Reflect on the Problem of the Incumbent Cadre’s Distance Education Teaching Case Writing

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ABSTRACT

Incumbent cadres of the remote education belong to an important part of current cadre training, case teaching is a main teaching method of incumbent cadres training. In this paper, according to the characteristics of the incumbent cadres training, combining with the teaching case writing basic procedures and principles, the incumbent cadres distance education teaching cases that should be paid attention to in the process of writing problems are discussed.

KEYWORDS
Incumbent cadres, Distance education, Case writing.

THE POSITION AND FUNCTIONS OF CASE TEACHING IN THE INCUMBENT CADRES DISTANCE EDUCATION

Case teaching is based on a certain teaching purpose, around one or several topics, dominated by teachers, students as the main body, through the analysis and case study, make students understand and master the methods of analysis and study, problem solving, and to improve students' comprehensive quality and ability.[1] Its charm lies in through a specific case of intercourse, to stimulate the creative potential of students; Can usually requires years of work practice to get experience enriched to education and training for a short period of time, the incumbent cadres training of multi-angle, divergent thinking, improve their ability to quickly obviously, to better meet the needs of office jobs.

Incumbent cadres distance education is a very professional job, belongs to an important part of current cadre training; need according to the requirement of the office jobs and student's individual needs, the integrated use of pedagogy, psychology, management and other disciplines theory and method to organize and implement. Incumbent cadres learn a purpose, and usually, useful for orientation, in order to solve the problem as the core, this characteristic determines the incumbent cadres to carry out the teaching and training of case teaching must become a main method, but also deepen the education reform, the important measures to improve the teaching quality.

Case teaching is the important carrier of case teaching. A high level of teaching case is the basis and premise of case teaching to implement. [2] The
teaching in the use case can reflect the real, close to the post, whether can touch up in the students' practical work, need it to be, determines its popularity in the students more directly affect the effect of case teaching. How to write good pertinence and practicability, high degree of resonance of teaching case, better serve the incumbent cadres training work, has become a problem to be solved in front of us.

**THE BASE PROGRAM OF TEACHING CASES WRITING**

The purpose of the case writing

Clear case writing purpose is mainly to solve the pertinence of teaching case, reflect the internal logic of specific cadres training tasks, better to achieve the target of incumbent cadre’s remote education. If not, the purpose of the case quality cannot be guaranteed and measured.

Case material collection

Case material is consistent with the training content vivid and real events. With made-up story in case teaching, as a doctor with a hypothetical case for medical behavior, there is no application value, the case must come from the real life. [3]

Making case study

In case material, began to write case, must be a lot of research work. Case study mainly includes two aspects: one is the areas surrounding the case involved independent thinking and research, the related basic theories and problems have an accurate grasp of the frontier. As much as possible the second is to collect various kinds of information related to the case, the full use of books, newspapers, network tools such as information retrieval, and on-the-spot investigation interview, as far as possible from different sides know events background, process, results and its various effects.

Writing case body

Case body is one or a series of complete story, including time, place, characters and its main activities and results. Case has a variety of written text, but no matter how to write, must point out case theme, and around the case theme dig, elaborate design and clever activation cases contradictory points, this is the core of case writing, through case process.

Providing discussion questions

The following case body discussion questions. Large and general discussions of avoid by all means, be as detailed as possible, the purpose is to guide students to peel case body silk cocoon, layer analysis and thinking, from cases of avoid by all means ask questions.
Writing the auxiliary data

Auxiliary information, purpose is to help students understand the case, the main content should include the following two parts: the first is the analysis of the case must have theoretical knowledge. The second is related to the case analysis, all the students case is necessary, but limited to space, in case the body does not provide detailed information. Auxiliary materials may be less than, is the heroine in order to help students to understand the case activity space and conditions to deal with problems, to a specific time, specific place, to the specific activities of certain people have a better understanding and the understanding, analysis of the case when can feel in their condition.

