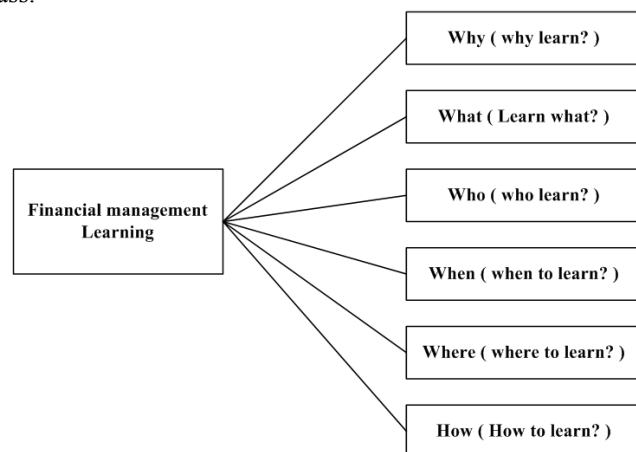
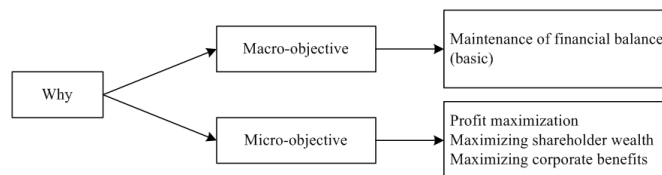


Fig 2 5W1H learning ways in financial management

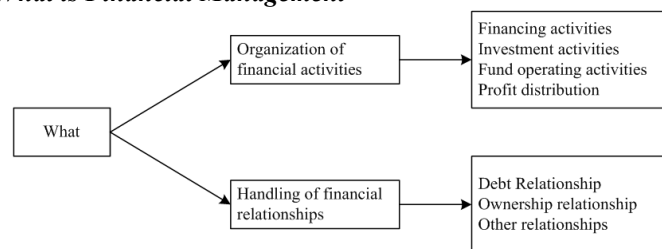
After-school review

The results of the joint efforts of teachers and students are shown as follows.

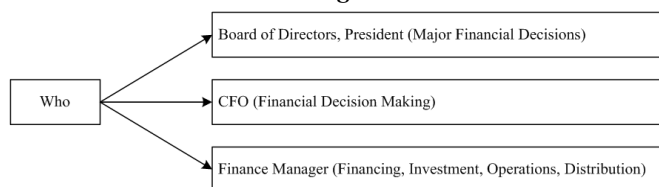
Why Should We Learn Financial Management in the New Economic Era



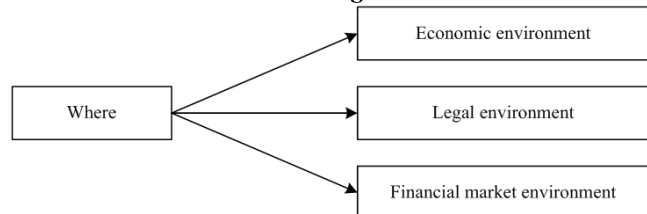
What is Financial Management



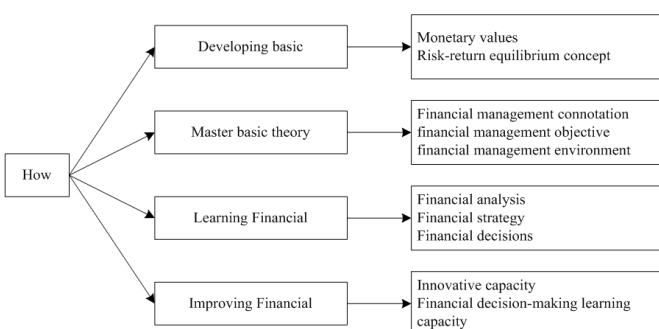
Who Comes to Financial Management



Where to Learn Financial Management



How to Learn Financial Management



CONCLUSION

Teachers have adopted new teaching methods, systematize knowledge, cultivate the ability of independent thinking and improve learning efficiency through students' autonomous learning.

How to cite this article:
 Xuelian Song (2021) 'Integration of Innovative Thinking of 5w1h Learning Ways In Universities -- Financial Management Teaching A S An Example', *International Journal of Current Advanced Research*, 10(06), pp. 24546-24549.
 DOI: <http://dx.doi.org/10.24327/ijcar.2021.4869.24549>

Teachers have created full communication between teachers and students for a happy atmosphere in the classroom to help students learn in a relaxed and harmonious atmosphere and stimulate students' strong interest in learning. Students have participated in classroom teaching and score grading groups, enhance students' sense of activeness in their learning, improve their learning ability and practical ability.

References

1. Chen GX, Tan C. 2019. Research on international reading service in public library based on 5W1H analysis, *library research*, 49 (03):85-90.
2. Brown T. 2008. Design Thinking. *Harvard Business Review*, (6): 1-9.
3. Zhou F, Yang ZY. 2019. Research on archival data management based on the 5W1H method, *Archival Research*, (04): 21-25.
4. Cao GF. 2019. Research on library space reengineering based on 5W1H analysis method. *Library Work and Study*, (10): 123-128.
5. Zhou L, Zhang D. 2008. Following linguistic footprints: Automatic deception detection in online communication. *Communications of the ACM*, 51 (9): 119-122.
6. Lewandowsky S, Ecker UKH, Seifert CM, *et al.* 2012. Misinformation and its correction: Continued influence and successful debasing. *Psychological Science in the Public Interest*, 13 (3): 106-131.