

Research on the Method of Realizing "Taking Graduate Students as the Center" in Case Study

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Abstract: When carrying out case study, in order to implement the concept of "taking graduate students as the center", there are significant differences between the preparation and teaching methods of teachers and the traditional "taking teacher as the center" study: In the preparation stage, teaching design and corresponding teaching preparations should be carried out in accordance with the goals and requirements of graduate students to complete the expected learning tasks, starting from their cognitive process, and following the four stages of "learning - applying - researching - comprehending"; When conducting "case discussions", the class should be organized around guiding graduate students to complete the three basic tasks of "sorting out case scenarios", "clarifying difficult situations", and "exploring solutions", gradually creating the class as a scene for "case occurrence" and "case handling"; When conducting "extended study", the basic procedure of "summarizing experiences and lessons - reference and enlightenment - understanding of theoretical points" should be followed to guide graduate students to implement full divergent thinking based on special and typical situations of the case study.

1. Introduction

"Case study refers to a teaching activity in which teachers guide students through individual research and collective discussion based on cases, with the aim of improving students' ability to solve practical problems." [1] The core purpose of advocating and comprehensively promoting this teaching method is to overcome the shortcomings of the traditional "taking teacher as the center" knowledge infusion classroom teaching method, and establish a new era of "taking student as the center" teaching philosophy. However, the author's investigation found that in the theoretical course study of professional degree graduate students, there are widespread phenomena in the teaching process of implementing "case teaching" courses, such as graduate students' inability to conduct autonomous learning, difficulty in entering case situations, and inability to become "class masters". The teaching philosophy of "taking graduate students as the center" cannot be effectively implemented. In response to this issue, this article explores specific methods for teaching preparation and implementation.

2. Method of preparing lessons

"A case is a record of a complex situation. A good case is a tool that introduces part of real life into the class so that teachers and all students can analyze and learn about it. It allows class discussions to continue around difficult issues that only exist in real life." [2] From the perspective of organizing and implementing teaching by teachers, the complete implementation process of a case course usually includes six basic parts: "creating a situation - arousing motivation - determining the purpose - formulating a plan - implementing the plan - evaluating the results"[3]. However, from the perspective of graduate students' learning, the process of participating in a complete case study activity mainly consists of four stages: "learning - applying - researching - comprehending". Therefore, when preparing specific case study, teachers must conduct a

comprehensive teaching design for the possible learning situations of graduate students in the four stages, and make corresponding preparations. Including:

"Learning" means a self-learning activity for graduate students who are required to read designated cases. Teachers guiding graduate students involved in learning to gain a clear and basically consistent understanding of case situations through the self-learning process of reading cases is the primary task that must be completed in carrying out case study activities. Therefore, in order to prepare for case study, in addition to selecting or writing suitable cases, it is necessary to first design a plan ("the design of case reading leads to questions" and "the design of case reading leads to questions") to guide graduate students to understand the case and effectively complete the corresponding preparatory tasks. As pointed out in the book <Military Case Study>: "Military case study is conducted based on class discussions, emphasizing the placement of students in an atmosphere that is carefully created to approximate actual combat situations. Therefore, military case study adopts some methods unique to military academy study, such as role playing, introducing parties, sandbox homework, using combat laboratories, and even on-site teaching, to maximize the realistic environment in case presentation, enabling students to create a realistic environment in the military work environment and military work environment. The immersion of culture enhances real experience and has the best teaching effect." [4]

"Applying" refers to an exploration activity in which graduate students who participate in learning, based on reading the specified case content, utilize their original experience and knowledge, and conduct a series of thinking activities such as specific analysis, judgment, association, and understanding for the problems required to be solved in this case teaching, find the most appropriate and satisfactory solution ideas, and formulate objective and feasible action plans or propose effective action countermeasures. This stage is the "arousing the thinking of the teaching object" link of case study, whose fundamental purpose is to guide graduate students to "concretely apply" the results of "learning" to form "direct experience". The core work of the teachers at this stage is to guide graduate students to propose standardized and complete action plans or strategies that meet the actual conditions and regulations to solve relevant problems. Therefore, in terms of teaching preparation, it is necessary to clearly design "specific standards for case assignments" and provide details such as specific channels, timing, and methods for providing them to graduate students.

