

Case Teaching and its Economic Application in the Course of Educational Management

Min Zhang^{1,2}

¹Lyceum of the Philippines University, The Philippines

²Hetao College, Inner Mongolia, China

Abstract

Under the background of the continuous improvement of China's modern education level and the comprehensive and in-depth education reform, educational management has continuously improved its position in the discipline system of colleges and universities with its diversified advantages. Because the traditional teaching mode of educational management can not meet the needs of modern social development and education, there is an urgent need to reform its educational ideas and methods. This paper makes a detailed analysis of the characteristics of case teaching, and deeply explores the application ways of case teaching in the course of educational management, so as to lay a solid foundation for further improving the overall level of educational management in Colleges and universities.

Keywords

Case Teaching; Education Management; Courses; Economic Application.

1. Introduction

For the relevant knowledge of educational management, it has high comprehensiveness and knowledge. If the traditional teaching method of unilateral explanation of knowledge by teachers is still adopted in the teaching process, although it can help the transmission of theoretical knowledge to a certain extent, it can not fully meet the ultimate teaching goal of educational management. Therefore, in the process of comprehensive reform of educational management, colleges and universities must attach great importance to how to improve the innovative teaching mode of educational management course, and pay great attention to the overall improvement of the final teaching effect of educational management. Among the diversified teaching methods, case teaching can not only effectively strengthen students' teamwork ability and critical thinking, but also ensure that students can fully learn and master the knowledge of educational management with high complexity and comprehensiveness. Therefore, case teaching has become one of the teaching modes commonly used in educational management courses in Colleges and universities. Colleges and universities must strengthen the in-depth study of case teaching and give full play to its role in the education and teaching of relevant knowledge of educational management, so that students can deepen their deep understanding and memory of relevant knowledge content in the process of analyzing specific cases [1-2].

2. Characteristics of Case Teaching

2.1. Case Teaching is Not to Instill Monologue Orientation, But to Discuss Dialogue Orientation

Case teaching pays more attention to the discussion and dialogue between students and between students and teachers, attaches great importance to mutual respect, equal

communication and mutual trust between teachers and students, and puts a lot of energy into how to promote mutual understanding and effective communication between teachers and students.

2.2. Case Teaching is not the Orientation of Individual Work Alone, but the Orientation of Collective Cooperation

Case teaching believes that effective learning can only occur in collective cooperation. In traditional teaching, the way of teachers' forced indoctrination and students' passive listening deviates seriously from the idea of case teaching and is gradually eliminated from the category of effective teaching methods. The effective implementation of case teaching requires teachers to fully integrate into the student group, and students must completely change the traditional lazy learning habits and establish a strong "learning community" on the basis of giving full play to their subjective initiative. Students can communicate, gain and contribute to each other in this "learning community", so as to ensure that each student can undertake certain learning tasks and responsibilities[3-4].

2.3. Case Teaching is Not a Conclusion Dogma Orientation, But a Critical Reflection Orientation

Case teaching believes that in the process of carrying out specific case discussion, we can further reflect on our own views and re understand our own ideas by carefully listening to the opinions, views and comments of others. The traditional teaching mode emphasizes the supremacy of "correct conclusion", and holds that the main task of students is to strictly follow the sacred and inviolable fixed, stylized and standardized conclusions in a regular way. However, case teaching pays more attention to students' self exploration ability and cherishes students' personal ideas and opinions. A large number of professional scholars believe that all cases do not care whether they can form the correct answer or behavior, and all answers can explain the complexity and fuzziness of the environment, which is also the basic feature of management practice. Therefore, all cases require students not only to make a simplified understanding of the actual educational environment, but also to fully straighten out the relationship between themselves and society through reflection on themselves and society[5-6].

3. Application of Case Teaching in Educational Management Course

For case teaching, it is a teaching method with high effectiveness and feasibility. Under the active guidance of discipline teaching objectives, it can fully integrate theoretical knowledge and practical application, so as to construct a case situation with high authenticity, ensure that students fully understand and master the theoretical knowledge and practical application ability of education management discipline in the real case situation, and create a good environment for the continuous improvement of students' critical thinking and cooperation ability. Therefore, in the process of applying case teaching to educational management classroom, first of all, we should ensure that the case content can highly match the complex and diverse educational management knowledge. The knowledge content of educational management is the experience and lessons summarized by many organizations and professionals in continuous practice. Therefore, it has the characteristics of diversification and complexity. Secondly, applying case teaching to the course of educational management can not only help students fully understand and master relevant knowledge and theories, but also further improve students' practical application ability. Through the analysis of the content of real cases, students can master a large number of ways and experience to analyze and solve practical problems. Finally, through the effective application of case teaching, we can guide students to think about themselves in different cases, and conduct in-depth exploration with

students on specific problems in group cooperation. It can not only give full play to their subjective initiative, but also improve students' independent thinking ability, which plays an irreplaceable role in enhancing students' learning enthusiasm[7-8].

3.1. Exploring High-quality Teaching Cases with Teaching Objectives as the Core

To ensure that the role of case teaching can be brought into full play in the curriculum of educational management, teachers should make full use of modern Internet technology, collect and summarize relevant cases in a large amount of information, and establish a high-quality teaching case database. At present, although a large number of educational case works of educational management have been published in the field of educational management in Colleges and universities in China, they can enrich the materials of teachers' case teaching to a certain extent. However, due to various factors, these works still have some deficiencies, which are mainly reflected in the following aspects:

First, the length and content of teaching cases are difficult to fit with the teaching system. In the course of educational management, although many cases are highly typical, they can not be highly matched with the actual hot issues of educational management. Therefore, they do not have strong timeliness.