Writing teaching case instruction manual

Teaching case the content of the instruction manual shall include the following six aspects: the first is point out case study topic; The second is to use the teaching case teaching curriculum implementation plan proposal, that is, of course the total time you need, including student discussion, case study time and form of the time and forms of communication, activity time and content of teachers, such as to make Suggestions, including Suggestions how to ask the first question teachers; The order of the questions; How to respond to questions outside the expectations of students at any time, to ensure that the discussion has not divorced from the expected direction; How to use the blackboard (white) and multimedia facilities such as teaching aids; The real results of the case when necessary, to prepare an appendix, sent to you after class for class control reflect their decision scheme design, consolidate the study achievement, improve the ability to deal with similar problems in the future, but at the same time, be sure to students stressed that this is not a standard answer, is only a selection of reference. The third is to this teaching case in what kind of training level, what kind of training object using the best effect. The fourth is listed in this teaching cases mainly involved in the related theoretical perspectives. The fifth is to give theoretical framework or theory can be used in the case study analysis tool. The sixth is to list suggested that students read references and bibliography. Teaching case instruction manual is for the use of case teaching host teacher, don't need to be sent to students. [4]

THE BASIC PRINCIPLES OF THE TEACHING CASE WRITING

The principle of authenticity

The vitality of case teaching is constantly reflecting and reaction in reality. [5] The teaching case writing must be geared to the needs of actual, from set out actually, is real, from the practical work.

The principle of tightness

The teaching case writing, on the one hand, to meet the requirements of the curriculum standard and the talent training scheme, on the other hand to close to the actual situation of the students, according to the actual situation of different training
objects and training needs writing case, highlight the teaching pertinence and practicability of the case.

**The principle of representativeness**

Case teaching has certain representativeness, writing case can well represent the faculty's teaching class of problems, can effectively achieve the goal of teaching. Through research and analysis, the typical problems, inspire students' creative thinking, the improvement of the students' comprehensive ability of analysis and problem solving.[6]

**The principle of innovative**

The teaching case writing must be innovative, cannot limit too much too dead, only request the case material provided to the students in the intuitive and vivid way. Case information, not necessarily comprehensive, complete. Such cases to let students to analysis discussion, still has rich imagination and creativity. Make the students in the process of analysis to discuss cases, actively find problems, and actively thinking about a solution to the problem. The process of this thinking is a process of innovation. [7]

**THE PROBLEMS SHOULD BE PAID ATTENTION TO IN THE TEACHING CASE WRITING**

**The theme of the selected**

In order to guarantee the teaching case of research value and learning value, incumbent cadre’s remote education used in the case of teaching should be truthful. Work described in each case are the real problems encountered in practice. A case study to highlight a theme, a main line. Incumbent cadres in the remote education teaching cases subject to fully reflect the objective demand of each work practice, be close to reality, focus on the development. [8]

**Material collection**

Case material need to make full use of the visit and function in an acting capacity, research, and the participation in a variety of ways, such as in-depth management are collected. In the process of case material collection, must pay attention to the following three points: the first is to collect, the participation of students is directly related to the students work high attention, reflects the problems of the strong; The second is to gather in the management practice with universality, typical problems; The third is to collect the current major practical problems needed to resolve. Only in this way, the case teaching can be assured for sending the appeal of the participant, close to the students work reality, close to the office jobs need, really struck a chord with students.

**The body of case writing**

Case body to strong story, vivid plots, while in line with the teaching objectives, has its own application value and theoretical value and practical significance, can
provide warning for future generations to deal with similar events or enlightenment. The writing process should pay attention to avoid the following five kinds of situations: the first is to put the case to write assembly into file, not the main line, the plot, events and characters, a detailed description of the emotion. Narrative is the second side analysis and case analysis of student achievement is limited or misleading. The third is based on the basic facts, the description of the event cannot be objectively. The fourth is improper information quantity, influence students' case analysis. The fifth is to put the teaching case as propaganda.

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REFERENCES