



**THE EFFECTS OF SHORT VIDEO-BASED INSTRUCTION ON  
ENHANCING FINANCIAL MANAGEMENT ABILITY AMONG  
STUDENTS AT FUZHOU SOFTWARE VOCATIONAL AND  
TECHNICAL COLLEGE**



**LING CHEN**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS IN EDUCATION AND SOCIETY  
INSTITUTE OF SCIENCE INNOVATION AND CULTURE  
RAJAMANGALA UNIVERSITY OF TECHNOLOGY KRUNGTHEP  
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**Major** Master of Arts (Education and Society)

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**Academic Year** 2024

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## ABSTRACT

This study was conducted among students in financial management-related courses at Fuzhou Software Vocational and Technical College. The research objectives were threefold: (1) To investigate how students perceive the effectiveness of short video-based instruction in financial management courses compared to traditional teaching methods. (2) To study the effects of short video-based instruction on improving the financial management ability of Fuzhou Software Vocational and Technical College students. (3) To investigate students' perspectives at Fuzhou Software Vocational and Technical College on using short video-based instruction to enhance their financial management abilities. The research population includes 16,154 students for the 2024 academic year. In this study, 100 students were selected from the population using simple random sampling. Of these, 50 students will be assigned to the experimental group, and 50 to the control group. The study employed quantitative analysis, average ( $\bar{x}$ ), standard deviation (S.D.), and variance for data interpretation. The primary research instruments were questionnaires, lesson plans, and a perspective questionnaire. The results show that: (1) Short video teaching is more effective than traditional teaching methods in improving the understanding and mastery of financial management concepts and skills. The  $\bar{x}$  in the experimental group was 4.42, and the S.D. was 0.76. (2) The short video teaching method effectively promotes students' financial learning. The test score  $\bar{x}$  was 90 for the experimental group and 75.28 for the control group. (3) Students' satisfaction with using the short video teaching method in financial management courses showed obvious advantages, with a satisfaction  $\bar{x}$  of 4.44 and a standard deviation of 0.79 in the experimental group and 2.51 and a standard deviation of 0.96 in the control group. Future research could explore short-video teaching methods across various educational contexts.

**Keywords: Short Video Teaching, Financial Management Skills, Effect**

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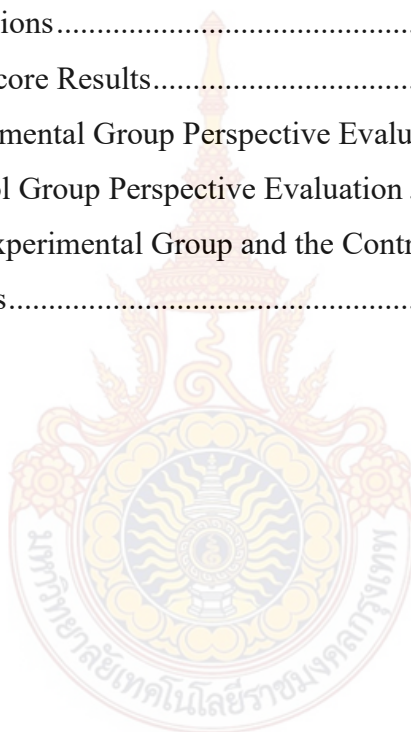
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# CHAPTER I

## INTRODUCTION

### 1.1 Background and Rationale

#### 1.1.1 Background

Traditional methods of teaching financial management often struggle to engage students and maintain their motivation. Classroom lectures, textbooks, and long-form educational videos can be monotonous, making it difficult to retain information. These methods are no longer well-suited to contemporary students' fast-paced and visually oriented learning style.

In recent years, the rapid development of digital technology and the Internet has dramatically transformed the educational landscape, particularly vocational education. Vocational college teachers employ various teaching methods to enhance students' practical skills and knowledge. Among these methods, short video teaching has become an effective tool for imparting knowledge and improving student learning outcomes.

Improving the understanding of financial management knowledge and concepts is a necessary literacy for students majoring in economics and finance in vocational colleges. Financial management involves understanding financial concepts, making informed decisions based on financial data, and effectively managing the finances of individuals and organizations. In the context of vocational education, enhancing students' financial management skills significantly impacts their future careers and personal financial well-being.

#### 1.1.2 Rationale

A survey of students majoring in finance at Fuzhou Software Vocational and Technical College found that the effectiveness of the short-video teaching method in improving the financial management skills of vocational school students involves multiple aspects.

##### *1.1.2.1 Engaging Learning Experience*

Short video teaching offers a more engaging and interactive learning experience. Short videos, typically a few minutes long, are designed to be concise,

focused, and visually appealing. They can quickly and effectively capture students' attention, conveying key concepts and information in a clear, easily digestible format. This format aligns well with modern students' attention spans and learning preferences, making it an ideal tool for improving their financial management ability.

#### ***1.1.2.2 Enhanced Retention and Comprehension***

Short instructional videos have been shown to improve students' retention and comprehension of financial management concepts. By breaking down complex financial topics into smaller, manageable chunks, short videos make it easier for students to understand and retain the information (Wang & Yang, 2022). Additionally, using visual aids, animations, and real-life examples in short videos can further enhance students' understanding and application of financial management principles.

#### ***1.1.2.3 Flexibility and Accessibility***

Short video lessons provide students with greater flexibility and access to learning materials. With the widespread availability of smartphones and the Internet (Li, 2012), students can access short videos anytime, anywhere. This flexibility allows them to review and reinforce their understanding of financial management concepts at their own pace and convenience. Furthermore, short videos can be easily shared and discussed among students, fostering a collaborative and supportive learning environment.

#### ***1.1.2.4 Meet the Needs of Vocational Education***

Adopting short video teaching for financial management courses in vocational education is highly appropriate, as vocational schools prioritize practical skills and knowledge over theoretical concepts (Hu & Mao, 2020). Short video teaching can effectively bridge the gap between theory and practice, providing students with real-life examples and scenarios that can be applied to their future careers.

## 1.2 Research Questions

1. How do students perceive the effectiveness of short video teaching compared to traditional teaching methods in financial management courses?
2. To what extent does short video-based instruction enhance the financial management skills of students at Fuzhou Software Vocational and Technical College?
3. How do students perceive learning with short video-based instruction to enhance their financial management skills at Fuzhou Software Vocational and Technical College?

## 1.3 Research Hypotheses

1. Students at Fuzhou Software Vocational and Technical College perceive short video-based instruction as more effective than traditional teaching methods in improving their understanding and mastery of financial management concepts and skills.
2. The implementation of short video-based instruction at Fuzhou Software Vocational and Technical College significantly enhances students' financial management skills, as measured by improvements in their performance on related assessments and projects.
3. Students at Fuzhou Software Vocational and Technical College hold a positive attitude towards learning financial management skills through short video-based instruction, believing it is an engaging and effective method for improving their knowledge and abilities.

## 1.4 Research Objectives

The research objectives of this paper are as follows:

1. To investigate how students perceive the effectiveness of short video-based instruction in financial management courses compared to traditional teaching methods.
2. To study the effects of short video-based instruction on improving the financial management ability of college students at Fuzhou Software Vocational and Technical College.

3. To investigate students' perspectives at Fuzhou Software Vocational and Technical College on using short video-based instruction to enhance their financial management abilities.

## **1.5 Scope and Limitation of the Research Study**

### **1.5.1 Scope of the Study**

The research content of this study is the application of short video teaching in the financial management course of Fuzhou Software Vocational and Technical College. It involves examining the influence of this teaching method on students' academic achievement and exploring students' preferences and perceptions. The study will consider a range of short video formats and their relative effectiveness in conveying financial management knowledge and skills. The study population comprised 16,154 students enrolled at Fuzhou Software Vocational and Technical College. A sample of studies was included in the population. The study sample consisted of 100 students from Fuzhou Software Vocational and Technical College, divided into a control group of 50 and an experimental group of 50. The study period is from September 2024 to December 2024. Research theories include Constructivist Learning Theory, Multimedia Learning Theory, and Cognitive Load Theory.

### **1.5.2 Limitations of the Research Study**

While this study aims to provide valuable insights into the effectiveness of short video teaching in financial management education, it is not without its limitations. The first limitation is that focusing solely on Fuzhou Software Vocational and Technical College and collecting data only there will limit the generalizability of the findings to other vocational schools or universities. The second limitation is that the study, which relies on student questionnaires and test scores as measures of effectiveness, may not encompass all aspects of learning and skill development. Additionally, the study does not account for potential confounding variables, such as prior financial knowledge or learning styles, that could influence outcomes.

## 1.6 Research Framework

### Independent Variable

#### Short Video-based Instruction

- Step 1: Teaching introduction
- Step 2: Watch short videos of financial management knowledge
- Step 3: Interaction and discussion
- Step 4: Sharing and deep thinking
- Step 5: Practical activities
- Step 6: Feedback and Assessment

### Dependent Variable

#### Financial Management Ability

- 1) Ability to understand teaching methods.
- 2) Enhance students' comprehension by watching short videos related to financial management.
- 3) Understand financial management concepts and critical thinking skills.
- 4) Ability to reflect on financial management knowledge.
- 5) Problem-solving skills using financial management knowledge.
- 6) Be able to feedback and evaluate the effectiveness of the short video method to learn financial management knowledge.

### Students' Perspective

- 1) Short video activities during the teaching process.
- 2) Conduct student self-evaluation or peer evaluation.
- 3) Conduct discussions or interviews with students.
- 4) Analyze students' ability to learn financial management knowledge through short videos to evaluate their learning effectiveness and critical thinking skills.
- 5) Conduct teamwork or group discussion activities and assess their ability to work together and communicate in financial management.

Figure 1.1 Research Framework

## 1.7 Definition of Key Terms

Three specific terms are involved in this article: 1. Short Video Teaching; 2. Financial Management Skills; 3. Effect.

The specific meaning of each word is:

1. Short Video-based Instruction: Application of short video teaching in financial management courses: Use focused video clips of about 5-7 minutes in length. The use of 5-7-minute videos has been particularly successful in increasing viewer engagement, as evidenced by a significant rise in viewership (Ahmed et al., 2020). This selection of time is based on cognitive science research showing that short, focused content can improve teaching effectiveness by conveying complex financial concepts or skills in an engaging, easy-to-understand way, enhancing retention and comprehension.

Regarding production quality, these video clips are highly professional, recorded with high-definition video and audio equipment to ensure clarity and fidelity. Each video is carefully curated and rehearsed to ensure an accurate, concise presentation of the message. Graphics, animations, and real-world examples are also incorporated to illustrate complex concepts further and make them easier for students to relate to.

### Step 1: Content Collation and Design

Identifying relevant financial management topics and breaking them into manageable, bite-sized segments.

Designing videos that are visually appealing, concise (The duration is 5-7 minutes), and aligned with learning objectives.

### Step 2: Video Production

Creating videos using high-quality audio-visual tools, ensuring clarity, and incorporating interactive elements where feasible.

Incorporating real-world examples, animations, and graphics to enhance comprehension and retention.

### Step 3: Accessibility and Distribution

Hosting videos on a platform accessible to students, such as a dedicated video-sharing site, is a good option.

Ensuring videos are easily searchable, categorized, and accessible anytime, anywhere with an internet connection.

#### Step 4: Guided Viewing

Providing students with clear instructions on how to navigate the video content, including pre-viewing questions or objectives.

Encouraging active viewing through pause points, quizzes, or prompts within the videos.

#### Step 5: Interactive Learning Activities

Designing accompanying exercises, discussions, or case studies that reinforce the concepts presented in the videos.

Facilitating peer-to-peer or student-teacher interactions to clarify doubts and deepen understanding.

#### Step 6: Feedback and Assessment

Collecting feedback from students on the effectiveness and engagement level of the short video content.

2. Financial Management Ability: Encompasses an individual's knowledge, skills, and attitudes related to managing personal finances, including budgeting, saving, investing, and debt management, which should cover six aspects:

- 1) Ability to understand teaching methods
- 2) Enhance students' comprehension by watching short videos related to financial management.
- 3) Understand financial management concepts and critical thinking skills.
- 4) Ability to reflect on financial management knowledge
- 5) Problem-solving skills using financial management knowledge
- 6) Be able to give feedback and evaluate the effectiveness of the short video method for learning financial management knowledge

3. Effect: The implementation of the short video teaching method has had a measurable impact on students' financial management ability, including the following 4 aspects:

- 1) Achievement analysis: The students in both the experimental and control groups were assessed on their financial management skills. By comparing the test

results of the experimental and control groups, the skill improvement of students in the experimental group after receiving short video instruction can be intuitively observed.

2) Questionnaire survey: A questionnaire was designed to collect feedback from students in the experimental group on their perspectives regarding the short video teaching content, their learning experience, and their perceived improvement in financial management skills. (Wang & Bai, 2013). It indicates that the questionnaire survey is an interventional research method, and the questionnaire data result from the joint construction of the researcher, the questionnaire, the interviewer, the interviewee, and the interview situation, rather than "objective facts" about the research object. These subjective feelings can be an important reference point for evaluating the effect.

