

The Strategy of Connection between the theory and practice teaching in University Education: A case Study on Economic and Management Curriculum

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Abstract - There has been a continuously growing innovation of the reform regarding the class case teaching in accordance with intensifying reform in the practical teaching in recent years. This paper stands clearly on describing how to dynamically integrate the class case teaching and the practical teaching from a brand new perspective not only built on much years of extensive experience in the practice of educational reform but also depend on the in-depth exploration and study in the this aspects. The ultimate objectives is to pave the way for training the students with the ability of innovation and knowledge apply as well as to open an additional space for enhancing students' adaptive capacity and comprehensive quality in the end.

Index Terms - teaching innovation, practical teaching, integration strategy, adaptive capacity.

1. Introduction

It is quite evident from the practice of education teaching reform that the combination of the class case teaching and practical teaching as a truly integrated system may plays an essential impact on achieving better teaching efficiency and result in the necessary reality of background where the students could keep the initiative in their own hands about delving into the principle of the learning in the meantime.

Accordingly, one of the most concern issues must rely on the approach on concerning how to scientifically construct a holistic aiming system for quality training of the practical innovation capability along with teaching design and strategies. Not unexpectedly, it has actually received a great deal of attention by the increasing economists and education experts of management.[1][2]

2. The Gradation and Objectification for the Practice Teaching System.

As long as the newcomers finish the learning of the general courses and the elementary courses at the first year, it is required for sophomore to full access to the next stage where they will come across the studying of 17 base courses in Economic and Management discipline.

This part course as the foundation of professional theories, but even the core curriculum in Economic and Management discipline, may affect how the internship functions throughout teaching procedures. Especially, it has been an area of intense investigation in linking the class case teaching with the

internship under a ingenious way so as to cultivate the ability of analyzing and resolving different problems together with their capacity for innovation.

For the time being, the major components of practice teaching are two folds: one refers to off-school specialty practice, that is to say, to move out of the school and enter into the society like practice departments range from the enterprises, customhouse, banks and accounting firms. The other is to have on-campus professional practice which means absorbing the cutting edge physical experience, detailed implementation and teaching method of Simulation practice in the campus. Consistent with the notion of coalesce into class teaching, it is inevitable that we will have to resort to arrange the mode of practice teaching scientifically and rationally by means of binding the characteristic of course teaching with the analysis of kernel feature and function in the form of practical teaching. Therefore, it can be classified into three general parts according to periodic target of practical teaching.

Based on teaching contents and progress schedules, even the level of individual cognition, the first and foremost is considered to be stepping out of the campus. The students may be allocated into particular practice sectors in order to experience the special practice corresponding well with three different degrees which is from low to high with disparate priorities, explicit duties and distinct purposes. The first step goes to the perceptual practice which enables the students stay in a general sensibility consciousness of economics and management by ways of paying the focus on both within and outside the enterprise, such as corporate development versus its relative developing environment and social background, corporate administrators versus its associative clients.

When it comes to the second, there is no doubt that the field training offers the valuable opportunities of the assessment for specialized learning in the process from rote book knowledge toward actual application of knowledge, much is known about their flexibility, limitation, expansibility, systematicness, operability. Last but not least, it is clear that graduation projects turn out to be a good way for students to have the preliminary reasonable cognition about their relevant majors and to prepare for the positive reinforcement upon completion of the studies dealing with the extensive range

