The Application of Case Teaching Method in Vocational Education

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Abstract. The case teaching method is a teaching method that the teacher uses the typical case to explain the knowledge, so that the students can understand and master the theoretical knowledge through the analysis and discussion of the case. This paper analyzes the characteristics of the case teaching method, and puts forward some suggestions on the selection of teaching cases, the design of teaching cases and the application of case teaching method.

Introduction

The modern occupation education emphasizes the cultivation of occupation quality and occupation skill training for students. Practice teaching is recognized to be the effective teaching methods to improve the occupation quality and skill level of students, and thus the phenomenon of light theory and heavy practice exists universally in the occupation education, resulting in the low interest of the students on the theoretical study and poor teaching effect. As an important part of college education, the theory of teaching is to enhance the overall quality of students, to improve the teaching methods and the ability to analyze and solve problems. In the process of teaching, teachers should pay more attention to the combination of theory and practice in order to stimulate students' interest in learning. Case teaching method is an effective way to solve the problems above, to achieve the goal of teaching and to improve the quality of teaching. [1]

Case Teaching Method

Case teaching traces back to the talk between the ancient Greek philosopher Socrates and his disciples, the use of which in the university lecture originated from 1920s in the Business College of Harvard University. Typical characteristics and remarkable teaching effects of case teaching method attract the attention of many educators. If you search "case teaching" as the key words in the Integration Service Platform of Vepsa journals, you will find 22858 related articles.

Case teaching method is a teaching method based on cases, which is based on certain teaching targets, using the teaching case as the carrier and combining with the teaching subjects, organizes and guides students in case analysis and discussion in the process of teaching, in order to teach them to explore positively in the context of the specific problems, to think actively, to deeply understand the concept or theory related to teaching subjects, and to further master the theoretical knowledge, and in the end to reach the goal of cultivating the ability of students. Case teaching can help students understand and grasp the knowledge in easier ways; also the students can apply the theory with practice, which can stimulate students' desire to participate in the discussion and make the classroom atmosphere active, truly reflecting the main status of students in teaching. [2]

Through survey UNESCO found that "case study" in cultivation of analytical ability ranks first among the 9 kinds of teaching methods such as: case study, seminars, lectures, teaching practice, function simulation, film guided self-study, role play, sensitive training, video and others, and that "case study" ranks second in imparting and keeping knowledge, and that it ranks fourth in cultivation of attitude changing and interpersonal relationships.
Choice of Teaching Cases

Cases are the soul of case teaching. How to choose good and appropriate cases is the premise and basis of case teaching, which determines success or failure of case teaching, so we should pay more attention to the following principles.

Pertinence

Cases must meet the needs of the characteristics of the post and levels of the teaching objects. According to the teaching requirements of the objects and based on the taught knowledge, we should focus on cultivating the ability to research to solve practical problems from a practical point of view, and we should learn the regular laws of physical and mental development of different types of students in order to cause the attention of students and create positive thinking and exploration, and further understand the theory knowledge.

Novelty

With the continuous development of economy and society and changes of the teaching objects, the chosen case should not be the past, but be changing and updated. A valuable case must be the characteristic of the times, be concerned about the hot and difficult problems, and be focused by the students' attention so as to make students interested. The nearer to the students the chosen cases are, the more interested the students are, and the more intense and lasting they can stimulate the students, and the higher enthusiasm the students have, and the better the teaching effect will be. [3]

Authenticity

Case materials come from practice, but they are higher than practice, which are real and detailed, special and specific, recording a kind of situation. They need to be explored and solved. Although the selection and compilation of cases need to be designed in advance, cases should be based on reality, or they can not be corresponded with the reality.

The specific time, location, persons, process, and results of the incidents should be explained as clearly as possible, being authentic, realistic and typical. Only in this way can the students be convinced that they can really accept what they are learning. On the contrary, the students will doubt what the teachers are teaching. And teaching can't reach the expected goals.

Interest

The chosen cases should be three-dimensional, elastic, having the potential to develop in depth. They should be lively and interesting, life-oriented, popular and attractive, meeting the needs of the accepting level of the students, in order to arouse the interest of students and to help them easily grasp knowledge. The chosen cases had better be what are happening around the students, and be related to them, rather than out of reach without any relationships. Through these tangible and popular examples, the students will feel easy, confident and interested in what they are learning.