3) Case Analysis: The financial management case analysis assignments completed by students during the course were selected to evaluate the effect of short video teaching on students' practical application ability by comparing their performance in terms of depth, breadth, and innovation of problem analysis and solution innovation.

4) Interview research: Conduct face-to-face interviews with students to gain an in-depth understanding of their views on short video teaching, the difficulties and gains in the learning process, and their expectations for future teaching of financial management courses. The content of the interviews can further enrich our understanding of the effectiveness of teaching, financial reporting, and the application of their learned knowledge to real-world scenarios.

## **1.8 Significance of the Study**

### **1.8.1 Theoretical Significance**

This study contributes to the existing literature on the use of digital media in education, particularly in financial management. Examining the effectiveness of short video teaching enhances our understanding of how innovative teaching methods can improve student learning outcomes. The study's findings may also inform the development of more effective instructional strategies for financial literacy and management education (Li, 2015).

### 1.8.2 Practical Significance

From a practical perspective, the study has positive implications for educators, administrators, and policymakers at Fuzhou Software Vocational and Technical College and beyond. Educators can improve their teaching practices to meet their students' needs by identifying the most effective types of short videos for financial management. Administrators and policymakers can utilize the findings of this study to inform decisions regarding resource allocation and curriculum development, ultimately enhancing student financial education outcomes (Li & Liu, 2023).



## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Short Video Teaching

##### 2.1.1 Definition of Short Video Teaching

Short video-based teaching is a method that uses short, focused videos to deliver educational material concisely and engagingly. The short videos mentioned in this article are designed to be concise, ranging from 5 to 7 minutes in length. They are intended to improve learning efficiency by breaking down complex concepts into manageable parts.

##### 2.1.2 The Importance of Short Video-Based Instruction

The importance of short video teaching lies in its ability to overcome the time and space limitations of traditional teaching, allowing learners to acquire knowledge and skills at any time and from anywhere. The intuitiveness and appeal of short videos can also stimulate learners' interest in learning and enhance learning outcomes. Short instructional videos can also promote the sharing and dissemination of educational resources, thereby facilitating the realization of educational equity.

##### 2.1.3 Steps for Teaching Using Short Videos

*2.1.3.1 Teachers must determine the teaching objectives and content and choose the appropriate short video platform for production and release.*

*2.1.3.2 Secondly, teachers must design and produce short video content to ensure that the content is concise, clear, vivid, and engaging.*

*2.1.3.3 Teachers must publish short videos on the platform and guide students to watch and learn.*

*2.1.3.4 Teachers must also track and evaluate students' learning to adjust their teaching strategies promptly (Zhou, 2019).*

##### 2.1.4 Limitations of Short Video Teaching

Despite the many advantages of short video teaching, it also has limitations. (Li, 2024) analyzes the impact of the short-video era on college education and identifies problems in the current college education system. The content of short videos is often short, making it difficult to elaborate on complex knowledge and concepts. Learners'

self-discipline and self-management ability will also affect the effectiveness of short video teaching. Short video teaching also faces issues such as copyright protection and information security (Chen & Liu, 2020).

### **2.1.5 Comparison of Short Video Teaching with Traditional Teaching Mode**

Compared with traditional teaching, short video teaching is more flexible and convenient. Traditional teaching models require fixed times and places, but short video lessons can overcome this limitation, enabling learners to learn anytime, anywhere. Short video teaching emphasizes learners' independent learning and interactive communication (Jiang, 2021), helping cultivate their innovative thinking and collaboration skills. In contrast, the traditional teaching model has advantages in terms of systematization and coherence and can impart knowledge and skills more comprehensively.

### **2.1.6 Exploration of the Application of Short Video Teaching in Different Subject Areas**

Short video teaching has been widely used in many subject areas. In the field of language learning, short videos can be used to teach words, grammar, and spoken expressions, among other things such as (Chen, 2024) analyzed the current situation of oral Chinese teaching, combined with the advantages of short video resources in oral teaching, and proposed corresponding optimization strategies; In mathematics and science, short videos can be used to demonstrate experiments, explain principles and formulas, etc, (Xie & Xu,2020) used short videos in the teaching of probability theory and mathematical statistics, which is convenient for students to learn knowledge points before and after class, and at the same time enhances students' interest in learning, it expands the teaching methods of college mathematics, so as to improve teaching efficiency and teaching quality, and becomes one of the effective new teaching methods; In art and design, short videos can be used to showcase work, share creative processes and techniques, and more, (Li & Wang, 2024) believes that the application of short videos in the design and teaching of university environment has certain advantages, which are reflected in the audio-visual elements to meet the needs of learners, platform communication to promote the sharing of teaching resources, visual effects to improve teaching interactivity, and global communication to improve

teaching effectiveness. In the field of foreign language teaching, Zhang and Pedro (2022) discussed the intrinsic characteristics of short videos in the current educational and multimedia environment, namely, the reasons for using short videos in the classroom and the potential of short videos as a learning resource and an open educational resource created by young students. With the continuous development of technology and the expanding range of applications, short video teaching will play an increasingly important role across more subject areas.

## **2.2 The Finance Management Ability**

### **2.2.1 Meaning of Financial Management**

Financial management refers to planning, organizing, controlling, and supervising the allocation, use, and distribution of funds for specific objectives. (Liu, 2024) discussed the connotation of financial management in colleges and universities in detail, and took the requirements of the information age for the financial management of colleges (Cui, 2021) and universities as the starting point, and clarified the importance and main ideas of doing a good job in the informatization construction of financial management in colleges and universities in the current era. Financial management is a crucial aspect of enterprise management, encompassing cash flow, cost control, profit distribution, and other key business functions.

### **2.2.2 Basic Functions and Tasks of Financial Management**

Li (2010) believes that the specific functions of financial management include guaranteeing, regulating, supervising, forecasting, decision-making, planning, controlling, analyzing, fundraising, using, and consuming funds. The basic functions of financial management covered in this article include fundraising, fund utilization, cost control, and financial analysis. Financing refers to the fact that enterprises raise the required funds through various means; The use of funds refers to the rational arrangement and use of funds by enterprises to achieve their strategic goals; Cost control refers to the fact that an enterprise reduces the cost of products or services through various means to improve the profitability of the enterprise; Financial analysis refers to the use of various financial indicators and analysis methods to evaluate and predict the financial status and operating results of the enterprise. The task of financial

management is to ensure the safe and effective use of an enterprise's funds, thereby improving its economic efficiency and competitiveness.

### **2.2.3 The Importance of Financial Management Knowledge to Students Majoring in Accounting and Finance**

Financial management knowledge serves as a bridge connecting the fields of accounting and finance for students majoring in accounting and finance, enabling them to fully understand the entire process of enterprise capital operation (Yu, 2018), from raising and using funds to cost control and financial analysis, thereby constituting the core framework of enterprise financial management. It can enhance students' professional competitiveness, making them more attractive in the job market, and enable them to accurately conduct financial forecasting and analysis, as well as participate in corporate strategic planning. Contribute to the long-term development of the enterprise. Financial management knowledge also develops students' risk awareness and decision-making skills, enabling them to identify, assess, and manage risks (Wang, 2024) and use data and information to make informed decisions, which has a profound impact on students'

### **2.2.4 Teaching Methods to Improve Financial Management Skills**

In the teaching process for improving financial management ability, it is necessary to adopt a diverse range of teaching methods (Lu, 2022). It proposes teaching reform methods, including creating a "1+2" classroom teaching model, adopting student-centered and diversified teaching methods, reforming assessment methods, and building a teaching platform for "Internet +" financial management.

In recent years, as technology has advanced, short-video teaching methods have been gradually introduced into the teaching of financial management. Teachers can effectively explain key concepts and challenges in financial management by producing short, concise videos. Meanwhile, students can use their fragmented time to learn anytime, anywhere, which is an intuitive and efficient way to deepen their understanding and retention of financial management knowledge.

## **2.3 Related Theories**

### **2.3.1 Constructivist Learning Theory**

Constructivist learning theory emphasizes that learners construct knowledge frameworks to understand and grasp knowledge rather than passively receiving information. In short video teaching, students can selectively watch video content at their own pace and according to their interests, and the whole process can promote students' active learning and knowledge construction (Wu, 2023).

### **2.3.2 Multimedia Learning Theory**

Multimedia learning theory suggests that multimedia materials combine visual and auditory elements and can promote learning more effectively. Short video teaching is a practical application of this theory, providing students with a richer way to present information by combining images, sounds, and words, thereby improving learning outcomes (Zheng, 2023).

### **2.3.3 Cognitive Load Theory**

Cognitive load theory suggests that cognitive resources are limited during the learning process, and excessive information or complex learning tasks can increase students' cognitive load, thereby reducing learning efficiency. By streamlining content and highlighting key points, short video teaching can help reduce students' cognitive load and improve learning efficiency (Paas & Van, 2020).

## **2.4 Related Studies**

### **2.4.1 Short Videos Bring Innovation to Vocational Education**

With the rise of short video platforms such as "Douyin" and "Kuaishou", the use of short videos across various fields has increased rapidly, driving massive traffic and economic benefits. In vocational education, with the advent of short videos, teaching videos face opportunities for innovation. In the era of mobile short videos, university information releases will inevitably be shared on short video platforms (Feng & Yang, 2022). The popularity of short videos is likely to positively impact vocational education, leading to changes in teaching style and form and the prospect of expanding students' access to knowledge and skills. Cross-domain short videos may become a new

driving force for the reform and development of vocational education, accelerating educational innovation (Lu, 2019 ).

#### **2.4.2 Integrating Short Video and Digital Intelligence in Financial Management**

With the popularization of digital and intelligent technologies, new trends such as intelligent financial robots and industry-finance integration have presented challenges to traditional financial management, and the demand for intelligent decision-making and business data mining capabilities is on the rise. In this context, the course "Financial Management", a core course for accounting, financial management, and finance majors, must be innovated to meet the needs of the new era (Jiang, 2024). As an emerging educational technology, short video teaching is efficacious in improving student learning due to its intuitiveness and flexibility. Integrating digital intelligence technology into the teaching of Financial Management can innovate curriculum content, teaching methods, and assessment methods, helping students better master modern financial management skills.

#### **2.4.3 The Financial Management Course of Vocational Colleges Includes the Hybrid Teaching Innovation of Short Video Teaching Methods**

Scholars have discussed the blended teaching approach in workflow-based financial management courses at vocational colleges, emphasizing the need for innovative teaching methods to address evolving educational needs (Wang, 2023).

Furthermore, emphasis is placed on introducing innovative teaching methods and overcoming the limitations of traditional teaching models (Sun, 2020). As an innovative approach, short video instruction can effectively enhance the practicality and applicability of financial management courses. By combining project-based teaching methods with short video lessons, vocational schools can enhance students' practical application skills and competitiveness in the job market. Demonstrated the predictive power of video learning analytics and data mining techniques in assessing student performance, suggesting their potential application in evaluating the effectiveness of short video teaching in financial management courses (Hasan et al., 2020). Illuminated the positive influence of mobile learning techniques on learning outcomes in higher education (El-Sofany, 2020), underscoring the value of incorporating technological advancements into financial management instruction

(Wang, 2022) introduced the Six Sigma management-based teaching method in financial management courses, showcasing the potential of innovative teaching approaches to enhance student learning, highlights the importance of creativity and continuous improvement in financial management education.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

For the quantitative approach, the study design was carefully developed to evaluate the impact of short video teaching on college students' financial management abilities. This design meticulously segregates participants into two groups: an experimental group that receives short, tailored video instruction in financial management and a control group that follows traditional teaching methods. The objective is to compare outcomes between these two groups and thereby assess the effectiveness of the short-video teaching approach.

In the experimental group, students were expected to demonstrate greater engagement and autonomy while navigating short video lessons. Designed to be concise, engaging, and interactive, these videos aim to capture students' attention and foster a deeper understanding of complex concepts (Yin & Feng, 2020).

In contrast, the control group continued to use traditional teaching methods, including lengthy lectures, class notes, and a small number of short, non-systematic video lessons. Although video resources are gradually being incorporated into traditional classroom teaching, they often lack diversity in content and form and are transplanted into the classroom without further adaptation (Chu, 2016). This setup directly compared the two teaching methods, highlighting the potential benefits of a more innovative short-video approach for improving students' financial management skills.

To ensure the study's validity, several measures were implemented. First, participants in both groups were randomly selected to minimize bias and ensure comparability across groups in terms of initial financial management abilities and other relevant characteristics. Second, both groups were post-tested to assess their ability to manage their finances after the intervention. To comprehensively assess student progress, the tests covered topics such as financial analysis, budgeting, forecasting, and decision-making.

