

Research on the Application of Case Studies in College Ideological and Political Education

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ABSTRACT

This article discusses the use of case teaching in political education at universities and its importance in improving students' theoretical thinking and value evaluation capabilities. To fully utilize the function of political education, teachers should continuously change educational concepts, innovate teaching methods, and use case teaching to enhance teaching efficiency. However, there are challenges such as inappropriate case selection and the inability of teachers to correctly analyze cases. Therefore, this article proposes that teachers should select case scenarios based on students' interest in social reality and their social concerns. Additionally, the author provides several guidelines for selecting appropriate cases and emphasizes the importance of improving teachers' case analysis skills and teaching methods.

Keywords: Case teaching, Political education, Teaching efficiency.

1. INTRODUCTION

University political courses have three distinct characteristics: political orientation, strong timeliness, and high comprehensiveness. To stimulate the enthusiasm, initiative, and creativity of university students, and improve their theoretical thinking ability and mechanism evaluation ability, it is necessary to fully unleash the educational function of university political courses, and promote university students to grow into new era people who consciously shoulder the great responsibility of national rejuvenation. Conducting case teaching is a beneficial attempt to enhance the practicality of teaching.

2. THE THEORETICAL BASIS OF CASE TEACHING

Case teaching refers to a teaching method in which teachers fully respect students' cognitive rules, guide students towards teaching objectives, use real situations or events as carriers, and allow students to investigate, read, think, analyze, discuss, and communicate through practical situations, so as

to achieve active student participation in the learning process.

The traditional teaching model for political courses mainly adopts the method of imparting knowledge. Due to the limitations of the subject characteristics and teaching environment, it is difficult to achieve the expected teaching effect. Compared with traditional teaching, case teaching has achieved multiple transformations in teaching objectives, teaching methods, teaching carriers, and information channels. Case teaching pays more attention to ability enhancement, comprehensive inspiration, and multi-directional interactive communication.

In the process, before class, suitable cases are selected, and students are assigned to read relevant materials in advance, discuss in groups, and submit discussion results. In class, students organize case analysis in groups, and the teacher guides students to analyze and discuss. After class, students submit learning reports, and the teacher records students' classroom participation scores and reviews their case analysis reports.

3. PROBLEMS AND CHALLENGES IN THE USE OF CASE TEACHING

In recent years, we have widely adopted case study teaching methods in political science courses at universities and have achieved good results. However, some universities have started implementing case study teaching relatively late, resulting in a relatively backward level of teaching application and management. As a result, we have encountered several obstacles and problems in case study teaching, specifically in the following aspects:

3.1 Outdated and Complicated Case Studies Lacking Relevance to Current Times

In the political teaching of some universities, some political teachers have been using the same teaching cases for five or six years without any real modifications, and have not been updated in a timely manner to fully incorporate current social hotspots. In this situation, students find it difficult to relate these obsolete and complex cases to their daily lives, making it difficult for them to understand and apply relevant knowledge. Case teaching requires active participation, exploration, and problem-solving by students. However, obsolete and complex cases can cause some students to lack learning motivation or interest in case teaching, resulting in a lack of active participation and exploration, greatly reducing the efficiency of classroom teaching.

3.2 Low-quality Case Studies with a Lack of Applicable and Localized Examples

Case teaching requires teachers to select appropriate cases so that students can better understand and master ideological and political knowledge. High-quality teaching cases are necessary for case teaching, and only through their full utilization can case teaching methods truly achieve teaching effectiveness. However, investigations have found that some teachers use cases downloaded from the internet without modification, directly teaching them to students. Such cases lack applicability to specific regions, industries, and academic fields, making it difficult to truly realize the function of case teaching.

3.3 Inappropriate Case Selection with a Lack of Practicality and Inspiration

Some teachers overlook the differences in students' ability to accept knowledge, and overly rely on the assumption that most students can answer questions correctly, believing that they have learned the material. They fail to select appropriate cases that are related to the subject knowledge and practical experiences of students based on their learning levels and primary difficulties. Instead, they choose inappropriate cases that lack inspiration, making it difficult to cultivate students' problem-solving abilities and innovative thinking, and to truly understand relevant political theoretical principles. Only by gaining a deep understanding of each student can teachers truly achieve the goal of teaching and educating students, putting people first, and gradually improving students' thinking and problem-solving abilities.

3.4 Appropriate Case Selection, But Inability of Teachers to Analyze Cases Correctly

After selecting appropriate cases, case teaching requires teachers to provide specialized guidance and direction to students to help them deeply understand and correctly analyze the case. However, some university teachers may lack experience and skills in case teaching, making it difficult to effectively guide students and achieve the expected teaching results, which affects the efficiency of classroom teaching. Teachers should pay attention to their own case analysis abilities and teaching methods, and improve their own quality, in order to fully realize the maximum value of case teaching.

