



Analysis on the Optimized Implementation Strategy of Case Teaching

Hong Shen^(✉)

Xiamen Ocean Vocational College, Xiamen, Fujian, China

shenhong@xmoc.edu.cn

Abstract. Case teaching is a kind of teaching method based on empirical facts. It was introduced into China's educational circles in the 1980s, which promoted the innovation of school teaching methods and the reform of students' learning methods. Case teaching has been carried out for many years. Against the background of students' development, this study explores the effective strategies to optimize case teaching from the perspective of its connotation, value, objectives and learning methods.

Keywords: Case teaching · Case teaching method · Optimized implementation · Strategy

1 Introduction

Case teaching refers to a set of teaching methods or modes that teachers use cases (specific and real) to guide students to discuss and study together. [1] Essentially speaking, case teaching method is based on empirical facts. As an effective teaching method, it has a wide impact in the world. In 1870, Law School of Harvard University took the lead in using case teaching. At the end of the 20th century, Law School, Business School and Medical School of Harvard University vigorously extended the case teaching method to the teaching of other disciplines. These disciplines usually had such characteristics: discipline knowledge and principles were rationally extracted and summarized from real and perceptual cases, that is, discipline knowledge was a summary from experience to rationality, and knowledge had the characteristics of abstraction. The best way to learn such knowledge and principles is to learn real, sensible and experienced cases containing such knowledge and principles. The teaching effect of case teaching method has been widely praised. In the 1980s, case teaching method was introduced into Chinese educational circles and widely applied in the education and teaching of various disciplines. Based on the empirical facts, case teaching provides students with rich alternative experience, and effectively links theory with practical experience. Case teaching conforms to the law of students' cognitive development, changes the current situation that traditional theoretical learning focuses on rational analysis, optimizes and improves students' access to knowledge, and improves their learning outlook. With its emphasis on case as a carrier, problem as a guide, students as the centre and classroom discussion as the

main form, case teaching effectively improves the dialogue and communication between teachers and students and promotes the teacher-student relationship. The promotion and application of case teaching has effectively promoted the reform of curriculum concept, learning view and teacher-student relationship. The case teaching that has been introduced and used for many years in China's educational circles urgently needs to deeply tap the role of cases in teaching and give full play to the teaching value and value teaching of case teaching, so as to optimize the implementation of case teaching.

2 Scientifically Standardizing the Connotation of Case Teaching: Clarifying the Difference Between Case Teaching and Example Teaching

Teaching activity is essentially a cognitive activity. Case teaching and example teaching are two different organizational methods of learning and cognition activities. Case teaching aims to help students learn knowledge through real cases. The cases themselves contain knowledge content and problems to be solved, which are discussable and analyzable. However, the knowledge contents exist in a special and individual form and must go through specific thinking activities, such as induction. From the "experience life" presented by the case, the knowledge existing in the case is summarized through rational analysis, forming the cognition. In case teaching, knowledge is presented in an implicit way rather than in a conclusive way, which is formed by students through analysis, summary and induction. From the perspective of teachers, the teaching of knowledge is student-centered and "bottom-up"; from the perspective of classroom development, cases serve as the inspiration of students' learning motivation and learning situation; from the perspective of teaching process development, the teaching process is a student-centered process of independent inquiry. Among the traditional teaching methods, teachers impart knowledge and principles through appropriate examples, the purpose of explaining principles is achieved, that is, to clarify the truth and prove it with examples. In essence, the example teaching belongs to the lecture teaching. From the teacher's point of view, in example teaching, the teaching of knowledge is teacher-centered and "top-down". From the perspective of classroom development, the example serves to prove the knowledge conclusion and plays a supplement role. Several examples can be cited to illustrate the principles. The knowledge conclusion comes from teachers' teaching rather than students' independent thinking. Cases of case teaching and "examples" of example teaching play different roles in teaching. Only by correctly understanding case teaching and scientifically distinguishing the differences between case teaching and example teaching, can we scientifically carry out case teaching.

3 Giving Full Play to the Value of Case Teaching: Teaching Value and Value Teaching

During the implementation of case teaching, teachers have developed subject case base for teaching based on their respective subject background. Taking a comprehensive view of these cases, cases in learning can be divided into discovery cases and practical

case according to its roles. Through discovery cases, students gradually discover the ideological core contained in them through the representation of cases, so that they can experience the transformation process from individual typical case to general case and then to abstract case, thus realizing the first leap in cognition, that is, from perceptual cognition to rational cognition. Through practical cases, teachers apply theory to case analysis or real life, guide students to experience from abstract case to general case and to individual case, realizing the second leap of cognition, namely, the practical return of rational cognition. [2] The expression forms of case-based carriers are divided into text-based teaching cases, multimedia teaching cases, visual teaching cases and video teaching cases. [3] The cases that are about to enter the teaching system have the following characteristics.