Furthermore, a questionnaire was administered to the experimental group

to gather additional insights into students' experiences and perceptions of the short video teaching approach. This questionnaire included questions about students' attitudes towards the short video lessons, their perceived level of engagement and understanding, and their overall perspective on the teaching method. The questionnaire was designed to ensure anonymity, allowing students to express their genuine opinions and experiences without fear of judgment, thereby enhancing the accuracy of the survey results.

To ensure the questionnaire's reliability, clear options and scales were provided, enabling students to express their opinions and experiences in a structured, consistent manner. For example, Likert-type scales ranging from 1 (strongly disagree) to 5 (strongly agree) were used for scale questions, allowing students to select the option that best reflects their sentiments. Additionally, the questionnaire was carefully crafted to ensure that the questions are clear, concise, and unambiguous, allowing students to understand and answer them accurately.

## **3.2 Research Population and Samples**

### **3.2.1 Population**

This study aims to investigate the challenges of the short-video teaching method in enhancing college students' financial management skills at Fuzhou Software Vocational and Technical College. The research population comprises the 2024 academic-year students of Fuzhou Software Vocational and Technical College. According to the official website of Fuzhou Software Vocational and Technical College, the research population for the 2024 academic year includes 16,154 students. There are 326 classes, each consisting of 27 to 78 students.

### **3.2.2 Samples**

In this study, 100 students were selected from the population using simple random sampling. Of these, 50 students were assigned to the experimental group, and 50 to the control group.

### **3.2.3 Sampling Methods**

At the beginning of the academic year, Fuzhou Software Vocational and Technical College had 16,154 students. In this study, 100 students were selected from

these 16,154 students as a sample by a simple random sampling method. Subsequently, the 100 students were divided equally into the experimental and control groups, each with 50 students. Then, they develop their financial management skills separately. Changes in financial management ability and questionnaire results were compared between the experimental and control groups. The test data were analyzed and accepted.

At the end of the semester, students' understanding of financial management was assessed, and the data from the experimental and control groups were compared. Using the short video teaching method, it was inferred whether students' financial management skills had improved.

### 3.3 Data Collection

Table 3.1 Timetable for Collecting Data

Tentative Date	Data Collection Process
September	Getting permission from Fujian Software Vocational and Technical College
October	Tests and Questionnaire
November	Data analysis and translation check
December	Review and consult the advisor.
January	Thesis proposal defense presentation

### 3.4 Research Instrument

#### Part 1. To Answer Research Question 1

##### Questionnaires

This questionnaire assesses students' financial management skills and abilities at Fuzhou Software Vocational and Technical College in the 2024 academic year. It is especially suitable for using short video teaching methods to learn financial management-related knowledge, such as "Time Value of Money" (Wang, 2021). These projects covered the following topics:

1. Ability to understand teaching methods. (5 items)

These questions involved students gaining an in-depth understanding of various teaching methods, particularly those tailored to financial management and accounting. By incorporating short, innovative video lessons, students gained the

flexibility to adapt to various teaching styles, enabling them to grasp complex financial concepts more effectively and appreciate the nuances of each style.

2. Enhance students' comprehension by watching short videos related to financial management. (5 items)

These questions focused on learning in ways that differ from traditional methods, and students can enhance their understanding of key concepts by watching short videos on the "time value of money".

3. Understand financial management concepts and critical thinking skills. (5 items)

Assess the ability to understand financial management concepts and think critically about financial literacy.

4. Ability to reflect on financial management knowledge. (5 items)

These projects focus on reflecting on what one has learned about financial management and refining one's insights.

5. Problem-solving skills using financial management knowledge. (5 items)

These programs assess students' ability to apply their financial management knowledge to real-world financial problems (Zhao, 2024).

6. Be able to provide feedback and evaluate the effectiveness of the short video method for learning financial management knowledge. (5 items)

These projects enable students to provide feedback and evaluate the effectiveness of learning financial management knowledge through short videos compared to traditional learning methods.

Multiple questionnaire items cover each topic to ensure students' financial management skills are fully assessed. (see the Appendices (Table 3.4.1))

### **Data Collection**

Questionnaire for answering RQ1

A rating of 5 means "very agree."

A rating of 4 means "agrees."

A rating of 3 means "moderation."

A rating of 2 means "disagrees."

A rating of 1 means "very disagree."

### **Data Analysis**

1. Data were collected through Field notes by coding according to the grounded theory and content analysis

2. Quantitative data were analyzed by means of  $\bar{x}$  and S.D. The mean value of the suitability score of expert opinions was calculated and compared with the following criteria:

A mean score of 4.51 – 5.00 means “very agree.” (interpreted as very high)

A mean score of 3.51 – 4.50 means "agree" (interpreted as high)

A mean score of 2.51 – 3.50 means "moderation" (interpreted as modest)

A mean score of 1.51 – 2.50 means "disagree" (interpreted as low)

A mean score of 1.00 – 1.50 means "very disagree" (interpreted as very low)

### **Part 2 Answering Research Question 2**

1. Lesson plans

#### **The Lesson plans (experimental group)**

There were 8 lesson plans for 2 weeks and one for 45 minutes. Each class had a total teaching time of 360 minutes.

Lesson Plan 1: The time value of money is calculated using simple interest compounding (He, 2017).

Example :

Objectives :

1. Student participation in class
2. Raise financial management issues proactively
3. Additional learning and watching short videos on financial management
4. In-depth thinking and discussion
5. Practice and application
6. Improve financial management capabilities

-Content: The time value of money was calculated with simple interest compounding.

-Focus: Understand the concept that money has a time value and be able to calculate simple and compound interest.

-Instructor's Teaching Method:

Step 1: Teaching Introduction

Activity: Introduce students to the concept of the time value of money. Engage students by asking questions about the time value of money and its relevance to their daily lives.

Focus: Encourage active participation, initiative in questioning, and additional learning through reading.

Implementation: Show a short video explaining the value of time in money to reinforce the concept.

Step 2: Watch Short Videos on Financial Management Knowledge

Activity: Play a concise video covering money's time value, including simple interest and compound interest. Use visuals to clarify these concepts.

Focus: Enhance understanding and foster curiosity among students, ensuring they actively engage with the video content.

Implementation: After the video, summarize key points and link them to real-life examples.

Step 3: Interaction and Discussion

Activity: Organize students into groups to discuss their understanding of the time value of money. Ask them to provide examples and answer guided questions that the teacher has provided.

Focus: Foster active participation, encourage in-depth thinking, and prompt discussions on the implications of the time value of money.

Implementation: Provide scenarios that allow students to apply the concepts of simple and compound interest, thereby reinforcing their learning.

Step 4: Sharing and Deep Thinking

Activity: Have students share their thoughts on how the time value of money can impact financial decisions. Encourage them to think critically and relate the concept to their financial goals.

Focus: Deepen understanding through sharing and critical thinking.

Implementation: Encourage students to connect their learning with future lessons on financial planning and investments.

#### Step 5: Practical Activities

Activity: Have students calculate examples of simple interest and compound interest. Assign practical exercises where they compute interest over different periods.

Focus: Strengthen computation and application skills.

Implementation: Use financial calculators or spreadsheets to simulate real-world applications of the concepts.

#### Step 6: Feedback and Assessment

Activity: Have students complete relevant exercises on the time value of money. Conduct peer assessments and provide feedback on their understanding and accuracy of the material.

Focus: Promote self-driven learning and constructive peer evaluation.

Implementation: Allow students to present their calculations and rationale, and encourage peers and teachers to provide constructive feedback.

2) Lesson Plan 2: Basic interpretation of financial statements (e.g., balance sheet, income statement).

3) Lesson Plan 3: Introduction to Investment Instruments (Stocks, Bonds, Funds)(Chang & Wang, 2017).

4) Lesson Plan 4: Budget management (Gao,2024). and spending planning skills

5) Lesson Plan 5: Risk Management Principles and Strategies

6) Lesson Plan 6:The importance of credit management (Leng, 2024). and debt management (Ma, 2024).

7) Lesson Plan 7:Financial planning and long-term goal-setting methods

8) Lesson Plan 8:Case Studies (Successes and Failures)

#### **Experimental group:**

The experimental group adopted a well-planned, systematic video-teaching method to impart relevant knowledge of financial management. In contrast to the control group, which relied on traditional teaching methods supplemented by a few non-systematic short videos, the two groups used the same financial management

teaching materials and supplementary materials to ensure consistency in teaching content. Both groups adhered to the same class schedule and frequency, minimizing the impact of class time and overall educational exposure on experimental outcomes. Assessment protocols for both groups have been standardized to ensure a fair and comparable assessment of students' financial management abilities. The learning environments of the two groups were carefully matched to minimize external variables that may influence the experiment's results. Before the study officially began, students were randomly assigned to the experimental and control groups in equal proportions to ensure fairness in allocation.

**Control group:**

The control group emphasized traditional teaching methods, including teacher lectures, classroom notes, and short, non-systematic video lessons. As Chu (2016) contends, despite gradually incorporating video resources, traditional classroom teaching often suffers from a lack of diversity in content and form, with these resources merely being transplanted into the classroom without further adaptation. This contrasts sharply with the experimental group's well-planned and systematic implementation of short video teaching methods. To ensure the experiment's validity and the comparison's fairness, the control and experimental groups used the same financial management textbooks and supplementary materials. Meanwhile, both groups followed a unified curriculum schedule and frequency to eliminate potential interference from class time and educational exposure to the experimental results. In terms of evaluation, the assessment schemes for both groups were standardized to ensure that students' financial management abilities are assessed fairly and comparably. It is worth noting that the control group strictly adhered to the established teaching methods and did not introduce any additional interventions or strategies beyond them. To further enhance the accuracy of the research findings, the learning environments for both groups were carefully matched to minimize external variables that may affect the experimental outcomes. Before the official start of the study, students were randomly assigned to either the control or the experimental group.

2. Paper test for answer RQ.2, 25 items

The paper-and-pencil test consists of 25 multiple-choice questions to assess students' understanding and mastery of financial management knowledge in the control

and experimental groups. The test aimed to measure the effectiveness of the short-video teaching method in improving students' knowledge of financial management. Each question provided four options (A, B, C, and D) from which the student must choose the correct answer. (see the Appendices (Table 3-4-2))

### **Part 3 Answering Research Question 3**

#### **1. Perspective question**

Likert's (1932) scale is one of the most fundamental and frequently used psychometric tools in educational and social science research.

The Likert scale includes 5 or 7 options, with the end options serving as response anchors. The middle option typically represents a neutral position, while the options on one side are positive and those on the other are negative. Each item in the scale was assigned a numeric value from 1 to 5.

#### **2. Student perspective refers to the evaluation of the following aspects (25 items)**

1) Short video activities in the teaching process, including financial management learning goal setting, short video learning, and the ability to solve financial management problems. (5 items)

2) Conduct student self-assessment or peer assessment to understand the understanding and reflect on the topic of financial management-related knowledge. (5 items)

3) Discuss or interview students about their experiences, difficulties, and solutions to learn about financial management through short videos. (5 items)

4) By organizing students to analyze short videos related to financial management, understand students' ability to learn financial management knowledge, and evaluate their learning effect and critical thinking ability. (5 items)

5) Organize students to participate in teamwork or group discussions and evaluation activities related to financial management to assess their cooperation and communication skills. (5 items) (see the Appendices (Table 3-4-3))

#### **Data Analysis**

1. Data were collected through Field notes by coding according to the grounded theory and content analysis

2. Quantitative data were analyzed by means  $\bar{x}$  and S.D., and the mean value of the suitability score of expert opinions was calculated and compared with the following criteria:

A mean score of 4.51 – 5.00 means “very satisfied.”

A mean score of 3.51 – 4.50 means "satisfied"

A mean score of 2.51 – 3.50 indicates "moderation."

A mean score of 1.51 – 2.50 means "dissatisfied."

A mean score of 1.00 – 1.50 indicates "very dissatisfied."

Table 3.2 Study Design Overview Table

<b>Research Questions</b>	<b>Research Objectives</b>	<b>Research Instruments</b>	<b>Data Collection</b>	<b>Data Analysis</b>
How do students perceive the effectiveness of short video teaching compared to traditional teaching methods in financial management courses?	To investigate how students perceive the effectiveness of short video-based instruction in financial management courses compared to traditional teaching methods.	Questionnaire	A rating of 5 means "very agree." A rating of 4 means "agrees." A rating of 3 means "moderation." A rating of 2 means "disagrees." A rating of 1 means "very disagree."	Quantitative data were analyzed by means $\bar{x}$ and S.D., and the average of the expert opinion suitability score was calculated.

