

On Case Teaching in Vocational Education and Training

Li Li^{*1}, Shi Yumin¹, Li Weiling¹, Wang Jiongkun¹, Li Kun¹, Liu min¹

¹Naval Aviation University Qingdao Branch, Qingdao, China

* qdxqlxia@163.com

ABSTRACT

Combined with the transformation requirements of vocational education and the characteristics of teaching objects, this paper studies and analyzes the main connotation, organizational form and problems that should be paid attention to in the implementation of case teaching, which has certain guiding significance for improving the quality of case teaching in vocational education.

Keywords: vocational education, case teaching, teaching reform

1. INTRODUCTION

Personnel training is the core mission of military academy education, especially the cultivation of high-tech combat ability. The expansion of military tasks puts forward higher requirements for the quality of personnel. Colleges and universities, as the main base of cultivating talents, shoulder great historical responsibility in the new era. With the expansion of military tasks, the military academies have carried out a large system adjustment and reform, and the post education has become one of the main bodies of military academies education. According to the requirements and standards of the strategic transformation of military academies, we should adapt to the adjustment of military strategy in the new period, scientifically construct the vocational education system, find and solve the problems in the process of vocational training, and further deepen the teaching reform of vocational education in military academies.

2. THE MAIN CONNOTATION OF CASE TEACHING

Post education is to adapt to the needs of the post, training students' knowledge, ability, quality for the purpose of education. Vocational education has become the main task and development direction of military academy education. There are many disadvantages in traditional teaching mode, so it is particularly important to explore a flexible and effective teaching mode suitable for vocational education. Case teaching refers to the teacher according to certain teaching content

requirements, select typical and appropriate cases as the basic education information carrier, create a certain problem situation for the students, guide them to discuss and analyze the cases, highlight the main position of the students, skillfully combine knowledge with practice, and help the students master the knowledge and improve their comprehensive ability at the same time. The essence of case teaching lies in "immersive, case based reasoning, teaching and learning, focusing on analysis, inspiring Association and developing ability". The reason why case teaching has strong vitality is that it reflects the objective law of military post education and management teaching, and has achieved ideal teaching effect in practice.[1-3]

3. THE ORGANIZATIONAL FORM OF CASE TEACHING

Case teaching method is not a fixed mode, but has many forms. Different colleges and universities, even different teachers, may adopt different methods. They can innovate and develop according to the actual situation of teaching. According to the characteristics of teaching objects and the requirements of teaching purposes, case teaching generally uses four forms of "speaking, writing, discussing and evaluating" [4-5].

3.1. Case Study Combined with Teaching

In the theoretical teaching, the teacher will explain one or several cases according to the plan in combination with the needs of the teaching content, so as to arouse the students' interest and deepen the impression of theoretical learning. Generally speaking, there are two ways to teach

a case: one is that the teacher explains the case completely, analyzes it and gives a conclusion; the other is that the teacher explains the case so that the students can enter the situation immediately, and the students can "talk about it" on the spot, and then the teacher summarizes it and gives a conclusion or viewpoint. In theory teaching, the cases are relatively small, and the problems to be solved are relatively single. They often only explain a principle, a point of view or a conclusion, and have strong pertinence and a certain space for analysis and thinking. It usually takes about 15 minutes to talk about a case.

3.2. Using Self-study to Write Cases

One is to write a case analysis report. That is to say, according to the cases arranged by the teachers, the case analysis report should be written in the process of personal preparation. The main contents of the case analysis report involve the problems in the case, the causes, the main methods, reference and enlightenment, and countermeasures. The number of words in the case analysis report is generally required to be about 1000 words, with clear level, reasonable logic and penetrating reasoning. Students can write according to the topic given in the case textbook, or according to their own experience and feelings, which is determined by the teacher when arranging the case. Writing case analysis report is not only the main link of case teaching, but also an important form of training students' ability to analyze and solve problems. The second is to write cases. That is to say, students are required to write cases reflecting the actual situation of military support management according to the learned support theory and personal work practice. Through the preparation of cases, the students can realize the leap from perceptual knowledge to rational knowledge from the summary and review of the past security work experience, and reflect on the security theory they have learned, so as to further deepen their understanding.

3.3. Brainstorming Cases

To discuss cases is to analyze and discuss cases. It usually takes two forms, namely group discussion and classroom discussion. On the case is the basic form of case teaching, is the continuation of writing cases, is a higher level of teaching form. Using this form, we should fully mobilize the enthusiasm of the students, actively cooperate with each other, inspire each other, complement each other, and brainstorm. We should give full play to the power of collective wisdom, make a comprehensive and thorough analysis of the cases, so that the theories and principles contained in them can be revealed, and the students can be benefited. It is necessary to guide the confrontation of different views, through debate, discern the truth, deeply understand and solve the management problems exposed in the case.