"Researching" refers to a collaborative research activity in which graduate students participate in learning to communicate and compare their "applying" results, discuss and inspire each other, and ultimately form a clear view. This stage is an essential and important teaching link for teachers to guide graduate students who participate in learning to develop a conscious habit of "integrating theory with practice", improve their ability to solve practical problems independently, and successfully complete expected teaching tasks. The core work of teachers at this stage is to guide graduate students to first sort out and define the "specific situation" of each case assignment problem, then clarify the main contradictions contained in each "specific situation", and finally find the best feasible and effective strategies or measures to solve the problems corresponding to the "specific situation". Therefore, in teaching preparation, teachers should make a full estimate in advance of the situations that may occur during the "case discussion" among graduate students, and formulate corresponding "guidance plans". Among them, it is particularly important to design effective solutions to handle the two extreme situations of "deviating from the predetermined direction of discussion" and "not being able to conduct discussions".

"Comprehending" refers to graduate students who participate in learning, after thoroughly understanding the specific situation of the case they are learning, and "truthfully" handling relevant difficult and complex teaching issues, examine and reflect on their "practical behavior", and carry out understanding and comprehension activities of "drawing inferences from one example, using three associations". "In case study," students' mastery of case information is not the purpose of learning in itself, but rather, under the guidance of teachers, they use these cases to transcend the information provided by these cases, step by step complete cognitive activities, and in the process of exploring and solving problems, build their own unique personalized experience and wisdom." [5]

This stage is the "finishing touch" of case study, which is the successful completion of prescribed teaching tasks and the key to achieving the expected teaching objectives lies in. Therefore, in teaching preparation, teachers should not only make great efforts to prepare targeted comments on the "case discussion" situation, but also further design specific teaching plans for "expanding knowledge", "expanding skills", and "expanding methods" reflected by the "case scenario".

3. "Case discussion" approach

Empirical teaching theory believes that knowledge, theory, and skills can only be deeply understood through experiential activities. If a learner cannot independently apply facts and concepts to solve problems and contradictions, he will have difficulty truly mastering knowledge, theory, and skills; The teaching process is not only a process of guiding learners to deepen their understanding, but also a process of guiding learners to conduct practical exploration. The purpose and process are integrated. Case study emphasizes the integration of the teaching process of solving practical problems, allowing learners to gain knowledge, improve their cognitive level, and achieve teaching objectives through personal participation in various activities. Therefore, when organizing case discussions, teachers must be guided by the real-time needs of graduate students to conduct discussions based on case data. Specific methods as follow:

Guide "sorting out case scenarios". "Sorting out case scenarios" is the prelude stage of "case discussion" and belongs to the basic link. At this stage, the basic teaching tasks that graduate students participating in learning should complete are to understand the overall situation of the events described in the teaching case and become familiar with its basic situation. Therefore, the "teaching method" of teachers at this stage should be to propose relevant questions through appropriate channels based on the "the design of case reading leads to questions" and "the design of case reading leads to questions" completed during the preparation period, and based on the degree of mastery of the specific situation of the case materials revealed by the graduate students during the discussion. Teachers guide graduate students to effectively sort out and understand the working environment and working conditions for the subsequent "discussion of homework problems".

Guide "clarifying difficult situations". "Clarifying difficult situations" is the development stage of "case discussion" and belongs to the relay link. At this stage, the basic teaching tasks that graduate students participating in learning should complete are: Based on the clear understanding of the operating environment and operating conditions obtained during the "sorting out case scenarios" stage, and guided by the "discussion assignment questions" proposed in the case materials, analyze and explore the main contradictions that should be handled when specifically solving the "discussion assignment questions" and their interrelationships, clarify the impact of these contradictions and their correlations on solving "discussion assignments". Therefore, the "teaching method" of teachers at this stage should be: combining the teaching organization situation, clearly assign the task of "discussing homework problems" to different learners; For specific "discussion assignment questions", teachers guide graduate students to sort out the components of their specific assignment scenarios, and thoroughly analyze the main contradictions contained in this particular assignment scenario and their relationships.