Research Questions	Research Objectives	Research Instruments	Data Collection	Data Analysis
To what extent does short video-based instruction enhance the financial management skills of students at Fuzhou Software Vocational and Technical College?	To study the effects of short video-based instruction on improving the financial management ability of college students at Fuzhou Software Vocational and Technical College.	Design tests in conjunction with lesson plans	Implement lesson plans; observe and assess student performance during and after instruction.	Analyze student test scores.
What is the student's perception of learning with short video-based instruction to enhance their financial management skills at Fuzhou Software Vocational and Technical College?	To investigate students' perspectives at Fuzhou Software Vocational and Technical College on using short video-based instruction to enhance their financial management abilities.	Questionnaires, focus perspective	Distribute questionnaires; conduct a focus group perspective	Likert scale analysis for quantitative data

### 3.5 Content Validity and Reliability

#### 3.5.1 Content Validity

In this study, 2 strategies were employed to determine content effectiveness:

##### 3.5.1.1 Expert Review

The preliminary designs for the teaching materials (short videos) and assessment tools (quizzes, case studies, or surveys) were rigorously reviewed by a panel of experts in financial management education and multimedia learning. The experts assessed the relevance, adequacy, and appropriateness of the intervention to enhance

vocational college students' financial management competence. Feedback from experts was incorporated into the revision process to ensure that the content was closely aligned with the theoretical framework and practical requirements of financial management.

### ***3.5.1.2 Curriculum Adjustment***

The content of the short videos aligns with the learning outcomes of the existing financial management courses at Fuzhou Software Vocational and Technical College, improving students' financial management skills while maintaining the formality of the educational experience.

### **3.5.2 Reliability**

In order to ensure the reliability of this study, the following two measures were taken:

#### ***3.5.2.1 Standardization Tools***

Assessment tools (e.g., questionnaires and lesson plans) were designed using standardized formats and validated scales from previous studies. This minimizes the risk of measurement error and ensures that the collected data can be compared with data from other studies.

#### ***3.5.2.2 Data Collection and Management***

Data collection, input, and management followed strict protocols, which were checked multiple times to minimize errors and ensure accurate results. The data were cleaned and integrity-checked before analysis.

To ensure the content validity of the research instruments, a panel of experts in educational research reviewed the following:

#### **1. Questionnaire**

(1) Development Process of Lesson Plans: Investigate the development process of lesson plans for a survey on enhancing students' financial management capabilities through short video teaching methods at Fuzhou Software Vocational and Technical College for the 2024 academic year.

(2) Study of Questionnaire Concept and Development Process: Within Fuzhou Software Vocational and Technical College, research on the concept and development process of the questionnaire will be conducted to investigate the impact of short video teaching methods on students' financial management capabilities.

(3) First Draft of Questionnaire: Employ a five-point Likert scale (Likert, 1932, refined in 1938), including the Very Satisfied, Satisfied, Neutral, Dissatisfied, and Very Dissatisfied.

(4) Supervisor Validation: Validate the questionnaire through input from supervisors.

(5) Questionnaire Revision Based on Feedback: Revise the questionnaire according to feedback provided by supervisors.

(6) Expert Validation of Questionnaire Validity: Have three experts validate the validity of the questionnaire.

(7) Further Revision and Item Selection: Refine the questionnaire and select 30 appropriate questions based on the expert suggestions.

(8) Data Collection: Coordinate with three experts in the field of compulsory education to conduct a questionnaire survey and collect and analyze data at Fuzhou Software Vocational and Technical College.

(9) Data Analysis Methodology: The data analysis follows these guidelines: Rating is +1. There is an opinion that “Corresponds to definition.”

The rating is 0. There is an opinion that *I am not sure corresponds to the definition.*

The rating is -1. There is an opinion that “Inconsistent with definition.”

Find the IOC (Index Objective Congruence). The content consistency standards index, with a value of 0.5 or higher, was considered suitable for research. The IOC (Index of Objective Congruence) is 0.90.

## **2. Lesson plan**

### **(1) Test design**

To answer research question 2, the researcher designed a 25-question test.

### **(2) Consultant review**

The first draft of the test went through a pen-and-paper testing phase and was then professionally reviewed by a panel of consultants.

### **(3) Revise according to the recommendations**

Collaborating with our consulting team, the researcher refined and enhanced the paper-and-pencil test version, leveraging valuable insights from our research.

(4) Expert verification

Three experts in the field evaluated and confirmed the revised test's effectiveness.

(5) Optimization and selection:

Based on expert advice, the researcher thoroughly optimized the test and carefully selected the 25 most suitable questions.

(6) Data Collection

The researcher worked with three experts in compulsory education to conduct the test survey. Data collection and analysis were completed at Fuzhou Software Vocational and Technical College.

(7) Data Analysis Overview

The data analysis is as follows:

Rating is +1. There is an opinion that "Corresponds to definition."

The rating is 0. There is an opinion that *I am not sure corresponds to the definition.*

The rating is -1. There is an opinion that "Inconsistent with definition."

Find the IOC (Index Objective Congruence). The content consistency standards index was considered suitable for research, with a value of 0.5 or higher. The IOC (Index of Objective Congruence) for the 8 lesson plans was 1.00.

### 3. The questionnaire

(1) The compilation process of the perspective questionnaire was discussed to enhance the financial management skills of Fuzhou Software Vocational and Technical College students in the 2024 academic year through a short video teaching method.

(2) At Fuzhou Software Vocational and Technical College, the researcher learned about the concept and development process of the perspective questionnaire for short video teaching methods to improve students' financial management abilities.

(3) Draft questionnaire: Adopt a five-level Likert (conceived in 1932 and optimized in 1938) rating scale, including five levels: very satisfied, satisfied, fair, dissatisfied, and very dissatisfied.

(4) Consultant Verification Questionnaire.

(5) Modify the questionnaire according to the recommendations.

(6) Three experts verified the validity of the questionnaire.

(7) Modify the questionnaire according to the experts' suggestions and select 25 suitable questions.

(8) Data Collection

Data collection and analysis were conducted at Fuzhou Software Vocational and Technical College using a questionnaire survey and collaborating with three experts in higher vocational education.

(9) Data analysis

The data analysis methods were summarized below:

Rating is +1. There is an opinion that “Corresponds to definition.”

The rating is 0. There is an opinion that *I am not sure corresponds to the definition.*

The rating is -1. There is an opinion that “Inconsistent with definition.”

Find the IOC (Index Objective Congruence). The content consistency standards index, with a value of 0.5 or higher, was considered suitable for research. The IOC (Index of Objective Congruence) is 0.85.



## CHAPTER IV

### ANALYSIS RESULT

#### 4.1 Research Finding

This chapter compares the effectiveness of learning financial management skills between the experimental and control groups, analyzing the data obtained from the comparative study. The analysis includes descriptive statistics, ANOVA, and observational analysis of the questionnaire data. Through these analyses, the researchers revealed differences in the effectiveness of the experimental and control groups in using the short-video teaching method to improve students' financial management skills. This paper examines the commonalities and differences in learning financial management courses, offering valuable insights for short-video teaching.

Short video pedagogy refers to using short, focused video clips as teaching tools that aim to convey a specific concept or skill in an engaging, easy-to-understand manner.

According to a questionnaire survey, using short videos to teach effectively enhanced students' financial management skills. Compared with the control group, the experimental group better mastered reading methods. The students in the experimental group not only exceeded expectations but also showed no problems or deficiencies. They expressed high satisfaction with the learning process and were unanimous in their praise. Conversely, although the students in the control group also achieved the set learning objectives, there were only a few minor problems or deficiencies, and they performed consistently in the learning process.

Research questions include:

1. How do students perceive the effectiveness of short video teaching compared to traditional teaching methods in financial management courses?
2. To what extent does short video-based instruction enhance the financial management skills of students at Fuzhou Software Vocational and Technical College?
3. What is the student's perception of learning with short video-based instruction to enhance their financial management skills at Fuzhou Software Vocational and Technical College?

**Part 1 to answer research question 1:** How do students perceive the effectiveness of short video teaching compared to traditional teaching methods in financial management courses?

Table 4.1 Experimental Group

No.	Questions	$\bar{x}$	S.D.	Interpret
<b>1</b>	<b>Ability to understand teaching methods</b>			
(1)	I could distinguish between the short video and traditional teaching methods.	4.62	0.7	Very high
(2)	Short video lessons are more likely to capture my attention than traditional classroom instruction.	4.36	0.8	High
(3)	The short video teaching method has helped me better understand financial management.	4.3	0.86	High
(4)	I learned about financial management in a short video.	4.38	0.81	High
(5)	The interactive elements in the short video teaching (e.g., Q&A, discussion) greatly helped me improve my understanding of financial management.	4.46	0.79	High
<b>2</b>	<b>Watch short videos on financial management to improve your understanding.</b>			
(1)	After watching a short video about the "Time Value of Money," I understood it well.	4.46	0.73	High
(2)	The content in the short video helped me deepen my understanding of the concept of the "time value of money".	4.46	0.76	High
(3)	Short videos are more intuitive and easier to understand than reading textbooks when it comes to explaining financial management concepts.	4.4	0.76	High
(4)	The animations and charts in the short video greatly aided my understanding of abstract financial concepts, such as compound interest calculations.	4.56	0.67	Very high
(5)	I think the length of the short video is just right.	4.52	0.71	Very high
<b>3</b>	<b>Financial Management Conceptual Understanding and Critical Thinking Skills</b>			
(1)	I understand the core financial management concept, "the time value of money."	4.28	0.86	High
(2)	I can apply my financial management	4.3	0.91	High

No.	Questions	$\bar{x}$	S.D.	Interpret
	knowledge to analyze the pros and cons of various investment options.			
(3)	When evaluating an investment, I consider more financial management factors.	4.42	0.76	High
(4)	I can maintain clarity and critical thinking when faced with complex financial management issues.	4.32	0.79	High
(5)	In learning financial management, I took the initiative to ask questions and share insights.	4.46	0.73	High
<b>4</b>	<b>Ability to reflect on financial management knowledge</b>			
(1)	After learning about financial management, I often review and summarize what I have learned.	4.56	0.61	Very high
(2)	I relate and reflect on what I have learned about financial management in real-life or work situations.	4.46	0.65	High
(3)	During the reflection process, I identified my shortcomings in financial management knowledge and developed an improvement plan to address them.	4.34	0.82	High
(4)	I will share my learning reflections with my classmates or teachers to promote mutual progress.	4.4	0.76	High
(5)	Through reflection, I feel that my understanding and application of financial management have improved.	4.5	0.71	High
<b>5</b>	<b>Problem-solving skills using financial management knowledge</b>			
(1)	When faced with specific financial management problems (e.g., budgeting, investment decisions), I can quickly access relevant knowledge and work to solve them.	4.4	0.81	High
(2)	I can consider various factors (such as risk, return, time value, etc.) and make sound judgments when solving financial management problems.	4.38	0.73	High
(3)	I successfully applied the financial management theories I had learned to practical case studies.	4.38	0.75	High
(4)	When solving complex financial management problems, I can effectively use tools (e.g., Excel and financial management software) to help with	4.36	0.83	High

No.	Questions	$\bar{x}$	S.D.	Interpret
	analysis and decision-making.			
(5)	I am satisfied with my performance in solving financial management problems.	4.3	0.97	High
<b>6</b>	<b>Feedback and evaluation of short video teaching methods</b>			
(1)	I believe the short-video teaching method is more effective at improving learning outcomes in financial management than the traditional teaching method.	4.42	0.7	High
(2)	I think the short video teaching content on financial management is accurate and professional.	4.38	0.73	High
(3)	I believe that short video teaching can enhance the learning effect of financial management.	4.48	0.68	High
(4)	I want to recommend short videos on financial management to other students so they can learn about this topic.	4.38	0.78	High
(5)	I hope to continue learning more about financial management through short video lessons in the future.	4.44	0.7	High
	Total	4.42	0.76	High

The experimental group could explain the following interesting issues:

1. *I could distinguish between the short video teaching method and the traditional teaching method:  $\bar{x} = 4.62$ , S.D. = 0.70. The interpretation was "strongly agree."*

2. *I have a good understanding of the core financial management concept of "the time value of money":  $\bar{x} = 4.28$ , S.D. = 0.86. The interpretation was "agree."*

3. *I think short video teaching can improve the learning effect of financial management:  $\bar{x} = 4.48$ , S.D. = 0.68. The interpretation was "agree."*

Table 4.2 Control Group

No.	Questions	$\bar{x}$	S.D.	Interpret
<b>1</b>	<b>Ability to understand teaching methods</b>			
1)	I could distinguish between the short video and traditional teaching methods.	2.06	0.98	Low
2)	Short video lessons are more likely to capture my attention than traditional classroom instruction.	2.30	0.97	Low
	The short video teaching method has	2.38	0.85	Low