- Being knowledgeable

Such knowledge exists in an implicit way, not in a logical and rigorous knowledge system in textbooks, but in the case description, which requires students' independent thinking, summary and induction to form theoretical knowledge.

- Being living

The cases in the teaching system are real cases selected from the students' life and social production life. The cases are closely connected with students' life reality, and have the characteristics of being living. Applying cases is convenient to attract students' attention, resonate with students, and connect the abstract knowledge hidden in the case with the life situation, so that the knowledge appears in a sensible way. In other words, it is convenient for students to learn.

- Being problematic

The cases in the teaching system contain rich contents and problems that promote students' thinking. Considering the problematic nature of the cases, it is convenient for teachers to carry out discussion and analysis in teaching. These problems build a bridge between knowledge and knowledge transfer and application, and realize the connection between theory and practice.

The cases in the teaching system play an important role in the setting of teaching situations because of the living characteristics of the cases themselves. Due to the problematic characteristics of the case, it is convenient for teachers to carry out discussion in the process of education and promotes students' autonomous inquiry learning ability. The case itself has the characteristics of knowledge and knowledge exists in an implicit way, which promotes the students' ability to construct knowledge independently. Through years of teaching practice, the teaching value of cases is proved. Case teaching plays an important role in promoting teaching development and implementation, effectively achieving teaching objectives, improving students' knowledge construction and problem-solving ability. However, in the practice of case teaching, the value teaching of cases is often ignored. Cases in teaching are closely related to real social problems and thoughts because they come from real cases in life. The case itself usually contains the legitimacy principles that should be followed, such as spiritual value, moral value, social value, political value, economic value, etc. The 21st century is a century of value pluralism and value relativism. Various countries have a crisis of value orientation because of value pluralism and value relativism. Countries around the world have begun to pay

attention to value education in schools and guide to establish the basic principles that should be established in dealing with people and affairs. The so-called value education is an educational practice aimed at guiding, promoting, reflecting and improving people's own value quality. And its ultimate goal is to guide people to form the principle of conducting themselves with correct values. [4] The cases in the teaching system not only have teaching value, but also have rich connotation of value education. "In 2020, Ms. Huang in Jiujiang City, Jiangxi Province found an old man fell down on the road while driving. Then Ms. Huang got off the car and helped the old man up. Unexpectedly, the family members of the old man sued Ms. Huang and claimed that she had escaped after a traffic accident. After that, the woman's innocence was confirmed by monitoring." This case can be applied in all school sections of various primary and middle schools. Primary and middle school students learn and summarize the traditional virtue of "supporting the old and helping the young". College students think about the deep legal, moral and human reasons for such events, and then rise to the height of value education. In the process of learning, students can form correct value, improve their socialization level, and cultivate their values. The value education function of cases in teaching should be paid due attention. The value teaching of cases should be realized at the same time in the process of realizing the teaching value of cases. Full attention should be paid to the subject knowledge and value education connotation carried in cases. Through truly effective case teaching, students should be trained to have a complete and rich life pursuit and social ideals and values.

4 Attaching Importance to the Achievement of Case Teaching Objectives: The Integration of Preset Teaching Objectives and Non-preset Teaching Objectives

With the introduction of case teaching into the field of education and teaching, it has brought about the innovation of teaching methods. In the process of applying case teaching, knowledge teaching tasks are implicit in cases, and vivid cases create teaching situations. Through the display and reading of teaching cases, case thinking and analysis, implicit knowledge is finally transferred explicitly. Case teaching method is quite different from traditional teaching method in the process of knowledge teaching. In traditional teaching methods, such as lecture teaching, knowledge is conveyed to students by teachers in a systematic and rational way. No matter in the traditional teaching method or the case teaching method, the preset knowledge teaching objectives in the teaching are the same. Because the cases in teaching usually come from the social problems and real life and are closely related to the social thoughts, it is inevitable that non-preset teaching behaviors will appear in the discussion, analysis and problem solving related to the cases. Teachers should also pay attention to non-preset teaching objectives before using case teaching.

The learning of scientific knowledge is the process of students' research on knowledge objects. Knowledge is independent of human subjective consciousness and has objectivity. The preset teaching objectives are easy for subjects to realize the task of knowledge learning. But teaching itself is an interactive process between teachers and students, students and teaching content. The students' subject consciousness, emotion

and will participate in the interaction process. The teaching content in the field of emotion, attitude and values cannot be independent from the subject of students. Its existence is invisible and cannot be described in language clearly. In addition, it blends with the life experience of students and has individual uniqueness. This kind of goals cannot be preset by teachers. The achievement of goals depends more on individuals and situations. Therefore, in case teaching, non-preset teaching objectives should be fully considered when establishing teaching objectives. In course teaching design, teachers should fully consider non-preset teaching objectives in order to facilitate the normal development and implementation of teaching. Secondly, teachers should fully understand non-preset problems, flexibly grasp the realization of non-preset problems and non-preset goals, fully realize the classroom tension of case teaching, and expand students' thinking space. Teachers should constantly adjust teaching strategies according to the real-time classroom, guide students' experience of the situation, and implement the realization of emotion, attitude, and values goals.