Second, some teaching cases are too simple in content design and do not have the space to stimulate students' cooperative discussion ability and self thinking ability, which has a certain impact on comprehensively improving students' cooperative consciousness and divergent thinking.

For the above two issues, colleges and universities should take the current cutting-edge educational management objectives and requirements as the basis, fully integrate the current research hotspots in the field of education and the actual situation of students, and re collect and summarize the relevant contents of teaching cases. Ensure that the formed case teaching materials have high quality, so that the role and value of case teaching can play a role in the course of educational management, and create a good environment for further improving the teaching quality of educational management.

3.2. Improve Teachers' Professional Ability and Comprehensive Quality based on Professional Training

In every link of the curriculum of educational management, teachers play a vital guiding role and act as a transmitter for the establishment of effective communication between teaching materials and students. When there are serious deficiencies in Teachers' professional ability and comprehensive quality, it is bound to be unable to provide assistance for the full play of the advantages of case teaching. Then even if the selected teaching cases are of high quality and classic, it can not promote the improvement of the teaching effect of educational management course. In order to effectively avoid such problems, colleges and universities should strengthen the continuous strengthening and training of teachers' professional ability and comprehensive quality in the process of teaching educational management.

Compared with the traditional teaching mode, case teaching puts forward higher requirements for teachers' teaching ability. It not only requires teachers to have the characteristics of strong language expression ability in traditional teaching, but also teachers should have high teaching design ability, teaching process control ability, case analysis ability and so on. This is because in case teaching, whether guiding students' self thinking or encouraging students to discuss and analyze in groups are essential teaching means. The higher the students' enthusiasm for participation, the better the final teaching effect. In order to effectively improve students' enthusiasm for participating in case teaching, teachers should not only ensure that the designed case content can be highly consistent with students' cognitive needs and interest characteristics,

but also combine the teaching content and teaching objectives into the case, effectively control the whole teaching process, and further achieve the goal of strengthening teaching quality and effect while effectively improving students' learning ability.

3.3. Guided by Learning Thinking, Encourage Students to Actively Participate in the Teaching Process

Compared with the traditional teaching mode, case teaching puts forward more strict requirements for students' participation. In the traditional teaching mode, teachers occupy the dominant position in the classroom. Students can only passively accept knowledge and rarely actively participate in the teaching activities designed by teachers. Students should not only conduct detailed analysis and careful thinking on the specific case content, but also summarize relevant knowledge points through group communication and discussion. In this process, students should always maintain a high degree of enthusiasm for participation, so as to imperceptibly stimulate students' thinking ability, give full play to the role and value of case teaching and improve the teaching effect. Therefore, when integrating case teaching into the curriculum of educational management, we should not only actively train teachers' teaching ability, but also actively guide students, comprehensively improve the shortcomings of traditional teaching methods, and ensure that students' enthusiasm in case teaching is fully stimulated.

4. Conclusion

For the teaching work of educational management course in Colleges and universities, the traditional teaching mode can play less and less role, and its advantages in improving teaching quality and effect are becoming weaker and weaker. By applying case teaching to the course of educational management, students can understand relevant knowledge points and apply theoretical knowledge to practice, so as to fully stimulate students' participation enthusiasm and further strengthen students' independent thinking ability and teamwork ability. Therefore, colleges and universities should correctly recognize and attach great importance to the importance of case teaching in improving the teaching level of educational management from the perspective of thought and action. From a diversified perspective, ensure that the role of case teaching can be brought into full play in specific teaching, deepen students' in-depth understanding and mastery of relevant knowledge content, further achieve the goal of improving the teaching quality of educational management course, and contribute to the overall improvement of comprehensive education level in Colleges and universities.

References

- [1] Gao Fei Research on the application of case teaching in the teaching practice of "curriculum thinking and politics" of police professional courses -- Taking the individual conversation of "criminal education and correction" as an example [J] Journal of Hubei open vocational college, 2022,35 (1): 3.
- [2] Qiao Hao Research on the integration path of embedded curriculum ideological and Political Courses -- Taking the course of parking planning and management as an example [J] Rural economy and science and technology, 2021,32 (22): 3.
- [3] Hu Jing Research on the application of case teaching in the teaching of quality management course of applied specialty -- Taking the teaching of quality management course of Applied Chemistry as an example [J] Times education: late 2021 (6): 2.
- [4] Wang Xu Practice of participatory teaching method in the teaching of "labor economics" under the mode of "foreign teaching materials + local cases" [J] Western quality education, 2020,6 (9): 2.

- [5] Jin Lili, Chen Jinsheng Research on online and offline hybrid teaching mode based on superstar teaching platform -- Taking the characteristic course of rail transit of "innovation and entrepreneurship practice" as an example [J] Guangdong Vocational and technical education and research, 2021 (6): 4.
- [6] Lu Haitao Personalized learning empowering teaching ecology under "hybrid teaching": a case study of business administration course of Jiangxi University of Finance and economics [J] Old area construction, 2020 (8): 4.
- [7] Huang Yan Case teaching and practical research on Integrating Ideological and political education into college students' professional courses -- Taking the course logistics facilities and equipment management as an example [J] Volkswagen technology, 2021,23 (5): 4.
- [8] Zhao SA Research on the application of case analysis method in the teaching of Local Applied Colleges and Universities -- Taking the teaching of kindergarten organization and management course as an example [J]. 2020 (16): 89.