3.5 Lack of Real-Time Feedback Mechanism in Case-Based Teaching Impairs Students' Understanding of Learning Effectiveness and Weaknesses

A common issue with case-based teaching is the lack of real-time feedback mechanism. In traditional case-based teaching, teachers simply explain the case, and students can only listen in class, lacking interaction and feedback mechanisms. This teaching method makes it difficult to timely understand students' learning outcomes and weaknesses, and it is impossible to adjust their learning strategies in a timely manner.

4. PRINCIPLES FOR THE SELECTION OF CASE TEACHING

Case-based teaching is a widely used method in current political science education. When selecting cases, the following principles should be considered:

4.1 Creating Case Scenarios Based on Students' Interest and Social Concerns

The creation of case scenarios is a crucial aspect of case teaching. Teachers can choose cases related to social reality issues that college students are concerned about to increase their interest in learning. Therefore, teachers should understand the social concerns of their students and design case scenarios based on their interests, guiding them to gain practical learning experiences in case teaching.

College students growing up in a networked environment have a natural interest in social reality problems. Therefore, case scenarios related to domestic and international issues can be selected as the material to create case scenarios, guiding students to rationally focus on the international and national development and welfare. Therefore, the careful selection of cases can guide and inspire students to develop correct understandings. Students can be guided to analyze various practical issues related to current social development from the perspectives of correlation and complexity, gradually developing a sense of responsibility to serve society.

4.2 Creating Case Scenarios Based on Real-life Experiences of University Students

Life is the best source of material. Case teaching is practical and can be used to solve real problems. Therefore, teachers can create case scenarios based on the actual life experiences of university students, guiding them to personally feel and experience the knowledge and skills conveyed in case teaching. In the teaching of ideological and political theory courses, refining and sublimating university students' actual lives into teaching cases can achieve twice the result with half the effort. Currently, university students are increasingly focusing on improving their overall quality and planning for their future careers. Faced with the grim employment situation, whether to continue studying for a master's degree or to seek employment or start a business is a practical problem that university students face. When

collecting, organizing, and refining case scenarios, the scenarios should be consistent with students' learning experiences and thinking habits, guiding university students to think deeply about how to overcome academic difficulties, adapt to the trend of the times, and create their own value.

4.3 Creating Case Scenarios Based on Disciplinary Theory Knowledge

The construction of case teaching scenarios is closely related to disciplinary theory and requires both practical and theoretical aspects. Therefore, teachers can create case scenarios based on disciplinary theory knowledge to guide students to deeply understand and master disciplinary theory knowledge. Insisting on using case teaching as an auxiliary method of theoretical teaching, highlighting the systematic, consistent, and fundamental features of theoretical explanation, accurately and clearly explaining the basic concepts and principles involved in the curriculum to students, and then using case scenarios to help students apply the theory to practical situations. For example, in the teaching of economics, teachers can create case scenarios based on the practical problems encountered in the market economy, such as inflation, unemployment, and income distribution, and guide students to analyze and solve these problems through the application of economic theory.

4.4 Creating Case Scenarios Based on Typical Representative Examples

In university-level political science courses, teachers can select representative and typical cases that align with the teaching content to create case-based learning scenarios. For instance, while explaining the core values of socialism, one can choose prominent examples such as Deng Xiaoping's Southern Tour Speeches or the Spirit of Lei Feng to create these scenarios. Such representative examples can vividly illustrate the practical application of political theory, aiding students in better understanding theoretical knowledge. Additionally, these examples also provide ample discussion material, provoking thought and debate among students. According to constructivist learning theory, students learn through the active construction of knowledge. Creating learning situations using representative examples provides an authentic and challenging learning environment conducive to knowledge construction. Students, through analysis and

discussion of these cases, can enhance their problem-solving and analytical skills, while also improving their understanding and application of political theory. Teachers can employ these examples to guide deeper thought and discussion among students, increasing the interactivity and interest of the teaching process. Simultaneously, they can gauge student learning progress through their discussions and feedback, allowing for further adjustment of teaching strategies.