Editing and Processing of Teaching Cases

As a style, cases have their unique characteristics and style of writing. The high quality of cases is both the prerequisite of case teaching and the key to improve the quality of case teaching. So editing and processing of teaching cases should focus on the structure design and the plot description, creating outstanding key issues and conflicts.

Building Scientific Framework of Cases

The structure of cases usually requires being completed, coherent, rigorous and natural. According to different needs of expression, material characteristics, individual writing habits and pursuit, there are four kinds of structure: 1) time spatial structure based on the events or space change; 2) logical structure based on the logical relationship between things; 3) the plot structure based on how the plots occur and develop to arrange the materials; 4) the series structure based on a certain subject with a small number of independent cases linked together.
Designing Elaborate Case Plot

Cases are based on real events, but they are not simply and mechanically recorded, but to describe actual situations with difficult problems. It is necessary to introduce the background and the development process of events, and to highlight the ideological and cognitive conflicts in the central issues. It is necessary to use vivid language to produce vivid effect, and to design the story plot in lively and ingenious way to attract the students.

Processing and Embellishing Case Contents

Processing cases should necessarily embellish in art techniques, such as modification, replacement, avoidance and encryption, etc. Modifying and processing mistakes, redundant, and superficial materials may enhance the value of the used cases. Although scene materials can be processed and concealed, cases describe the real situations to express the facts and background, rather than any explanation and judgment, which should not be mixed with personal opinions or ideas. It is necessary to try to write more process and fewer results, with less tendency and conclusion language, and with more objective and neutral language.

Application Tactics of Case Teaching Method

Careful Preparation before Class

In teaching teachers can not blindly use case teaching method. We should combine the teaching progress of the theory knowledge with cases to promote students to master the theoretical knowledge and the application. We should design and plan the contents, forms and time in advance.

Expressing Clearly Teaching Objectives. According to the training plan and the characteristics of the students, based on the specific circumstances, we should apply case teaching method and resolve the teaching objectives, and clearly tell students how they can reach the learning level through case studying, and what are the test methods and evaluating standards. It is necessary not only to solve the problems at any level in the work field through cases, but also to reflect clearly the ability of students to solve problems. We must take into account the students' learning ability, their attitude changes, and their conditions.

Selecting Carefully Cases. Under the guidance of teaching objectives and requirements, it is necessary to collect, to sort out case materials, and to design cases carefully. Selecting and setting up proper cases is the precondition of implementing case teaching and the key to improve the effect of case teaching. Cases should be appropriate, and far fetched, and repeated cases can not achieve the desired teaching purpose.

Preparing Ahead of Schedule. Facts have proved that students have a strong desire for knowledge and performance, willing to actively participate in teaching activities both inside and outside the classroom. We can put the case background materials, references and other related information on the network platform or give the students in advance, combining with teaching contents so that the students can do a good job in the preview, and understand the background information related to the cases in advance, and be aware of their learning problems. They can prepare their discussion speech according to the case discussion outlines, and wait to discuss solutions with their classmates.

Organizing and Implementing in Class

Class control is the basic guarantee of the case teaching method to achieve the expected teaching effect. In the class teaching, teachers are not only the teaching organizers, but also the teaching guiders.

Reading Cases, Analyzing Personally. Teachers may teach the relevant theoretical knowledge, prepare for case analysis based on theoretical knowledge. Meanwhile we must pay attention to deal with the relationships between case teaching and theory teaching, striving to explain theory fewer but better, and guiding students to focus on the thinking and method of understanding. On this basis, teachers give the cases and then do a brief analysis of the type, the nature and contents of the
cases, guiding the students to read a brief introduction and do preliminary analysis of the case, according to the different contents, different angles of the specific case.

A good case is usually a contradictory and complex situation. We should be good at changing such situation on paper into problem situation in teaching, and provide students with vivid examples on the specific situations in order to guide the students to apply theoretical knowledge, to analyze and solve the real problems in simulation situation. In this part, the transfer of students can not be ignored. Some students are not interested in the case analysis, or idle, so teachers should pay more attention to the mobilization and encouragement of these students. A high degree of participation is an important feature of case teaching, only the active participation of the students, can we ensure the success of case teaching.