Guide "exploring solutions". "Exploring solutions" is the climax stage of "case discussion" and belongs to the main link. At this stage, the basic teaching tasks that graduate students participating in learning should complete are: to comprehensively consider the main contradictions contained in their specific homework scenarios and their mutual impact and constraints, and to propose correct and standardized response action plans or strategies that meet the actual conditions of the homework, in accordance with the specific requirements of discussing homework questions. Therefore, the "teaching method" of teachers at this stage should be to provide the specific assignment requirements and standards for each "discussion assignment" to graduate students through appropriate channels and methods in a timely manner; guide graduate students involved in learning to propose their own solutions and corresponding bases and reasons for the main contradictions and interrelationships contained in the various "discussion assignment" and specific assignment scenarios, and fully compare, analyze, judge, and improve multiple solutions, ultimately

merging to form a unified, clear, standardized, and optimized assignment plan.

4. "Extended study" method

Generally speaking, the main position of a university seminar is: "Through in-depth exploration of the topic by teachers and students, promote students' active participation, trigger deep learning, promote the development of students' high-level thinking abilities such as analysis, evaluation, and creation, and make students become knowledge discoverers and explorers."^[6] Therefore, for analyzing the composition of the entire process of a seminar, "extended study" is an essential stage. In case study activities, "extended study" essentially refers to teaching activities in which teachers guide graduate students who participate in learning to internalize and sublimate the learning results obtained through "case discussion". The basic procedures are usually three steps: "summarizing experiences and lessons - reference and enlightenment - understanding of theoretical points". During the "extended study" stage, teachers should pay attention to the following in each main step:

Lead "summarizing experiences and lessons". "Summarizing experiences and lessons" refers to an evaluation activity that comprehensively reviews the main practices, understandings, and formation processes of graduate students participating in learning during the "case discussion" stage, and clarifies the pros and cons. In this step, the main link should be the evaluation and analysis between graduate students. Because, always "lead learners' learning activities to practice and decision-making, focus on improving learners' ability to make decisions when facing complex problems, and focus on the process of solving problems."^[7] This is the most unique feature of case study. During this period, the basic tasks of teachers are: organizing and coordinating graduate students to conduct full mutual evaluation; add necessary supplementary comments as appropriate.

Provide "reference and enlightenment". Case study requires learners not only to understand and memorize individual conclusions, but also to gain a deeper understanding of the contradictions and internal logic of change inherent in relevant matters through specific problems and phenomena, in order to ultimately improve their ability to solve relevant practical problems. "Reference and enlightenment" means that graduate students who participate in learning will refine and systematize the results obtained through "drawing inferences from one example" or "from special to general" association based on the understanding and scheme formed by "case discussion". During this period, the basic task of teachers is to gather the results of association among graduate students; supply some knowledge and skills in thinking methods such as association; and make necessary comments as appropriate.

Guide "understanding of theoretical points". In the current series of unified teaching materials for professional degree graduate case courses, each chapter that requires case study will include common knowledge on handling relevant issues - "theoretical points" - as the "expanded study" content of "case discussion".^[8] Therefore, teachers must guide graduate students involved in learning, fully utilize the learning outcomes of the "case discussion" stage for divergent and creative thinking, and understand the teaching content of the corresponding "theoretical points" section through deduction, association, and other methods to achieve the expected teaching objectives. Because the most fundamental task of teaching graduate students is not to inculcate them with many knowledge points, but to guide them to learn to analyze the sources of knowledge points in textbooks and the reasons or functions for their existence, so as to form their own understanding of these knowledge points, help them solve the problem of "why", and ultimately achieve the fundamental goal of mastering learning methods and improving their ability to solve relevant practical problems.

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