

Tension and Cope of Case Method in the Basic Teaching

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Abstract: The case method is a very common teaching method in basic teaching, and it has obvious advantages, generally sought after by education workers. However, with the deepening of the teaching reform and the passage of time with foundation courses, some defects about the case teaching began revealed. In order to play the advantage of case teaching method and avoid the hazards, we should promote the continuous improvement and innovation of case method from light into light out to light into the ferret light out.

Keywords: Foundation Courses; Case Teaching; Defect; Theory; Case

1. Introduction

Five years since the opening of the "foundation" courses, through continuous reform of teaching practice, most teachers find one that suits their own teaching method - Case Method. The case method is to integrate teaching theory and classic case, so that the students can learn to think, learn to analysis to gain the conclusion, and finally able to learn by analogy, variable depth into shallow out the light into the light. Through these years of teaching practice, as well as organized teachers do some summary in school, school of, room in recent years, we gain some thinking about case method: we should add digging between the light into and light out, make up for some of the defects of the case teaching method with some of the advantages of traditional teaching methods to promote the growth and success of students.

2. The Tension Performance about Case Method in the Process of Basic Teaching

The case method is a teaching method which the teacher is the leader and the students are the main aspects. It is not simply the introduction of the case; its focus is to inspire students to think, solve the practical problems encountered during the growth and success. The advantage of case method is very obvious. However thought the teaching practice, peer race courses, expert observation and evaluation, we also found the case teaching method following a more prominent issue:

2.1. Subjective, Leader Wants the Educated can Have More Perspective, but it is Easy to Make a Classroom out of Control.

In the design of case, some teachers think of the case teaching need to exercise students multiple perspectives thinking ability, hoping that the students can comprehend

by analogy, and thus will choose some cases covering more theoretical information. Although the content of the "foundation" courses involving more your perspective is broad, so there is no problem in the general direction of the "basic" class. "Foundation" courses are the organic combination of different parts, each part focused to solve specific problems specific differences. Thus specific teaching objectives of every lesson will be different; the moment a teaching unit also does not involve, too early enabling students to think, in fact, there is no purpose, but dilutes the theme of the lesson. Meanwhile, in the case of teachers can not completely controlled students thinking, if the boot is not force, the students discuss would be endless, classroom atmosphere is difficult to control, and then the teachers was limited into passive and not reach the desired effect.

2.2. Objectively, Case Teaching can Solve Students' Confusion, but the Theory is not Deep Enough.

The first and foremost of case method to use success or not is that the selection of cases for the path of the student. Of course, students in itself inadequate development of abstract thinking, the first factor about his choice of cases is emotional factors, such students is also more attractive, which is a light into the logo. That case teaching actual route is the route to abstract a theory of emotional confusion that may occur in the process of student growth and success. The course can play a positive role in solving the problems that may be encountered in the process of student growth and success, but the purpose is too clear which may makes the theory of abstract depth difficult.

2.3. The Implementation of Case Method, Sample Operation will Cause Non-professional Teachers on a Misunderstanding of the "foundation" Courses.

In practice, the ideological and political theory courses as a system, "foundation" courses to be lighter compared to the depth of several other theory course theories, but the course involved a lot of practical problems new students will encounter, the course will also be of particular concern for student teachers. A large number of non-professional teachers join the course, itself back in the theory course to the direction of the development of the "professionalization, specialization, experts, this thing is unreasonable. However, in practice, this phenomenon is a full-time teacher guided on a relatively large degree.

Some full-time teachers failed to grasp the essence of the case teaching, leaving the case be confused with exemplification. Some non-full-time teachers failed to prepare before class about the "foundation" courses, classroom design a clear understanding, resulting in their case teaching mistakenly believe that example exemplification. Case teaching method is orchestrated, organized, planned, step-by-step implemented by teacher, to inspire the thinking of the students, allowing students to participate in an interactive, to learn in the discussion, to analyze and solve practical problems. Exemplification will also use the specific case, but its main purpose is evidence rather than material can be processing and analysis. The two are essentially different. In order to eliminate this misconception, must carefully designed case teaching, superficial into, ferreting out and light out.