No.	Questions	$\bar{x}$	S.D.	Interpret
3)	helped me better understand financial management.			
	I learned about financial management in	2.32	0.84	Low
4)	a short video.			
	The interactive elements in the short	2.34	0.77	Low
	video teaching (e.g., Q&A, discussion)			
5)	greatly helped me improve my			
	understanding of financial management.			
<b>2</b>	<b>Watch short videos on financial management to improve your understanding.</b>			
1)	After watching a short video about the "Time Value of Money," I understood it well.	2.30	0.89	Low
2)	The content in the short video helped me deepen my understanding of the concept of "time value of money".	2.28	0.86	Low
3)	Short videos are more intuitive and easier to understand than reading textbooks when it comes to explaining financial management concepts.	2.30	0.81	Low
4)	The animations and charts in the short video greatly aided my understanding of abstract financial concepts, such as compound interest calculations.	2.38	0.92	Low
5)	I think the length of the short video is just right.	2.30	0.84	Low
<b>3</b>	<b>Financial Management Conceptual Understanding and Critical Thinking Skills</b>			
1)	I understand the core financial management concept, "the time value of money."	2.38	0.92	Low
2)	I can apply my financial management knowledge to analyze the pros and cons of various investment options.	2.40	0.93	Low
3)	When evaluating an investment, I consider more financial management factors.	2.28	0.88	Low
4)	I can maintain clarity and critical thinking when faced with complex financial management issues.	2.28	0.88	Low
5)	In learning financial management, I took the initiative to ask questions and share insights.	2.30	0.84	Low
<b>4</b>	<b>Ability to reflect on financial management knowledge</b>			
1)	After learning about financial management, I often review and	2.38	0.81	Low

No.	Questions	$\bar{x}$	S.D.	Interpret
	summarize what I have learned.			
2)	I relate and reflect on what I have learned about financial management in real-life or work situations.	2.34	0.80	Low
3)	During the reflection process, I identified my shortcomings in financial management knowledge and developed an improvement plan to address them.	2.34	0.82	Low
4)	I will share my learning reflections with my classmates or teachers to promote mutual progress.	2.34	0.77	Low
5)	Through reflection, I feel that my understanding and application of financial management have improved.	2.22	0.82	Low
<b>5</b>	<b>Problem-solving skills using financial management knowledge</b>			
1)	When faced with specific financial management problems (e.g., budgeting, investment decisions), I can quickly access relevant knowledge and work to solve them.	2.22	0.82	Low
2)	I can consider various factors (such as risk, return, time value, etc.) and make sound judgments when solving financial management problems.	2.30	0.79	Low
3)	I successfully applied the financial management theories I had learned to practical case studies.	2.28	0.81	Low
4)	When solving complex financial management problems, I can effectively use tools (e.g., Excel and financial management software) to help with analysis and decision-making.	2.30	0.81	Low
5)	I am satisfied with my performance in solving financial management problems.	2.38	0.81	Low
<b>6</b>	<b>Feedback and evaluation of short video teaching methods</b>			
1)	I believe that the short-video teaching method is more effective at improving learning outcomes in financial management than the traditional teaching method.	2.28	0.81	Low
2)	I think the short video teaching content on financial management is accurate and professional.	2.30	0.79	Low
3)	I believe that short video teaching can enhance the learning effect of financial management.	2.34	0.77	Low

No.	Questions	$\bar{x}$	S.D.	Interpret
4)	I want to recommend short videos on financial management to other students to help them learn about this topic.	2.38	0.83	Low
5)	I hope to continue learning more about financial management through short video lessons in the future.	2.24	0.85	Low
	Total	2.31	0.84	Low

The control group could explain the following interesting issues:

1. Through reflection, *I feel that my understanding and financial management application have improved*  $\bar{x} = 2.22$ , S.D. =0.82. The interpretation was "disagree."

2. *I was able to successfully apply the financial management theories I had learned to practical case studies*  $\bar{x} = 2.28$ , S.D. =0.81. The interpretation was "disagree."

3. *When faced with specific financial management problems (e.g., budgeting, investment decisions), I can quickly connect with relevant knowledge and try to solve them*  $\bar{x} = 2.22$  S.D. =0.82. The interpretation was "disagree."

Table 4.3 The Experimental Group and the Control Group Were Compared to the Conclusions

	Experimental Group	Control Group
$\bar{x}$	4.42	2.31
S.D.	0.76	0.84

The overall result for the experimental group was an  $\bar{x} = 4.42$ , S.D. = 0.76. The interpretation was "agree."

The overall result for the control group was an  $\bar{x} = 2.31$ , S.D. = 0.84. The interpretation was "disagree."

From the students' perspective, short video-based teaching is engaging and practical, with an average satisfaction score of 4.42. A comparative analysis of the experimental and control groups' results shows that Fuzhou Software Vocational and Technical College students believe that short-video teaching is more effective than

traditional teaching methods in enhancing their understanding and mastery of financial management concepts and skills.

**Part 2 to answer research question 2:** To what extent does short video-based instruction enhance the financial management skills of students at Fuzhou Software Vocational and Technical College?

The results presented in Table 4-4 are as follows:

The experimental group showed significantly higher scores across all observed aspects compared to the control group.

Table 4.4 Test Score Results

Serial Number	Score (Experimental Group)	Score (Control Group)	Difference
1	92	88	4
2	88	16	72
3	92	52	40
4	96	76	20
5	88	64	24
6	84	60	24
7	92	88	4
8	88	88	0
9	92	80	12
10	100	100	0
11	92	76	16
12	96	96	0
13	96	76	20
14	88	84	4
15	96	92	4
16	96	96	0
17	92	88	4
18	96	92	4
19	100	72	28
20	100	88	12
21	88	48	40
22	88	60	28
23	88	84	4
24	96	92	4
25	80	64	16
26	92	92	0
27	88	84	4

Serial Number	Score (Experimental Group)	Score (Control Group)	Difference
28	88	72	16
29	88	68	20
30	92	80	12
31	84	72	12
32	84	80	4
33	84	72	12
34	84	84	0
35	80	56	24
36	88	60	28
37	92	60	32
38	88	68	20
39	92	84	8
40	80	76	4
41	84	68	16
42	80	60	20
43	96	96	0
44	84	76	8
45	80	76	4
46	92	60	32
47	88	72	16
48	92	80	12
49	88	72	16
50	92	76	16
$\bar{x}$	90	75.28	14.72
S.D.	5.40	15.22	
variance (statistics)	29	227	



2. Standard Deviation (S.D.): The standard deviation (S.D.) for the experimental group is 5.4, whereas for the control group, it is 15.22. This indicates that the scores in the experimental group are more concentrated and have less variability.

3. Variance (statistics): The variance of the experimental group was 29, which was significantly smaller than the variance of 227 for the control group, suggesting that the scores of the experimental group were closer to the mean and exhibited greater consistency.

These results further support the conclusion that the experimental group performed better on average and had more concentrated, consistent scores than the control group.

**Part 3 to answer research question 3:**What is the student's perception towards learning with short video-based instruction for enhancing their financial management skills at Fuzhou Software Vocational and Technical College?

Perspective Evaluation for answer RQ.3

Table 4.5 Experimental Group Perspective Evaluation

No.	Questions	$\bar{x}$	S.D.	Interpretation
<b>1</b>	<b>Short Video Activities During the Teaching Process</b>			
(1)	I am satisfied that the short video content is relevant to the financial management course.	4.48	0.79	High
(2)	I am satisfied that the short videos have facilitated my deeper comprehension of intricate financial concepts.	4.46	0.79	High
(3)	I am satisfied with the rhythm of the short video.	4.42	0.81	High
(4)	I am satisfied with the appeal of short videos.	4.50	0.71	High
(5)	I am satisfied with the interactive elements in the short videos.	4.46	0.73	High
<b>2</b>	<b>Conduct Student Self-Evaluation or Peer Evaluation</b>			
(1)	I am satisfied with the short video assessing my progress in learning about financial management.	4.44	0.81	High
(2)	I am satisfied that short videos provide control over self-learning progress.	4.40	0.95	High
(3)	I am satisfied that short videos can provide feedback and comments from	4.48	0.79	High

No.	Questions	$\bar{x}$	S.D.	Interpretation
	others.			
(4)	I am satisfied that short videos can help me evaluate and reflect on my learning.	4.48	0.79	High
(5)	I am satisfied with the short video that allows me to provide feedback on my learning progress to the teacher.	4.50	0.68	High
<b>3</b>	<b>Conduct discussions or interviews with students.</b>			
(1)	I was satisfied that the class discussions gave me a deeper understanding of financial concepts.	4.44	0.84	High
(2)	I am satisfied with being able to fully discuss and share my ideas during the short video teaching process.	4.44	0.76	High
(3)	I am satisfied with the knowledge and skills I gained through the class discussions and exchanges, which will help me in my future financial management.	4.52	0.71	Very high
(4)	I am satisfied with the teacher's ability to guide the topic and promote deep thinking in discussions or interviews.	4.50	0.74	High
(5)	Through discussions with teachers and classmates, I was satisfied with my understanding of the financial management concepts introduced in the short video.	4.50	0.71	High
<b>4</b>	<b>Analyze Students' Ability to Learn Financial Management Knowledge Through Short Videos</b>			
(1)	I am satisfied that the short video effectively conveys the knowledge of financial management.	4.52	0.68	Very high
(2)	I am satisfied with applying the financial management knowledge I learned through the short videos to real-world scenarios.	4.40	0.90	High
(3)	I am satisfied that short videos have improved my critical thinking skills in financial decision-making.	4.36	0.90	High
(4)	I am confident I will be able to watch the short video on financial management repeatedly in the future.	4.50	0.76	High
(5)	I am satisfied with challenging my thinking in financial management and gaining more knowledge in this area.	4.44	0.81	High
<b>5</b>	<b>Conduct teamwork or group discussion activities and assess their ability to</b>			

No.	Questions	$\bar{x}$	S.D.	Interpretation
<b>work together and communicate in financial management.</b>				
(1)	I am satisfied with the team's efficiency in completing financial management tasks.	4.32	0.84	High
(2)	I am satisfied with the way the team solves financial management issues.	4.36	0.8	High
(3)	I am satisfied with my performance in teamwork and group discussions.	4.34	0.85	High
(4)	I am satisfied with the division of labor among the team members on financial management issues.	4.32	0.87	High
(5)	I am satisfied with the growth of my knowledge and skills in financial management through teamwork.	4.40	0.81	High
Total		4.44	0.79	High

From Table 4.5

The experimental group could explain the following interesting issues:

1. *I am satisfied with the appeal of short videos:*  $\bar{x} = 4.5$ , S.D. = 0.71. The interpretation was "satisfied."

2. *I am satisfied with the knowledge and skills I have gained through the discussions and exchanges in the class, which will help me in my future financial management:*  $\bar{x} = 4.52$ , S.D. = 0.71. The interpretation was "very satisfied."

3. *I am satisfied that the short video effectively conveys the knowledge of financial management:*  $\bar{x} = 4.52$ , S.D. = 0.68. The interpretation was "very satisfied."

Table 4.6 Control Group Perspective Evaluation

No.	Questions	$\bar{x}$	S.D.	Interpretation
<b>1 Short Video Activities During the Teaching Process</b>				
(1)	I am satisfied that the short video content is relevant to the financial management course.	2.41	1.01	Low
(2)	I am satisfied that the short videos have facilitated my deeper comprehension of intricate financial concepts.	2.64	0.98	Modest
(3)	I am satisfied with the rhythm of the short video.	2.60	0.97	Modest
(4)	I am satisfied with the appeal of short	2.66	0.94	Modest

No.	Questions	$\bar{x}$	S.D.	Interpretation
	videos.			
(5)	I am satisfied with the interactive elements in the short videos.	2.66	0.89	Modest
<b>2</b>	<b>Conduct Student Self-Evaluation or Peer Evaluation</b>			
(1)	I am satisfied with the short video assessing my progress in learning about financial management.	2.54	0.81	Modest
(2)	I am satisfied that short videos provide control over self-learning progress.	2.50	0.93	Low
(3)	I am satisfied that short videos can provide feedback and comments from others.	2.54	0.81	Modest
(4)	I am satisfied that short videos can help me evaluate and reflect on my learning.	2.52	1.05	Modest
(5)	I am satisfied with the short video that allows me to provide feedback on my learning progress to the teacher.	2.52	0.95	Modest
<b>3</b>	<b>Conduct discussions or interviews with students.</b>			
(1)	I was satisfied that the class discussions gave me a deeper understanding of financial concepts.	2.32	1.00	Low
(2)	I am satisfied with being able to fully discuss and share my ideas during the short video teaching process.	2.54	0.95	Modest
(3)	I am satisfied with the knowledge and skills I have gained through class discussions and exchanges, which will help me in my future financial management.	2.50	0.89	Low
(4)	I am satisfied with the teacher's ability to guide the topic and promote deep thinking in discussions or interviews.	2.36	0.96	Low
(5)	Through discussions with teachers and classmates, I was satisfied with my understanding of the financial management concepts introduced in the short video.	2.50	0.95	Low
<b>4</b>	<b>Analyze Students' Ability to Learn Financial Management Knowledge Through Short Videos</b>			
(1)	I am satisfied that the short video effectively conveys the knowledge of financial management.	2.62	1.05	Modest
(2)	I am satisfied with applying the financial management knowledge I learned through the short videos to real-	2.52	0.97	Modest

No.	Questions	$\bar{x}$	S.D.	Interpretation
	world scenarios.			
(3)	I am satisfied that short videos have improved my critical thinking skills in financial decision-making.	2.42	0.95	Low
(4)	I am confident that I will be able to watch the short video on financial management repeatedly in the future.	2.60	0.95	Modest
(5)	I am satisfied with challenging my thinking in financial management and gaining more knowledge in this area.	2.58	0.95	Modest
<b>5</b>	<b>Conduct teamwork or group discussion activities and assess their ability to work together and communicate in financial management.</b>			
(1)	I am satisfied with the team's efficiency in completing financial management tasks.	2.44	1.09	Low
(2)	I am satisfied with the way the team solves financial management issues.	2.46	0.99	Low
(3)	I am satisfied with my performance in teamwork and group discussions.	2.40	0.93	Low
(4)	I am satisfied with the division of labor among the team members on financial management issues.	2.42	0.99	Low
(5)	I am satisfied with the growth of my knowledge and skills in financial management through teamwork.	2.32	0.94	Low
	Total	2.51	0.96	Modest

From Table 4.6

The control group could explain the following interesting issues:

1. *I am satisfied that the short videos have facilitated my deeper comprehension of intricate financial concepts:*  $\bar{x} = 2.64$ , S.D. = 0.98. The interpretation was "moderation."