**Discussing in Group, Reaching an Agreement.** After the students analyze and think over the cases, through discussing in group they learn the facts clearly and find out the focus of the case dispute so as to find the appropriate solutions. The key point of this part is to make the students become the protagonist of the analysis and discussion; teachers only grasp the direction and avoid the deviation of the discussion, which results from the divergent thinking of the students. In the course of the discussion, The task of teachers is to promote the implementation of the discussion, to make students to speak, think, make decisions as far as possible, so that every student can show their viewpoint, and understand the different opinions of others, putting themselves outside the discussion. If you can set the problem situation in high degree of simulation in the process of case discussion, you can effectively stimulate the interest in learning, the insight and imagination of the students, you can guide students to think deeply by continuously putting forward problems to encourage students to positively think. What you put forward should be to the point.

**Talking in Class, Communicating Interactively.** In the process of class discussion, the ability to control the class of teachers should be high. On the one hand, the students have the courage to talk about what they are discussing and express their views; on the other hand, teachers should ensure the order and efficiency of the class discussion, and ensure the discussion targeted, focusing on the theme.

Teachers must be fully prepared, and appropriately guide students to discuss key issues around, without wasting time on all the minor details. Case teaching emphasizes the participation, the positive thinking and active learning of all students. When teachers organize and guide the class discussion, they should let all the students involved, and let the students discuss and debate in the specific environment described by the cases, and learn from each other in the process of discussion. At the same time teachers should encourage the students to find the best decision. Due to the impact of the thinking formation of traditional teaching, some students can not fully adapt to the change of this kind of teaching mode, especially when there are more students in one class, some students may not be active in the discussion. There are always some students who are willing to perform, while others are shy to express just because of the influence of different characters. Teachers should make all the students be actively involved in the case teaching in case this kind of teaching modes become the game of a small number of students. Teachers should evaluate the students’ speech in the discussion timely, sincerely encourage them, praise them and inspire their confidence to participate again next time. Thus teachers can help students develop their ideas, and stimulate their learning enthusiasm.

**Summarizing, Refining, Inducing and Promoting.** The designs of most cases have no standard answers, which also reflect the purpose of teaching in the case teaching method to stimulate the students to actively think. Cases provide all the students with the same situation and information, starting from the same point, the students will put forward different views. In order to solve the problems, sometimes there are a variety of solutions, and sometimes from a variety of programs the students can identify the most appropriate solutions. When the problem is more complex, the students may not be able to find a solution to the problem. Teachers should pay more attention to all the views, and at the end of the discussion offer good summarizing and refining. Summary is an evaluating process, including such two aspects as summarizing the knowledge types of the cases and the connection with related knowledge; and summarizing the whole teaching process, including
the analysis of problems, and the logicality and comprehensiveness of the ideas, and mastering the main points discussed in class, and the expression effect. [5]

Reviewing Carefully After Class

After completing the class discussion of cases, teachers and students should carry out after-school reorganizing. Teachers mainly sum up the experience on the design of the cases, the organization of the teaching process to further improve the cases. Students should analyze and summarize the cases independently, including a brief description and analysis of the background data of the cases, and summarizing the relevant theoretical knowledge, case framework, thinking explanation, and the worthy direction of further reflection etc.

Conclusion

Case teaching is to simulate the real problems so that the students can make use of the knowledge to analyze and discuss what they are learning so as to improve the ability of analyzing and solving problems. In the case teaching, the students change from passive accepting into active participation, teachers change from offering knowledge to organizing and guiding, therefore, both students and teachers should pay attention to the changes of roles. Students should carefully analyze the cases, inquiry data, actively participate in the discussion, while teachers should be a good director to choose cases carefully and to design the teaching process, and to create a harmonious atmosphere, and to accurately grasp the direction of progress, and to timely participate in the discussion and summary. Case teaching is not to seek that students can find the only correct answers to the problems, but can play subjective roles in the open teaching environment, and enhance the ability to digest and use the knowledge and experiences.

Case teaching is an effective form of teaching, but "teaching method is not fixed and changeless". Case teaching should not be stereotyped; teachers should give full play to their creativity and develop case teaching with their own personality according to the specific conditions.

References