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of the methods which of exploitation and innovation with formalized teaching. What's more, the second is taken to be inviting in the campus. If we can find the support by the authorities and social departments related, we would like to establish a long term relationship with other economic administrative departments like enterprises. Choosing the suitable teaching case base on the progressing of the content of the class teaching and also dispatch the business backbone (sometimes bring some equipments) through the enterprises to the school. These business backbones not only including CEO but also has accountants, financiers, Economic Analyst, HR administrator, could be designated in the campus to launch the several concrete, representative economic activities (or fragment of the economic activities) and respond to a serious of puzzling problems encountered by the students. It builds up an environment in which case correspondence and the emphasis of theoretical foundation may be easily comprehended profoundly. Obviously, this mode of field work in essence is distinguished from orthodox one as shown in the following reasons. In terms of timing we prefer at first, it is in full conformity with the class case teaching in their way of functioning as instantaneity, congruity, elasticity rather than fixed arrangement. Then, from a standpoint of performing the case, it involves all the participants like teachers who direct the factors of case study, students and front-line personal called experts who perform analysis throughout the process instead of standing by in silence, especially the explanation from the experts tends to be better as compared with the teachers' because it is a little closer to reality, operational and authoritative. Aside from this occasion, the experts' analysis comes up to highly academic standards when compared with the students lean upon themselves as interns for the company. Undoubtedly, the rule base led to the mastery class case study and practical teaching consists of all possible combinations of the theoretical knowledge and knowledge application associated with teaching plans, students' meditation and experts' experience. The principle and method of analog practice education is supposed to be the pivot of the third part, which attempts to quantify the students have both met hard cases and deepen understanding the difficult points in the course of role playing, combined with developing the presentation competence and the capability to identify problems and solutions on their initiative. The rationale behind this is that the students would act as managers, salesmen, chairmen, accountants, cashiers reliant on framework-oriented references of the case proposed by teachers to implement the practice in line with the integrated programs of the corporate running pattern. In this sense, there is an important aspect that will take effect is to control the teaching emphasis and difficulties and set up the case framework scientifically which results in students actively engaging in the development and awareness of reasoning imagination and improvisation. On the basis of the conception and certain practices previously, for one thing, special attention of this research is given to one teaching problem to the core during the whole process where we ask three questions: (a) how can teachers structure the cases? (b)

how do educational administrators to manage? (c) how do students learn best?

We believe that the options and activities that can be chosen and implemented are necessarily tied to the correct approach to these questions aiming at bridging the gap between the method of case-based teaching in the class and practice-based in society initially. Then, the results of all class case teaching are integrated into effectively guide the practice teaching that can be of great benefit to the class case teaching from the backward way of sharpening to understand the knowledge in the classroom. We also believe that by avoiding the emergence of obsolete case and perfunctory working, we will find out the connection to a certain extent from three factors, the classic cases of teaching plans and practical cases in the real world as well as the optimization between management and teaching programmer, and therefore the training of theoretical knowledge and adaptive capacity respectively. Finally, promoting the better teaching effect defined as the inequation of $1+1>2$. For another thing, challenges also still exist in relation to addressing the problems as below by discovering the practical application from a practical point of view in this research.

1. Teaching methodology

(1) The linking of instructional design from class to practice.

(2) The right measures of communication between the professional teachers and experienced teacher in the aspects of plan and design.

2. Learning Technique

(1) The method for instructing the students with effect in the context of convergence.

(2) In pursuit of collecting process of growing up and the experience of learning.

3. The Strategy and Practice of Integration between the Theory and Practice Teaching

In exploring the process to associate rhetoric and reality, it is not worthy that there is nothing more innovative than the meaning of combination, differentiation and reviewing which is derived from many strong kinship with such as for instance theory and practice, teaching and learning methods, academic discussion and method innovation, knowledge acquisition and personal development. As a matter of fact, the compelling evidence in this regard demonstrates the philosophy of the interaction of all of them. The analysis of scientific integration it is expected to be some serious barrier to get around this problem of integration under scientific way, which can be summarized as a understanding of the fitness of timing and forming. What are needed thus are rigorous and comprehensive activities precisely tied to the correction of course content in which we must decompose the original field trip into a set of segment in a more orderly fashion for the sake of being penetrated into every chain of teaching.

Unlike many conventional programs, which complete the activities for showing off as one part of procedure to follow after foundation coursework, the events required here are being implemented in a flexible teaching environment which gives

students interesting and stimulating tasks so that they are undergoing a memorable progress they enjoy under any given situation such as stepping out and inviting in reliant on updating experience in person not outdated typical cases by heard.

(1) The explanation to fine differentiation

The idea is reckoned basically one of the applications of the discussion method to modern education skill. Although some condition has been made in this approach, the students must discover and settle all of the following issue as a role-player to go through the scene in theirs' heads before a fully personalized presentation can be realized without the given questions and the junction of theoretical and practical problems. The emphasis is placed on the debate of questioning and challenging to the point by which the conclusion in achieving basic theory and relevant concept are evaluated by the teachers in the end.