2. *I am satisfied that I can watch the short video on financial management repeatedly in the future:*  $\bar{x} = 2.60$ , S.D. = 0.95. The interpretation was "moderation."

3. *I am satisfied with challenging my thinking in financial management and gaining more knowledge about financial management:*  $\bar{x} = 2.58$ , S.D. = 0.95. The interpretation was "moderation."

Table 4.7 The Experimental Group and the Control Group were Compared to the Conclusions

	<b>Experimental Group</b>	<b>Control group</b>
$\bar{x}$	4.44	2.51
S.D.	0.79	0.96

The overall result for the experimental group was an  $\bar{x} = 4.44$ , S.D. = 0.79. The interpretation was "satisfied."

The overall result for the control group was an  $\bar{x} = 2.51$ , S.D. = 0.96. The interpretation was "moderation."

Analysis of data from the experimental and control groups shows that students in the experimental group have a positive attitude towards learning financial management skills through short videos, considering them an engaging and effective way to improve their financial management knowledge and skills.



## CHAPTER V

### CONCLUSION AND DISCUSSION

#### 5.1 Conclusion

##### **Part 1: Answer the Research Question No. 1**

Through a comparative analysis of the experimental and control groups' results, it is clear that students at Fuzhou Software Vocational and Technical College believe that short-video teaching is more effective than traditional teaching methods in enhancing their understanding and mastery of financial management concepts and skills. The experimental group performed well in terms of several abilities, including their ability to understand the teaching method, their capacity to watch short videos related to financial management and improve their comprehension of the material, their grasp of financial management concepts and critical thinking skills, their ability to reflect on the knowledge they have acquired in financial management, their proficiency in using financial management knowledge to solve problems, as well as their ability to provide feedback and evaluation of the short video teaching methods. This conclusion is consistent with Li & Wang (2024), who believe that the application of short videos in teaching has certain advantages, which are reflected in the audio-visual elements to meet the needs of learners, platform communication to promote the sharing of teaching resources, visual effects to improve teaching interactivity, and global communication to improve teaching effectiveness.

##### **Part 2: Answer the Research Question No. 2**

The experimental group consistently outperformed the control group across mean test scores, standard deviations, and variances. Among the 25 test questions set by the experimental group, the number of full scores was high, the lowest score was relatively low, and the average score was also high. This confirms the effectiveness of the short video teaching method in promoting students' financial management learning at Fuzhou Software Vocational and Technical College.

##### **Part 3: Answer the Research Question No. 3**

Analysis of data from the experimental and control groups found that students in the experimental group had a positive attitude towards learning financial

skills through short videos, considering them an engaging and effective way to improve their financial knowledge and skills. It provides strong support for teachers to incorporate short video pedagogy into their teaching. Short instructional videos help improve students' learning and understanding of professional knowledge, aligning with Chen's (2024) findings.

Future research could explore short-video teaching methods across various educational contexts.

## 5.2 Discussion

### Part 1: Answer the Research Question No. 1

How do students perceive the effectiveness of short video teaching compared to traditional teaching methods in financial management courses?

The results in Table 4-1 indicate that the short video teaching method has a significant impact on students' financial management learning ability. According to the descriptive analysis, the students in the experimental group were able to distinguish between the traditional teaching method and the short video teaching method, and showed significant differences in their use of the latter. The experimental group demonstrated high performance and effectiveness in all aspects of financial management learning. The use of short videos as an innovative teaching aid can help compensate for the outdated, monotonous content of traditional textbooks, injecting new vitality and attractiveness into the teaching process, aligning with Chen's (2024) findings.

For example, in this question, "The short video teaching method has helped me to grasp the knowledge of financial management more comprehensively. The average score of 4.3 in the experimental group suggests that the short-video teaching method has certain advantages in teaching financial literacy, effectively attracting learners' attention and enhancing learning outcomes (Zheng, 2023). A standard deviation of 0.86 indicates that most participants have a favorable view. In other aspects, the average value of watching short videos related to financial management was higher than 4.3 to improve comprehension, understanding of financial management concepts, and critical thinking skills, being able to reflect on financial management knowledge,

using financial management knowledge to solve problems, and feedback and evaluation of short video teaching methods.

Further details reveal that the experimental group scored highest in the following areas:

1. In the question "Ability to understand teaching methods", *I can distinguish between short video teaching methods and traditional teaching methods:*

The experimental group gave an average rating of 4.62 for the video teaching method, indicating strong positive cognitions, suggesting a significant change in their cognition compared to traditional teaching methods. This finding is consistent with a broader trend identified by Feng and Yang (2022), which highlights universities' increasing reliance on short video platforms for information dissemination and educational purposes. A standard deviation of 0.7 in the experimental group indicates a relatively narrow range of scores, suggesting that participants' assessments of the video-teaching method are consistent.

2. Watch short videos related to financial management to improve your comprehension:

The animations and charts in the short video were of great help to the experimental group in understanding abstract financial concepts such as compound interest calculations:  $\bar{x}=4.56$ , S.D. = 0.67.

$\bar{x} = 4.56$  in the experimental group showed that most participants found animations and charts in short videos to be highly helpful in understanding abstract financial concepts. The experimental group S.D. = 0.67 showed that most people had a similarly positive view of the role of animations and diagrams in short videos, with no significant differences or disagreements. Overall, the high mean and low standard deviation indicate that the animations and charts in the short videos exhibit high universality and consistency in helping learners understand abstract financial concepts. The study demonstrates that short videos, an emerging teaching method, can enhance students' interest in learning finance and their financial knowledge, aligning with Chen's (2024) findings.

3. Financial Management Conceptual Understanding and Critical Thinking Skills:

In the process of learning financial management, the experimental group was able to take the initiative to ask questions and insights:  $\bar{x}= 4.46$ , S.D. = 0.73

$\bar{x}= 4.46$ , which indicates that the majority of learners can be proactive in asking questions and insights when learning about financial management. S.D. = 0.73 reflects that the majority of learners showed similar initiative and motivation in learning about financial management, with no significant differentiation or extremes. These perspectives on promoting student-directed learning are consistent with Wu (2023). Together, the high mean and low standard deviation indicate that learners are generally able to actively ask questions and share insights during the learning process in financial management. This behavior is highly prevalent and consistent across the group.

The results of the experimental group indicate that short video teaching is more effective than traditional teaching methods in enhancing students' understanding and mastery of financial management concepts and skills. These findings are consistent with Chen (2024), who argues that short videos have certain feasibility and positive educational value. The comprehensive analysis, combined with quantitative data, provides a thorough understanding of the impact of short-video teaching methods on students' ability to learn financial management. Future research should continue to explore diverse disciplines to validate these findings further and expand their applicability.

In conclusion, the experimental group demonstrated a high level of learning in financial management, highlighting the effectiveness of the short video teaching method in the learning process and its substantial impact on students' performance. In order to improve the performance of the financial management course of the control group, teachers need to master the playback rhythm, appropriately summarize the knowledge, and guide the learning methods when using the short video teaching method to help students better understand and master the use of the short video teaching method to learn the knowledge of financial management. Chen (2024) supports this suggestion, emphasizing that, with the rapid development of information technology and the diversification of learning methods, short videos are an emerging teaching method that can increase students' interest in learning finance and financial knowledge, ultimately enhancing teaching effectiveness.

### **Part 2: Answer the Research Question No. 2**

To what extent does short video-based instruction enhance the financial management skills of students at Fuzhou Software Vocational and Technical College?

The experimental group consistently outperformed the control group in all measured areas. The authors of Hasan et al. (2020) concur with the view that video-based learning can enhance students' academic performance. The application of the short video teaching method significantly improved the students' financial management learning ability, which was reflected in the high scores of improving the understanding of financial management concepts and critical thinking skills, being able to reflect on financial management knowledge, using financial management knowledge to solve problems, and feedback and evaluation of the short video teaching methods. The significant difference in scores between the experimental and control groups underscores the effectiveness of the short video teaching method in promoting students' financial management learning.

The average score for the experimental group is 90, while the average score for the control group is 75.28, with a difference of 14.72 points. The standard deviation (SD) for the experimental group is 5.4, whereas it is 15.22 for the control group. This indicates that the scores in the experimental group are more concentrated and have less variability. The variance (statistics) for the experimental group is 29, while for the control group it is 227. A lower variance indicates that the scores in the experimental group are closer to the mean, demonstrating greater consistency in performance.

These results further support the conclusion that the experimental group not only performed better on average but also had more concentrated and consistent scores than the control group.

### **Part 3: Answer Research Question No. 3**

What is the student's perception towards learning with short video-based instruction for enhancing their financial management skills at Fuzhou Software Vocational and Technical College?

The short video-based teaching method has significantly enhanced students' ability to learn financial management. The overall outcome for the experimental group, with a mean of  $\bar{x} = 4.44$  and a standard deviation of 0.79, was interpreted as "satisfied" across all aspects of their learning experience. They were satisfied with the activities in

the short video-based teaching process, emphasizing the method's participatory nature. The idea that short video teaching activities can improve their interest and ability in financial management learning is also highly valued, suggesting that short video teaching methods can enhance motivation and fun. These views are consistent with those of Zhao and Wang (2019), who argue that incorporating a short-video teaching mode into the classroom can enhance the traditional classroom environment, improve teaching quality, and stimulate students' interest in learning.

In addition, students expressed high satisfaction with the methods used to assess their financial management knowledge, understanding, and critical thinking skills. Incorporating teamwork and group discussions into their learning activities is another highly satisfying area, demonstrating the value of short video pedagogy in increasing engagement and satisfaction.

In contrast, the control group reported moderate satisfaction, with an overall  $\bar{x} = 2.51$  and a standard deviation = 0.96. They were moderately satisfied with the traditional learning activities in the financial management course, suggesting that the traditional approach was less effective than the short-video teaching method at engaging students.

These findings are consistent with Chen's (2023) finding that traditional teaching methods often lead students to perceive financial accounting courses as tedious and difficult to understand. The application of visual teaching, however, can help students understand esoteric accounting knowledge and content. These visual teaching methods can not only reduce teachers' teaching difficulty but also improve students' learning efficiency (Sweller & Kalyuga, 2019), achieving a win-win effect.

Compared with the control group, students' satisfaction with the short-video teaching method in the financial management course showed significant advantages, strongly verifying the method's effectiveness in promoting students' financial management learning ability. Through short videos, students are not only motivated to learn but also receive immediate, constructive feedback on their learning and are encouraged to work as a team throughout the process. Together, these positive factors contribute to overall student satisfaction, which, in turn, leads to improved learning outcomes. Therefore, educators should actively consider integrating self-regulated learning strategies into short video practices.

### **5.3 Implication for Practice**

These findings are of great significance for the teaching of financial management courses, as they confirm the effectiveness of the short video teaching method. They provide valuable inspiration for teachers to consider students' differences and adjust their teaching methods during the financial management course. The application of these strategies also helps develop students' self-directed learning, critical thinking, and deep thinking skills, laying a solid foundation for their future studies and lives.

Future research should continue to explore the impact of short-video teaching methods across different disciplines and educational stages, and examine how these methods can be adapted to meet the diverse needs of students. In addition, longitudinal studies can provide a deeper understanding of the long-term benefits of short video teaching for students' academic and personal development.

