

# Research on Case Teaching in "Transport Economics" Course

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**ABSTRACT:** "Transport Economics" is an important basic courses of transportation management, logistics management professional, has an important role in the formation of students' professionalism; Case teaching is an important means to improve the teaching effect of Transport Economics, "Transport Economics" the focus of the course construction. This article discusses the important role of case teaching in Transport Economics Teaching system design case of Transport Economics, the specific form of organization.

**KEYWORD:** Transportation Economics; Case Teaching; Students' Ability

## 1 INTRODUCTION

Transport Economics as a core professional courses, has become the consensus of the current transportation management, logistics management, professional training plan set. The economic rationale behind the case through the course of learning to enable students to master the various transport phenomena, transport phenomena of daily life and areas of expertise to be able to make more in-depth analysis, and thus be able to grasp the trend of the development of the transport sector from the point of view of economics. Transport Economics based on Western principles of economics, grasp the trend of the development of the transport sector from the point of view of economics, provide direct theoretical foundation for future learning for all professional courses, plays an irreplaceable role in the students' knowledge system. Transport Economics course nature with other applications, maneuverability course, the course has a strong theoretical[1]. Therefore, for the submission of the quality of teaching, and application of knowledge to solve our students, the ability to analyze problems, to strengthen the case teaching this course has important implications.

## 2 CASE TEACHING OVERVIEW

The case teaching originated in the United States at Harvard Business School. Since the 1920s, it has been a basic teaching mode as vocational training in the field of business, law and medicine, in recent

years, it is widely used in teaching management courses, and significantly improve the effectiveness of teaching[2].

### 2.1 Case Teaching concept

Case teaching is one of the most prominent feature is the use of the case. Understanding of the case teaching, it is necessary to first understand the meaning of the case. "Case", also known as "cases" and its definition, the scholars have different opinions. The most common definition of the case: The case is a descriptive study documents under certain conditions, the special conditions encountered in certain things, situations, problems, events or conflicts in a Narrative Style way to describe the true reproduction of the scene, and as far as possible to be able to situational participants and situational entities do balance and multiple-oriented point of view[3].

### 2.2 Case Teaching analysis

Compared with traditional teaching methods, case teaching has its distinct characteristics and salient features, in particular in:

(1) The outstanding case teaching can directly give students experience in alternative, which is the traditional teaching methods can not be achieved.

(2) to provide students with the expert's way of thinking and dealing with the real problem of the basic model;

(3) case as the prototype of the practical problems, exercise the students theoretical Contact

practical ability to help students learn to think and solve problems from the professional point of view[4].

### 3 TRANSPORT ECONOMICS DESIGN AND ORGANIZATION OF THE CASE TEACHING

#### 3.1 *Transport Economics Case instructional design*

Case Teaching of Transport Economics course is divided into three levels according to the difficulty and requirements of different, each level were constituted by the 1-2 case class, specific design ideas with the implementation of the method as shown in Table 1.

#### 3.2 *Transport Economics case teaching several forms*

The discussion in Transport Economics Case Teaching often in the form:

(1) teachers for students - cross-examination type. The dialogue between teachers and individual students. The friendly attitude of teachers to a series of questions on the views or recommendations of a student finishing, it spoke reasoning process is displayed, to check whether the argument tenable[5].

(2) students for students - against cooperative. Every 8 to 12 people on a voluntary basis in various experimental class, the students are divided into a group discussion between groups. If the student based on reasoning or others not seen, challenge or question the argument or arguments to a student, be questioned or others with a different material or analysis to refute or defend, to close to learn from each other and jointly improve the effect.

(3) students - students role-play type. Specified teachers or students choice, respectively, play different roles, then verisimilitude to the historical context to reproduction process. Role-playing to make students more vivid, high interest in the case to understand the enhanced sensitivity of the reaction.

Table 1. Transport Economics Course Case instructional design

level	name	teaching purposes
Applied case	China freight price elasticity of demand trends "Case Study	Strengthen students' understanding of transport demand elasticity calculated exercise in the actual work of retrieval, statistical, and data processing capability.
Applied case	Case Study of the passenger income elasticity trends	Strengthen students' understanding of the calculation of the income elasticity of demand for transport, exercise in practical work, retrieval, statistical, data processing capability.
Applied case	"The aviation - high iron price cross elasticity estimates" Case	Strengthen students' understanding of the cross-elasticity calculation exercise in the actual work of retrieval, statistical, and data processing capability.
Hypothetical case	Case Study of the layout of the U.S. steel industry, transport economics "	To enhance the students' understanding and knowledge of the theory of industrial location.
Applied case	"Current annual income of Shanghai residents to buy private cars bottom line estimates," Case Study	Training students to collect data to understand the social realities purpose quantity mastered the basic theory of the value of travel time.
Comprehensive case analysis	Case Study of Air Transport Status and trends "	Ability to cultivate students' comprehensive use of the knowledge and experimental methods, experimental skills, analysis, problem-solving skills, and students initially with the complex issues of the systematic analysis of the field of transportation.
Hypothetical case	Government regulation of rail transport in the United States, "Case Study	Cultivate students' comprehensive use of the knowledge and problem-solving abilities, and our students lessons from the failures of other countries.

#### 3.3 *Case Teaching organization and implementation*

Transport Economics and Case Teaching Lesson implementation process includes the following aspects:

(1) Case layout. Teachers one week in advance layout case, students use their spare time to prep and prepare, including repeatedly read stories, find background information, the collective group discussions, and give a good speech prepared;

(2) class discussion. Classroom discussion is divided into three stages. The first stage of analysis cases, the facts and background, the third stage assume that role, and understand the strategic wisdom and decision-making skills; practical problems of the second phase of development changes proposed decision; students own mutual evaluation of the decision-making program . Each case class discussion class for 2 to 4 hours.

(3) Write a case report. Case Study report completed after collective discussion. It includes the

outline for the discussion and analysis of the evolving practical problems and decision-making advice.

#### 4 CONCLUSION

(1)Transport Economics transportation management, logistics management professional Studies Foundation, has an important role in the formation of students' professionalism; Case teaching is an important means to improve the teaching effect of Transport Economics, transport economics focus of the construction of the course.

(2)Transport Economics course case teaching should be read in conjunction with the knowledge system, according to the difficulty and requirements of different divided: applied, interpreted and integrated analytical three levels, each level by 1-2 case can play better teaching results. work.

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