4.5 Creating Case Scenarios from Different Perspectives in Diverse Backgrounds

In political science classrooms at the university level, teachers can also create case study scenarios from diverse backgrounds and perspectives. For example, when teaching about democratic politics, cases can be chosen that contrast and analyze the differences between Western democratic politics and Chinese socialist democratic politics. Cases from various backgrounds and perspectives can broaden students' horizons and help them understand and analyze issues from different angles and a global viewpoint. According to Multiple Intelligences Theory, different students may have varying intellectual strengths. Therefore, constructing case study scenarios from diverse backgrounds and perspectives can cater to different students' learning needs, thus enhancing their interest and motivation in learning. By comparing and analyzing cases from varying backgrounds and perspectives, students can not only enhance their comparative and analytical skills but also broaden their perspective and improve their cross-cultural understanding. Using cases from different backgrounds and perspectives, teachers can engage students' interest and motivation, thereby enhancing the appeal of teaching. Simultaneously, educators can foster students' critical thinking skills through their comparative analysis, thus enriching both the depth and breadth of their teaching.

4.6 Designing Teaching Cases with Assessment and Feedback for Student Learning Effectiveness

In case-based teaching, assessment and feedback are crucial aspects. Through assessment and feedback, teachers can understand students' learning outcomes and weaknesses, help them adjust their learning strategies in a timely manner, and improve their learning effectiveness and abilities. There are various ways to conduct

assessment and feedback, such as classroom quizzes, homework evaluation, group discussions, and self-evaluation by students. Among them, classroom quizzes and homework evaluation are common assessment methods that can help teachers understand students' understanding and application of cases. Group discussions and self-evaluation by students can help students reflect on their learning process and outcomes, and adjust their learning strategies in a timely manner. In addition to the methods, the content of assessment and feedback is also important. Teachers should assess students' learning outcomes from different perspectives, such as knowledge mastery, thinking ability, and communication skills. At the same time, the content of assessment and feedback should be targeted and practical, helping students identify their weaknesses and problems, and proposing feasible solutions.

5. APPLICATION STRATEGIES OF CASE TEACHING

In addition to adhering to certain principles when selecting cases, case-based teaching also needs to consider the specific learning situation and curriculum. It should not be applied rigidly, but rather based on the actual conditions of the students, teachers, schools, and the specific subject, in order to formulate effective teaching strategies and achieve the desired teaching outcomes.

5.1 Introducing Cases to Arouse Students' Interest in Learning

Interest is the best teacher. Students can only develop a positive desire for knowledge if they are genuinely interested in what they are learning. In political teaching, introducing new lessons is a crucial aspect, and how to spark students' interest in learning is a key factor that affects teaching effectiveness. Political science is highly theoretical, and most students find it extremely dull and uninteresting. Case teaching is a relatively vivid and intuitive classroom teaching method. Based on the knowledge learned by students, typical teaching practice cases can be used to provide all students and teachers with real school life and teaching situations, giving them a sense of being immersed in the teaching environment. By introducing political cases, the practical interest of a large number of students can be continuously improved, attracting more students and enhancing their attention to politics. This effectively improves the work efficiency of the political classroom teaching and stimulates students' enthusiasm for learning.

5.2 Teaching Knowledge Through Cases to Make it Easier to Understand

In the process of political teaching, explaining knowledge is an indispensable and important link. However, how to explain the knowledge of case teaching in a simple and easy-to-understand way is a key factor that affects teaching effectiveness. The traditional political teaching mode often uses the method of imparting knowledge to teach. Teachers often spend a lot of after-class time explaining to these students and repeatedly memorizing them in a rote teaching method, making students only partially understand some basic theoretical knowledge and basic knowledge. Therefore, in practical political teaching practice, teachers actively study, design, and select some typical and specific political teaching cases according to the upcoming political teaching content, using humorous language and methods to explain them, transforming abstract concepts and theories into vivid stories and cases, allowing students to easily understand and remember. By carefully analyzing difficult-to-understand cases, students can better understand those abstract and difficult-to-understand theories, making theories more intuitive and vivid, and thus gaining a deeper understanding.

5.3 Breaking Through Key Difficult Points with Case Studies to Make Learning Easy

The key focus is on a method that is crucial for every political class, which is how to transform difficult problems into easily understandable ones by breaking through the challenges, as this is a critical factor that affects teaching effectiveness. The guidance and accurate direction of teachers, as well as the adoption of effective measures, are important indicators for measuring the success of a teacher's teaching in a class, as they enable students to easily and quickly grasp the knowledge content of the course. To better and more effectively break through this challenging issue, we must first ensure that students are clear about this key focus through classroom teaching and theoretical guidance provided by school teachers. Teachers can attempt innovative methods such as interactive teaching groups, multimedia teaching techniques, and interactive case studies to break through the key focus. By familiarizing themselves with international news events, students can gain a deeper understanding of the basic stance, policy objectives, and fundamental principles of foreign policies, thus better comprehending the knowledge

points in the political course that are difficult to understand.