By integrating these findings into educational practice, educators can better support students in developing the skills necessary for lifelong learning and success in various academic and professional contexts.

This study has several limitations:

**Sample limitations:** The study sample is limited to vocational colleges in one region and may not fully reflect the situation in other regions and schools.

**Methodological limitations:** Due to time and resource constraints, this study primarily relied on questionnaires and tests and did not utilize diverse data collection methods, such as interviews and computer-aided techniques.

Despite these limitations, this study provides valuable insights for educational practice and suggests directions for future research to enhance the generalizability and credibility of its results.

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## APPENDICES

An appendix presents information related to the article and research and consolidates materials such as questionnaires, tests, and information from interviewers.

### Lesson Plan 1-8

No.	Content	The Index of Item-Objective Congruence		
		+1	0	-1
1.	Content			
2.	Objective			
3.	Teaching method			
4.	Feedback Collection and Evaluation			
5.	Summary			

**Assessor:** ..... **Position:** .....

**Workplace:** .....

Questionnaire for answer RQ1 (Table 3.4.1)

A rating of 5 means "very agree."

A rating of 4 means "agrees."

A rating of 3 means "moderation."

A rating of 2 means "disagrees."

A rating of 1 means "very disagree."

Table 3.4.1 Questionnaire for Answering RQ1

No.	Questions	Level					Remarks
		5	4	3	2	1	
<b>1</b>	<b>Ability to understand teaching methods</b>						
(1)	I was able to distinguish between the short video teaching method and the traditional teaching method.						
(2)	Compared with traditional classroom teaching, short video teaching is more likely to capture my attention.						
(3)	The short video teaching method has helped me grasp financial management knowledge more comprehensively.						
(4)	I learned about financial management in a short video.						
(5)	The interactive elements in the short						

No.	Questions	Level					Remarks
		5	4	3	2	1	
	video teaching (e.g., Q&A, discussion) greatly helped me improve my understanding of financial management.						
<b>2</b>	<b>Watch short videos on financial management to improve your understanding.</b>						
(1)	After watching a short video about the "Time Value of Money", I had a high level of understanding.						
(2)	The content in the short video helped me deepen my understanding of the concept of the "time value of money".						
(3)	I think that when it comes to explaining financial management concepts, short videos are more intuitive and easier to understand than reading textbooks.						
(4)	The animations and charts in the short video greatly aided my understanding of abstract financial concepts, such as compound interest calculations.						
(5)	I think the length of the short video is just right.						
<b>3</b>	<b>Financial Management Conceptual Understanding and Critical Thinking Skills</b>						
(1)	I have a good understanding of the core financial management concept, "the time value of money."						
(2)	I can utilize my knowledge of financial management to analyze the pros and cons of various investment options.						
(3)	When evaluating an investment, I consider more financial management factors.						
(4)	I can maintain clarity and critical thinking when faced with complex financial management issues.						
(5)	In learning financial management, I took the initiative to ask questions and share insights.						
<b>4</b>	<b>Ability to reflect on financial management knowledge</b>						
(1)	After learning about financial management, I often review and summarize what I have learned.						
(2)	I relate and reflect on what I have learned about financial management in real-life or work situations.						

No.	Questions	Level					Remarks
		5	4	3	2	1	
(3)	During the reflection process, I identified my shortcomings in financial management knowledge and developed an improvement plan to address them.						
(4)	I am willing to share my learning reflections with my classmates or teachers to promote mutual progress.						
(5)	Through reflection, I feel that my understanding and application of financial management have improved.						
<b>5</b>	<b>Problem-solving skills using financial management knowledge</b>						
(1)	When faced with specific financial management problems (e.g., budgeting, investment decisions), I can quickly access relevant knowledge and work to solve them.						
(2)	I can consider a variety of factors (such as risk, return, time value, etc.) and make sound judgments when solving financial management problems.						
(3)	I successfully applied the financial management theories I had learned to practical case studies.						
(4)	When solving complex financial management problems, I can effectively use tools (e.g., Excel and financial management software) to help with analysis and decision-making.						
(5)	I am satisfied with my performance in solving financial management problems.						
<b>6</b>	<b>Feedback and evaluation of short video teaching methods</b>						
(1)	I believe that the short video teaching method is more effective at enhancing learning outcomes in financial management than the traditional teaching method.						
(2)	I think the short video teaching content on financial management is accurate and professional.						
(3)	I believe that short video teaching can enhance the learning effect of financial management.						
(4)	I want to recommend short videos on financial management to other students so they can learn about this topic.						

No.	Questions	Level					Remarks
		5	4	3	2	1	
(5)	I hope to continue learning more about financial management through the short video teaching method in the future.						

Table 3.4.1 Suitability Score of Expert Opinions

No	Content	The Index of Item-Objective Congruence		
		+1	0	-1
<b>1</b>	<b>Ability to understand teaching methods</b>			
(1)	I was able to distinguish between the short video teaching method and the traditional teaching method.			
(2)	Compared with traditional classroom teaching, short video teaching is more likely to capture my attention.			
(3)	The short video teaching method has helped me grasp financial management knowledge more comprehensively.			
(4)	I learned about financial management in a short video.			
(5)	The interactive elements in the short video teaching (e.g., Q&A, discussion) greatly helped me improve my understanding of financial management.			
<b>2</b>	<b>Watch short videos on financial management to improve your understanding.</b>			
(1)	After watching a short video about the "Time Value of Money", I had a high level of understanding.			
(2)	The content in the short video helped me deepen my understanding of the concept of the "time value of money".			
(3)	I think that when it comes to explaining financial management concepts, short videos are more intuitive and easier to understand than reading textbooks.			
(4)	The animations and charts in the short video greatly aided my understanding of abstract financial			

No	Content	The Index of Item-Objective Congruence		
		+1	0	-1
	concepts, such as compound interest calculations.			
(5)	I think the length of the short video is just right.			
<b>3</b>	<b>Financial Management Conceptual Understanding and Critical Thinking Skills</b>			
(1)	I have a good understanding of the core financial management concept, "the time value of money."			
(2)	I can utilize my knowledge of financial management to analyze the pros and cons of various investment options.			
(3)	When evaluating an investment, I consider more financial management factors.			
(4)	I can maintain clarity and critical thinking when faced with complex financial management issues.			
(5)	In learning financial management, I took the initiative to ask questions and share insights.			
<b>4</b>	<b>Ability to reflect on financial management knowledge</b>			
(1)	After learning about financial management, I often review and summarize what I have learned.			
(2)	I relate and reflect on what I have learned about financial management in real-life or work situations.			
(3)	During the reflection process, I identified my shortcomings in financial management knowledge and developed an improvement plan to address them.			
(4)	I am willing to share my learning reflections with my classmates or teachers to promote mutual progress.			
(5)	Through reflection, I feel that my understanding and application of financial management have improved.			
<b>5</b>	<b>Problem-solving skills using financial management knowledge</b>			
(1)	When faced with specific financial			

No	Content	The Index of Item-Objective Congruence		
		+1	0	-1
	management problems (e.g., budgeting, investment decisions), I can quickly access relevant knowledge and work to solve them.			
(2)	I can consider a variety of factors (such as risk, return, time value, etc.) and make sound judgments when solving financial management problems.			
(3)	I successfully applied the financial management theories I had learned to practical case studies.			
(4)	When solving complex financial management problems, I can effectively use tools (e.g., Excel and financial management software) to help with analysis and decision-making.			
(5)	I am satisfied with my performance in solving financial management problems.			
<b>6</b>	<b>Feedback and evaluation of short video teaching methods</b>			
(1)	I believe that the short video teaching method is more effective at enhancing learning outcomes in financial management than the traditional teaching method.			
(2)	I think the short video teaching content on financial management is accurate and professional.			
(3)	I believe that short video teaching can enhance the learning effect of financial management.			
(4)	I want to recommend short videos on financial management to other students so they can learn about this topic.			
(5)	I hope to continue learning more about financial management through the short video teaching method in the future.			

**Assessor:** ..... **Position:** .....

**Workplace:** .....

Paper Test for Answering RQ.2

The test for reading topic and choose the correct answer A, B, C, or D.

1. The core concept of the time value of money is:

- A. The ability of money to increase in value naturally over time
- B. Currencies have the same value at different points in time
- C. Fixed rate of return on monetary investments
- D. Differences in the value of currencies at different points in time

Answer: D. Differences in the value of currencies at different points in time

2. The main differences between compound interest calculation and simple interest calculation are:

- A. Compounding does not take into account the time factor
- B. Simple interest and compound interest result in the same amount in any case
- C. Compound Interest continues to accrue after adding interest to the principal
- D. Compound interest is only applicable to long-term investments

Answer: C. Compound interest continues to calculate interest after adding it to the principal

3. When comparing two investment options, which option is more likely to be preferred if all other things are equal?

- A. The rate of return is low, but so is the risk
- B. High rate of return but insufficient consideration of the time value of money
- C. The rate of return is the same, but the time value of money is higher
- D. Returns fluctuate but average high over the long term

Answer: C. The rate of return is the same, but the time value of money is higher

4. Annuity means:

- A. Fixed annual cash inflows or outflows
- B. Lump sum payments
- C. Cash inflows that decrease over time
- D. Indefinite time and amount of cash flows

Answer: A. fixed annual cash inflow or outflow

5. Which of the following factors does not affect the calculation of the time value of money?

- A. Investment Interest Rates
- B. Investment Horizon
- C. Investment Amount
- D. Personal Preferences

Answer: D. Personal Preferences

6. Which of the following strategies best captures the importance of the time value of money when developing a personal retirement plan?

- A. Deposit all your savings into a current account
- B. Buy high-risk, high-reward stocks to grow quickly
- C. Use the compounding effect to make long-term regular investments
- D. Wait for the best investment opportunity to emerge in the market

Answer: Use the compounding effect to make long-term regular investments

7. Assuming that the annual interest rate is 5% and the principal is 1,000 yuan, what is the total amount calculated using compound interest after 10 years of depositing in the bank? (Ignore taxes and fees)

- A. \$1276.28
- B. \$1551.27
- C. \$1,628.89
- D. \$1,250

Answer: C (calculated using compound interest formula) 1628.89 yuan

8. Which of the following formulas is correct when calculating the value of a perpetual annuity?

- A.  $PV = C / (r - 1)$
- B.  $PV = C / r$
- C.  $PV = C * (1 - (1 / (1 + r)^n)) / r$
- D.  $PV = C / (1 - (1 / (1 + r)))$

Answer: B (Note, however, that strictly speaking, the formula for a perpetual annuity is  $PV = C/r$ , and  $r < 1$ ; option D is a variation of the formula for the present value of an annuity, not a perpetual annuity)

9. If an enterprise plans to deposit 1 million yuan in the bank at the end of each year in the next 5 years for the retirement fund, if the annual interest rate is 6%, what is the total value of the retirement fund after 5 years? (Calculated using compound interest, ignoring taxes and fees)

- A. \$5,000,000
- B. \$5,338,200
- C. \$6,131,200
- D. \$5,637,100

Answer: D (Calculated using the formula for the final value of the annuity)

10. When considering an investment, in addition to the rate of return, investors should also focus on:

- A. Age of the investor
- B. Time Value of Money
- C. Reputation of the Investment Manager
- D. Current performance of the stock market

Answer: B. Time Value of Money

11. Which financial statement shows the company's assets, liabilities, and shareholders' equity at a specific point in time?

- A. Income Statement
- B. Cash Flow Statement
- C. Balance Sheet
- D. Statement of Retained Earnings

Answer: C. Balance Sheet

12. The amount a company owes to its creditors is reflected in which section of the balance sheet?

- A. Assets
- B. Liabilities
- C. Equity
- D. Revenue

Answer: B. Liabilities

13. Which investment instrument represents an ownership stake in a company?

- A. Bond
- B. Stock
- C. Mutual Fund
- D. Certificate of Deposit

Answer: B. Stock

14. The periodic interest payment made by a bond issuer to bondholders is called:
- A. Dividend
  - B. Coupon
  - C. Principal
  - D. Yield

Answer: B. Coupon

15. The process of allocating financial resources to meet specific goals is known as:
- A. Investment planning
  - B. Budgeting
  - C. Risk management
  - D. Credit analysis

Answer: B. Budgeting

16. The identification, analysis, and acceptance or mitigation of uncertainty in investment decisions is called:
- A. Diversification
  - B. Risk management
  - C. Portfolio optimization
  - D. Hedging

Answer: B. Risk management

17. Which risk management strategy involves investing in a variety of assets to reduce the overall risk of the portfolio?
- A. Hedging
  - B. Insurance
  - C. Diversification
  - D. Risk retention

Answer: C. Diversification

18. The process of maintaining and improving an individual's or a company's creditworthiness is known as:
- A. Debt management
  - B. Credit management
  - C. Risk assessment
  - D. Budget analysis

Answer: B. Credit management

19. The amount of money borrowed, which is to be repaid with interest, is referred to as:

- A. Asset
- B. Liability
- C. Equity
- D. Debt

Answer: D. Debt

20. The process of determining how to allocate financial resources to meet both short-term and long-term objectives is called:

- A. Investment planning
- B. Financial planning
- C. Budgeting
- D. Tax planning

Answer: B. Financial planning

21. Which financial planning tool helps visualize the relationship between savings, investments, and future financial goals?