5 Attaching Importance to the Innovation of Case Teaching on Learning Methods: The Innovation of Learning Methods of Autonomy, Cooperation and Inquiry

Case teaching method aims to promote the change of students' learning methods. The concept of autonomous learning runs through the process of case teaching. The whole process of case teaching is as follows.

- Case reading perception stage
Students can read text cases, video cases and on-site cases provided by teachers independently. Under the guidance of teachers, students can find and collect information related to cases and refine the basic ideas of case materials. At this stage, the effective participation of students is required independently.
- Case analysis and discussion stage
Students or group members discuss and analyze the problems contained in the case, go deep into the internal essence of the case from the fact, and extract the tacit knowledge contained in the case.
- Case analysis and summary stage

Study groups or individuals summarize speeches, write case analysis reports, reflect and summarize case teaching, which all require the effective participation of students' self-control ability in their autonomous learning ability. Students' autonomous learning abilities, such as autonomy, participation, autonomous regulation, run through the whole process of case teaching.

Besides, the basic concept of cooperative learning runs through the process of case teaching. In case teaching, the analysis and discussion in the teaching process promotes the emergence of the sense of cooperation in learning. Cooperation in teaching exists in many forms, such as cooperation between students, cooperation between individual students and student groups, cooperation between individual students and individual teachers, cooperation between student groups and individual teachers, cooperation

between student groups and teacher groups, cooperation between individual teachers and individual teachers, cooperation between individual teachers and individual teachers, cooperation between individual teachers and teacher groups, cooperation between individual teachers and teacher groups, and cooperation between teacher groups and teacher groups. The forms of cooperation are diverse [5]. In the teaching process, students not only acquire knowledge, but also acquire the ability to exchange ideas, cooperate and communicate with others through different forms of cooperation, which improves their communication ability and enhances the achievement of emotional goals in teaching. The process of teaching is not only a cognitive process in which individuals acquire knowledge and develop their ability, but also a process of interpersonal communication. [6] The whole process of case teaching is a process of communication between teachers and students, which runs through the cooperative learning.

The basic idea of inquiry learning runs through the process of case teaching. Cases in case teaching are not examples to interpret knowledge, but real events in the real world, which contain social problems or real problems to be solved by students. Students' exploration of these implicit problems has become the starting point and driving force of students' in-depth learning and the main line of students' learning process. At the same time, the exploration and solution of problems will lead to new problems. Such cycles will lead to the deepening of learning activities. After a series of questioning, judgment, reasoning, comparison, selection, generalization, summary, analysis, synthesis and other thinking activities [7], students repeatedly explore the problems, and in the process of exploration, students' views and teachers' views collide fiercely, which expands the depth of thinking in resonance. Therefore, the basic concept of inquiry learning runs through the whole process of case teaching.

6 Conclusion

With the introduction of case teaching into China's educational circles in 1980s, case teaching has been widely applied in education and teaching in various schools at all levels and. It is suggested to fully reflect on the implementation of case teaching in the past decades, promote the rational and scientific application of case teaching method, give full play to the real value of case teaching, and promote the improvement and optimization of the quality of education and teaching.

Authors' Contributions. This paper is independently completed by Hong Shen.

References

1. Zheng Jinzhou. Case Teaching Guide [M, Shanghai: East China Normal University Press, 2000:7. (in Chinese)
2. Cao Yanli. The application of case teaching in the teaching of ideological and political theory courses in colleges and universities. Master Thesis, 2012.22-23. (in Chinese)
3. Yang Huimin. On-site case teaching: a new model of case teaching in ideological and political theory courses [J]. Journal of Ideological & Theoretical Education, 2021 (4) 71. (in Chinese)
4. Shi Zhongying. The era mission of value education [J]. Chinese Ethnic Education. 2009 (1): 20-22. (in Chinese)

5. Shen Renhong, Huang Fuquan. Discussion on Cooperative Activity Learning [J]. Educational Research. 2005. 24. (in Chinese)
6. Ye Lan. Introduction to Education [M]. Beijing: People's Education Press, 1996: 112. (in Chinese)
7. Tang Shigang. On the Basic Concept of Case Teaching [J]. Harbin Journal. 2007 (7) 128-129. (in Chinese)

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