3.4. Teaching Evaluation Cases

One is the teacher's comments on the case analysis report, discussion speech and the case prepared by the students. Teachers' evaluation of cases is an important activity of case teaching, which is the key to grasp the direction of case teaching and ensure the quality of case teaching. After class discussion, teachers should comment on the students' discussion speech. In addition to objectively evaluating the problems exposed by cases, they should also comment on the quality of students' classroom speech, the depth of understanding and understanding of problems, and the feasibility of solving problems. In the case analysis report, the teacher should also give pertinent and short comments. Second, students evaluate the cases used and compiled by teachers. Students can arrange special time to evaluate cases, or use the opportunity to evaluate teaching and learning, or communicate with teachers at any time after class. Case teaching is a two-way influence activity. Students should evaluate the selection and development of case teaching, so as to achieve the goal of teaching and learning, and improve the quality of case writing and selection.

4. CONCERNS OF CASE TEACHING

Although some experience and achievements have been achieved in the case teaching of vocational education, there is a big gap between the overall level and the requirements of military development. It is of practical significance to improve the problems existing in the practice of military case teaching and improve the effect of case teaching.

4.1. Positioning is not Accurate enough, Enlarge the Scope of application

At present, the prominent problem in military professional education is that the understanding of case teaching is too shallow. In many military job training, teachers will take cases as examples or demonstrations, and think that case teaching is adopted in teaching. In fact, we cannot simply regard the examples of cooperation teaching or the analysis of war cases as case teaching. Case teaching is not simply to illustrate the training content with examples. Case teaching needs to provide an environment, in which the case is just a set of specific facts for the trainees to practice, in order to experience the uncertainty of the actual army leaders or managers' environment and the required intellectual thinking and analysis. The result of an event in a given environment is usually judged and decided by the trainees' own experience and knowledge. Through a case-based teaching course, students should feel that they have practical problem-solving experience. In teaching, it is generally to train students to make decisions in the face of the unpredictable situation in the simulated military management world or the situation given in the case.

These cases are usually written in a narrative way. They tell about the problems faced by the army leaders or managers, and focus on the decision-making problems.[6]

4.2. Lack of Case Quality and Resource Supply

Case is the core of case teaching. Without case, case teaching is impossible. At the same time, the quality of case itself also affects the quality of case teaching. Although many military academies attach importance to the application of case teaching, they lag behind in the collection, collation and analysis of cases. There is also the case of old, lack of representativeness, failed to the information age, some new high-tech innovative cases in-depth study. In addition, the formation process of excellent teaching cases often takes a long time and high cost. Only under the protection of special human resources, financial resources and policies can a case base suitable for teaching be formed. It takes at least two or three months to study and compile a good case. Therefore, there will be a phenomenon that we often want to carry out case teaching, but cannot find a suitable case.

4.3. Ignore the Differences of Characteristics and Use them blindly

Due to the different needs of the training objects and the characteristics of different disciplines, the teaching methods should be varied. Therefore, it is necessary to determine whether to adopt the case method according to the needs of the course. The effectiveness of case teaching has been proved in practice when it is applied to the training of post competence represented by the course of aviation equipment storage management. However, just as the study of case cannot replace the study of theory and knowledge, case teaching method cannot replace other teaching methods. In the military professional education, there are some phenomena, such as changing war cases into cases, changing war case analysis into case analysis, and changing scenario assignment into case teaching. If we use case teaching in improper teaching field or purpose, we will not get the expected effect, but will misunderstand the effectiveness of case teaching [7].

4.4. Subject to the Curriculum, it is Difficult to Promote it in an All-round Way

First, teachers' autonomy in choosing case teaching is constrained. At present, every military vocational education course has its own "talent training plan", and according to this plan, the "course teaching plan" of each course is formulated, which fixes the teaching content and requirements. As the basis that teachers must follow, it cannot be changed, and restricts teachers' choice of case teaching from the beginning. Second, case teaching lacks sufficient time guarantee. A complete case teaching process takes a long time, and the total hours of

curriculum arrangement often cannot meet the requirements of case teaching, so that teachers can only "look at the time and sigh", even if the case teaching is carried out, it can only be tried occasionally, and it cannot be carried out in an all-round way.

5. CONCLUSION

In traditional teaching, the teacher's role is to teach and explain, and its role is to teach the students what they know. Case teaching introduces the practical problems in military practice into the teaching process, so that the students can be placed in the near real military management situation, analyze and deal with the practical management problems with the role of manager, so as to exercise and improve the students' management ability, and improve the teaching quality and efficiency of teachers.

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