5.4 Digesting Knowledge and Grasping Principles Through Case Discussions

Political science in university often involves many abstract theories, which some students may find difficult to comprehend or might even regard as boring. Discussing these theories in conjunction with real-life examples can make political science concepts more concrete, and more interesting. Constructive teaching theories emphasize that learning is an active process where learners construct their own understanding and knowledge throughout the process. Case study teaching encourages students to be involved in the discussions, supporting them to build, understand, and apply knowledge in practice. Through case study teaching, students can understand political theories more deeply, enhance their abilities to comprehend and apply political knowledge, and stimulate their learning interest.

Teachers can select practical cases relevant to the teaching content, such as the instances involving the practical application of the theory of Socialism with Chinese Characteristics. Based on these cases, teachers can guide students in discussions, for example, analyzing the problem in a case study and proposing solutions. Implementing case study teaching can improve classroom interactivity and make the learning process more dynamic and lively, making it easier for students to grasp knowledge and promoting their engagement in class.

5.5 Expanding Horizons and Consolidating Key Points Through Case Extension

Case study teaching not only helps students grasp key knowledge points, but also broadens students' horizons, allowing them to see different people, events, values, and worldviews. Critical thinking theory believes that considering issues from multiple perspectives can cultivate students' critical thinking skills. Case study teaching provides a wide range of social, political, economic, and other issues for discussion, which is conducive to cultivating students' diversified thinking. By studying extended case studies, students can systematically and comprehensively understand the application range of the knowledge they are

learning, while also expanding their horizons and consolidating key points.

Teachers can arrange some extended cases related to the course, such as hot issues or typical cases, to allow students to extend the learning content and broaden their horizons through the discussion process. Case study teaching can make the teaching content more lively and vivid, improve students' understanding and memory of the learning content, and enhance the quality of teaching. At the same time, case discussions can increase the liveliness of the classroom and improve teaching effectiveness. Case study teaching allows students to relate abstract concepts to real-world scenarios, making the learning process more effective and interesting.

5.6 Summarizing and Integrating Knowledge Through Case-Based Teaching

In political teaching, teachers can also use practical cases to help students better summarize classroom knowledge and integrate the knowledge content. Firstly, teachers can introduce knowledge points through cases, allowing students to perceive and understand knowledge points in practical cases. Secondly, teachers can help students summarize classroom knowledge through case analysis. Finally, teachers can help students integrate knowledge content through case-based comprehensive applications. For example, in teaching political philosophy, teachers can introduce a classic political philosophy case, such as Socrates' trial case, to help students understand the core concepts and ideas of political philosophy. By analyzing this case, teachers can guide students to think about political philosophy issues such as justice, power, and civic responsibility, helping students deepen their understanding of the basic principles and ideological systems of political philosophy.

In political teaching, through the introduction and analysis of practical cases, students can more deeply understand the core concepts and theories of the political discipline, and also enhance their critical thinking and innovation abilities, laying a solid foundation for future learning and work. From the perspective of students, through the introduction and analysis of practical cases, students can more intuitively understand and grasp knowledge points, thereby improving their learning effectiveness. At the same time, through the comprehensive application of cases, students can connect different knowledge points and form a systematic knowledge

structure, improving the depth and breadth of learning.

6. CONCLUSION

The case teaching method is an effective classroom teaching method that can effectively improve students' learning enthusiasm and practical ability, help them better understand and master ideological and political knowledge, and provide an important way to promote the overall construction and development of political teaching in universities. In the application of case teaching, teachers need to select appropriate cases according to the course and the characteristics of the students, guide students to analyze and discuss cases, and encourage students to actively participate in the learning process to achieve the expected teaching effect. The case teaching analysis method runs through the entire process of political teaching in universities, which is beneficial to make more students truly enjoy learning in political classrooms and continuously improve the teaching quality of political courses.

AUTHORS' CONTRIBUTIONS

This paper is mainly completed by Xiaoliang Guo and Chengbai Xia; Yuxuan Wang contributed to revising and editing.

ACKNOWLEDGMENTS

Fund: 1. "Research on the Reform of Case Teaching Mode of *Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era*" (No.21SZK10213006) Special Research Project for College Ideological and Political Theory Teachers of 2021.

2. "Research on the Innovation of Ecological Civilization Institutions under the New Development Paradigm of Dual Circulation in the New Era" The Annual Project of the Philosophy and Social Sciences Prosperity Program of Harbin Institute of Technology in 2021, Supported by the Fundamental Research Funds for the Central Universities (Grant No.HIT.HSS.202148).

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