- A. Balance sheet
- B. Cash flow statement
- C. Financial plan
- D. Net worth statement

Answer: C. Financial plan

22. A company that successfully diversified its portfolio by investing in various industries to reduce risk is an example of:

- A. Good credit management
- B. Successful risk management
- C. Effective budgeting
- D. Strong financial planning

Answer: B. Successful risk management

23. A retailer that failed to manage its inventory levels, resulting in excessive stock and low cash flow, is an example of:

- A. Poor risk management
- B. Ineffective budgeting
- C. Insufficient debt management
- D. Lack of financial planning

Answer: B. Ineffective budgeting

24. Which financial statement shows the company's revenues, expenses, and net income for a specific period?

- A. Balance Sheet
- B. Income Statement
- C. Cash Flow Statement
- D. Statement of Changes in Equity

Answer: B. Income Statement

25. A bond that pays a fixed interest rate and returns the principal amount at maturity is known as a(n):

- A. Zero-coupon bond
- B. Convertible bond
- C. Straight bond
- D. Callable bond

Answer: C. Straight bond

Table 3.4.2 Paper Test for Answering RQ.2 (suitability score of expert opinions)

No	Content	The Index of Item-Objective Congruence		
		1	0	-1
1	The core concept of the time value of money is:			
	A. The ability of money to increase in value naturally over time			
	B. Currencies have the same value at different points in time			
	C. Fixed rate of return on monetary investments			
2	D. Differences in the value of currencies at different points in time			
	The main differences between compound interest calculation and simple interest calculation are:			
	A. Compounding does not take into account the time factor			
	B. Simple interest and compound interest result from the same in any case			
3	C. Compound Interest continues to accrue after adding interest to the principal			
	D. Compound interest is only applicable to long-term investments			
	When comparing two investment options, which option is more likely to be preferred if all other things are equal?			
	A. The rate of return is low, but so is the risk			

No	Content	The Index of Item-Objective Congruence		
		1	0	-1
	B. High rate of return but insufficient consideration of the time value of money			
	C. The rate of return is the same, but the time value of money is higher			
	D. Returns fluctuate but average high over the long term			
4	Annuity means:			
	A. Fixed annual cash inflows or outflows			
	B. Lump sum payments			
	C. Cash inflows that decrease over time			
5	Which of the following factors does not affect the calculation of the time value of money?			
	A. Investment Interest Rates			
	B. Investment Horizon			
	C. Investment Amount			
6	Which of the following strategies best captures the importance of the time value of money when developing a personal retirement plan?			
	A. Deposit all your savings into a current account			
	B. Buy high-risk, high-reward stocks to grow quickly			
	C. Use the compounding effect to make long-term regular investments			
7	Assuming that the annual interest rate is 5% and the principal is 1,000 yuan, what is the total amount calculated using compound interest after 10 years of depositing in the bank? (Ignore taxes and fees)			
	A. \$1276.28			
	B. \$1551.27			
	C. \$1,628.89t			
8	Which of the following formulas is correct when calculating the value of a perpetual annuity?			
	A. $PV = C / (r - 1)$			
	B. $PV = C / r$			
	C. $PV = C * (1 - (1 / (1 + r)^n)) / r$			

No	Content	The Index of Item-Objective Congruence		
		1	0	-1
	D. $PV = C / (1 - (1 / (1 + r)))$			
9	9. If an enterprise plans to deposit 1 million yuan in the bank at the end of each year in the next 5 years for the retirement fund, if the annual interest rate is 6%, what is the total value of the retirement fund after 5 years? (Calculated using compound interest, ignoring taxes and fees)			
	A. \$5,000,000			
	B. \$5,338,200			
	C. \$6,131,200			
10	D. \$5,637,100			
	10. When considering an investment, in addition to the rate of return, investors should also focus on:			
	A. Age of the investor			
	B. Time Value of Money			
11	C. Reputation of the Investment Manager			
	D. Current performance of the stock market			
	11. Which financial statement shows the company's assets, liabilities, and shareholders' equity at a specific point in time?			
	A. Income Statement			
12	B. Cash Flow Statement			
	C. Balance Sheet			
	D. Statement of Retained Earnings			
	12. The amount a company owes to its creditors is reflected in which section of the balance sheet?			
13	A. Assets			
	B. Liabilities			
	C. Equity			
	D. Revenue			
13	13. Which investment instrument represents an ownership stake in a company?			
	A. Bond			
	B. Stock			
	C. Mutual Fund			
14	D. Certificate of Deposit			
	14. The periodic interest payment made by a bond issuer to bondholders is called:			
	A. Dividend			
	B. Coupon			

No	Content	The Index of Item-Objective Congruence		
		1	0	-1
	C. Principal			
	D. Yield			
15	15. The process of allocating financial resources to meet specific goals is known as:			
	A. Investment planning			
	B. Budgeting			
	C. Risk management			
16	D. Credit analysis			
	16. The identification, analysis, and acceptance or mitigation of uncertainty in investment decisions is called:			
	A. Diversification			
	B. Risk management			
17	C. Portfolio optimization			
	D. Hedging			
	17. Which risk management strategy involves investing in a variety of assets to reduce the overall risk of the portfolio?			
	A. Hedging			
18	B. Insurance			
	C. Diversification			
	D. Risk retention			
	18. The process of maintaining and improving an individual's or a company's creditworthiness is known as:			
19	A. Debt management			
	B. Credit management			
	C. Risk assessment			
	D. Budget analysis			
20	19. The amount of money borrowed, which is to be repaid with interest, is referred to as:			
	A. Asset			
	B. Liability			
	C. Equity			
20	D. Debt			
	20. The process of determining how to allocate financial resources to meet both short-term and long-term objectives is called:			
	A. Investment planning			
	B. Financial planning			
	C. Budgeting			

No	Content	The Index of Item-Objective Congruence		
		1	0	-1
	D. Tax planning			
21	21. Which financial planning tool helps visualize the relationship between savings, investments, and future financial goals?			
	A. Balance sheet			
	B. Cash flow statement			
	C. Financial plan			
22	D. Net worth statement			
	22. A company that successfully diversified its portfolio by investing in various industries to reduce risk is an example of:			
	A. Good credit management			
	B. Successful risk management			
23	C. Effective budgeting			
	D. Strong financial planning			
	23. A retailer that failed to manage its inventory levels, resulting in excessive stock and low cash flow, is an example of:			
	A. Poor risk management			
24	B. Ineffective budgeting			
	C. Insufficient debt management			
	D. Lack of financial planning			
	24. Which financial statement shows the company's revenues, expenses, and net income for a specific period?			
25	A. Balance Sheet			
	B. Income Statement			
	C. Cash Flow Statement			
	D. Statement of Changes in Equity			
25	25. A bond that pays a fixed interest rate and returns the principal amount at maturity is known as a(n):			
	A. Zero-coupon bond			
	B. Convertible bond			
	C. Straight bond			
	D. Callable bond			

**Assessor:** ..... **Position:** .....

**Workplace:** .....

Table 3.4.3. Table for Student Perspective

Questionnaire for Answering RQ.3

No.	Questions	Level					Remarks
		5	4	3	2	1	
<b>1</b>	<b>Short Video Activities During the Teaching Process</b>						
(1)	I am satisfied that the short video content is relevant to the financial management course.						
(2)	I am satisfied that the short videos have facilitated my deeper comprehension of intricate financial concepts.						
(3)	I am satisfied with the rhythm of the short video.						
(4)	I am satisfied with the appeal of short videos.						
(5)	I am satisfied with the interactive elements in the short videos.						
<b>2</b>	<b>Conduct Student Self-Evaluation or Peer Evaluation</b>						
(1)	I am satisfied with the short video assessing my progress in learning about financial management.						
(2)	I am satisfied that short videos provide control over self-learning progress.						
(3)	I am satisfied that short videos can provide feedback and comments from others.						
(4)	I am satisfied that short videos can help me evaluate and reflect on my learning.						
(5)	I am satisfied with the short video that allows me to provide feedback on my learning progress to the teacher.						
<b>3</b>	<b>Conduct discussions or interviews with students.</b>						
(1)	I was satisfied that the class discussions gave me a deeper understanding of financial concepts.						
(2)	I am satisfied with being able to fully discuss and share my ideas during the short video teaching process.						
(3)	I am satisfied with the knowledge and skills I have gained through class discussions and exchanges, which will help me in my future financial management.						
(4)	I am satisfied with the teacher's ability to guide the topic and promote deep						

No.	Questions	Level					Remarks
		5	4	3	2	1	
	thinking in discussions or interviews.						
(5)	Through discussions with teachers and classmates, I was satisfied with my understanding of the financial management concepts introduced in the short video.						
<b>4</b>	<b>Analyze Students' Ability to Learn Financial Management Knowledge Through Short Videos</b>						
(1)	I am satisfied that the short video effectively conveys the knowledge of financial management.						
(2)	I am satisfied with applying the financial management knowledge I learned through the short videos to real-world scenarios.						
(3)	I am satisfied that short videos have improved my critical thinking skills in financial decision-making.						
(4)	I am confident that I will be able to watch the short video on financial management repeatedly in the future.						
(5)	I am satisfied with challenging my thinking in financial management and gaining more knowledge in this area.						
<b>5</b>	<b>Conduct teamwork or group discussion activities and assess their ability to work together and communicate in financial management.</b>						
(1)	I am satisfied with the team's efficiency in completing financial management tasks.						
(2)	I am satisfied with the way the team solves financial management issues.						
(3)	I am satisfied with my performance in teamwork and group discussions.						
(4)	I am satisfied with the division of labor among the team members on financial management issues.						
(5)	I am satisfied with the growth of my knowledge and skills in financial management through teamwork.						

Table 3.4.3 Student Perspective Questionnaire (suitability score of expert opinions)

No.	Content	The Index of Item-Objective Congruence		
		+1	0	-1
<b>1</b>	<b>Short Video Activities During the Teaching Process</b>			
(1)	I am satisfied that the short video content is relevant to the financial management course.			
(2)	I am satisfied that the short videos have facilitated my deeper comprehension of intricate financial concepts.			
(3)	I am satisfied with the rhythm of the short video.			
(4)	I am satisfied with the appeal of short videos.			
(5)	I am satisfied with the interactive elements in the short videos.			
<b>2</b>	<b>Conduct Student Self-Evaluation or Peer Evaluation</b>			
(1)	I am satisfied with the short video assessing my progress in learning about financial management.			
(2)	I am satisfied that short videos provide control over self-learning progress.			
(3)	I am satisfied that short videos can provide feedback and comments from others.			
(4)	I am satisfied that short videos can help me evaluate and reflect on my learning.			
(5)	I am satisfied with the short video that allows me to provide feedback on my learning progress to the teacher.			
<b>3</b>	<b>Conduct discussions or interviews with students.</b>			
(1)	I was satisfied that the class discussions gave me a deeper understanding of financial concepts.			
(2)	I am satisfied with being able to fully discuss and share my ideas during the short video teaching process.			
(3)	I am satisfied with the knowledge and skills I have gained through class discussions and exchanges, which will help me in my future financial management.			
(4)	I am satisfied with the teacher's ability			

No.	Content	The Index of Item-Objective Congruence		
		+1	0	-1
	to guide the topic and promote deep thinking in discussions or interviews.			
(5)	Through discussions with teachers and classmates, I was satisfied with my understanding of the financial management concepts introduced in the short video.			
<b>4</b>	<b>Analyze Students' Ability to Learn Financial Management Knowledge Through Short Videos</b>			
(1)	I am satisfied that the short video effectively conveys the knowledge of financial management.			
(2)	I am satisfied with applying the financial management knowledge I learned through the short videos to real-world scenarios.			
(3)	I am satisfied that short videos have improved my critical thinking skills in financial decision-making.			
(4)	I am confident that I will be able to watch the short video on financial management repeatedly in the future.			
(5)	I am satisfied with challenging my thinking in financial management and gaining more knowledge in this area.			
<b>5</b>	<b>Conduct teamwork or group discussion activities and assess their ability to work together and communicate in financial management.</b>			
(1)	I am satisfied with the team's efficiency in completing financial management tasks.			
(2)	I am satisfied with the way the team solves financial management issues.			
(3)	I am satisfied with my performance in teamwork and group discussions.			
(4)	I am satisfied with the division of labor among the team members on financial management issues.			
(5)	I am satisfied with the growth of my knowledge and skills in financial management through teamwork.			

**Assessor:** ..... **Position:** .....

**Workplace:** .....

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