This strategy has been chosen since it saturates the ability of discovering and solving problems embodied in four phases ranging from questioning, replying, challenging and disambiguating. Seen in this perspective, opposed to close and constant instruction methods amid famous cases and doctrine repeatedly, more original and utility cases are preferred in practice education which attain the knowledge acquisition of dynamic and renewal enough to further induce students self-thinking continually and drill the acute insight and innovation ability on the whole.

(2) The apperception of timely reviewing

It is deemed to be the action of organizing the students to look back the contents they learned in the class in elaborate and sensible way. In every aspect of practical work, the main emphasis is placed on the two inter-related parts which has been directed toward exploiting and improving students' overall abilities. On the one hand, should the students have right attitudes towards learning and draw up the practical project about collection of representative case and hot issue as well as writing case analysis report independently as a matter of priority. The most essential parts of the procedure are associated with student self-involvement activities of economics and management to accumulate a never-fail mind by writing down all the tips and ideas the students has experienced based on questions recognition or discussion and suggestion as well as reflection the analysis of the relevance theory and performance pattern. Even after the graduation internship, there are always some subject competitions which give the teachers and experts a guide as to rank and comment on the performance accordingly.

On the other hand, well-designed reviewing curriculum in the teaching scheme end of internship, professional course teachers carefully read through the analysis reports they collect and make clear what portions of the highly difficult and extensive content could be selected as shared cases to talk about and work with. In contrast to earlier discussion pattern, the application of study-discussion pattern in this stage is characterized by requiring a higher level of the basic theories and specialized knowledge in their fields of full study on the part of senior students with necessary physical experience. As demanding as it seems to be, detailed steps is by no means new.

It will start the study in several groups about nine students each which is more reasonable manner that allows them find the chances to be heard and much easier come to mainstream advice or opinion. Equally important, all teams need to be good at rational thinking to navigate their own way when the respective advocacies have been put forward for research and discussion. This step is concerned with progress and quality of each case, whose interests are directly to create a range of issues debating, mystery case debating, speech contest that make extracurricular activities diversity and informative.

As a result, the students make a laudable effort to analyze the practical implications from the point of view of this application because they blend very well into the case environment and almost have on-the-spot investigations. The successful consequences of these seminars have made them an important instrument in the development of speaking and thinking in high spirits. It comes to an end with significant remarks and verdict in professional teachers' opinions at last. To be taken seriously, the students are engaging in serious efforts in a chain of campaigns range from preliminary work as data collection, case analysis, team discussion, class study to a wide variety of events: suspect points explanation, debate contest and teacher assessment which are made in such a way that there is a great integration of case teaching and practice teaching for knowledge comprehension experienced from theory to practice iteratively. This stance is also paramount to avoid the stereotypes coming into play in their perfunctory attitude of going through to make the grades and moved towards the desired outcome of upgrading their writing ability, speaking ability and productive thinking. As often the case, many successful students affected by this educational reform who make use of the unique insights of great theoretical value into the controversial issue in international economics at hand can be of benefit significantly in both society and academia.

4. Conclusion

In the exploring of the case based teaching methodology, with the tight incorporation with the social practical based teaching which it innovate the concept of the traditional teaching that connect the "small classroom" and the "big classroom" and cut-through the "first classroom" and the "second classroom". Indeed, this connection of class and society has proved to be a powerful approach in shifting from cramming to enlightening and clinic-typed by using respective knowledge to their advantage results with additional thorough and vivid insights in essence have emerging on the complex cases which is identified as key components in promoting and perfecting coherent thinking with critically considered, a kind of agile attention, and even the strictest of scientism filled with positive. Again and again, the subjects of graduation dissertation have been committed at the reviewing stage. This is principally due to all of the points and evidence in favor of this project is grounded on the fact of social practice solidified with personal feelings and analytic meditation. Initiatives aimed at avoiding disputes of talking, imagining and copying as same as focusing on the every effort committed to refine the graduation thesis in the sense of realistic.

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