3. Teaching Experience, Control of the Case Teaching: Superficial into - Ferreting Out - Superficial Out

3.1. The Design of Superficial into, Grasp the five Requirements

The most important step of case teaching is to choose the case. Case selection must play the leading effect about teachers during case selection, to ensure to control the teaching atmosphere and progress during the process of case teaching. As to the specific selection, in addition to choose those typical, timeliness, highly targeted cases due to share experiences with others, we should do some superficial design for case and grasp the standard of "five requirements".

Requirements about teaching content, cases selections purposes to serve for teaching

Case selection, according to the syllabus, the purpose and teaching materials to select, abandoning some twigs, to find the most appropriate, targeted strong case to avoid covering the case of the theory of information overload cases, so as not to dilute the theme. In such cases as few as contained in the amount of information, it is easy for teacher to lead, and easy for students to find out in line with the goal of teaching the theoretical point of information, this would both meet the requirements of teaching purposes, and not leave the classroom atmosphere beyond the teachers' control.

Requirements about growth and success, selected those cases with convincing power

The Case selection should think about the students' mental from a psychological point of view. Generally speaking, there are two categories of cases students will enjoy. The first category is the things happening around us, such things in social life are not typical, but it is fairly typical in learning life. With such cases are not away from the students' lives, the complexity of the cases are not high, it can reflect the attention about growth and success and make the emotional distance between teachers and students well. The most important thing is that such case is likely to happen to them, thus such cases are most able to reflect light into the student's mind but most collisions, and to achieve the purpose of teaching and really help students apply knowledge to solve troubles encountered during the process of growth and success.

The second type of things that may or may not happen in the student body, but it is typical of the social; mentally shock to the students, the authority of the significant effects. Including some historical classic, great people, contemporary celebrities and to set an example to the students' growth.

Requirements about specific object, be clear to select cases qualitative

Qualitative clearly is not means to exclude negative examples, and select only the positive cases. Qualitative explicitly refers to the social recognition of this sort of thing, or a denial of fundamental determined that there is no ambiguity or one-sided. A not clear characterization case can have different interpretations, although teachers can actively guide, but because the student is not yet fully mature in the psychology, and the ability to distinguish right from wrong is not very strong, constantly enhance body awareness, active thinking, divergent extreme, the guide may not be able to achieve practical results. At the same time, the ability of young people receiving various information is also very strong, if it is given a negative example, we can guide students to positive criticism and take preventive measures, but the case which has no qualitative or qualitative inaccurate, especially in the event of the young people who are likely to cause them to blindly follow.

For example, "Assemblies, Processions and Demonstrations", The case I chose is held in Nanjing, the 65th anniversary of international peace rally to commemorate the War of Resistance Against Japan, meantime also happens to be the outbreak of large-scale anti-Japanese demonstrations on 2010, Chengdu. Some students ask why not vote for the latter with the former, the latter is more aroused enthusiasm and patriotism of the students. This is exactly where the problem lies. Student demonstrations in Chengdu patriotic deep in thought, but the behavior is the problem, this is a contradiction to the development of two directions, but not strong controllability on Assemblies, Processions and Demonstrations teaching objec-

tives. The selection of "Nanjing held a peace rally to commemorate the War of Resistance Against Japan the 65th anniversary of the victory" is determined, positive case, it also can cause students thinking on patriotism and rally processions and demonstrations Law.

Make the case superficial, guide students concise theory
In case teaching, "The theory is the dominant of cases, case selection is appropriate depends on the specific content of the theory, in fact, the formation of such a model theory - concrete - theory.

During the teaching, requested case superficial, guiding students to find a theory in the case. To do so provided that the teachers need to familiar with the textbook theory, looking for cases meet with the theory. A case due to the expression method inconsistent and theoretical fit is also inconsistent, thus requiring teachers to find relevant information from many ways, analyze the expression of different data on the same case, to find the most suitable teaching or based on the information at its disposal, organization, processing, rearrange the case with language, and to clarify the theory into the case, restore abstract theory into specific cases. Of course, students should theory and condense of the case with a theory. Because the case is carefully to choreographed and integrated by teachers according to the needs of students learning task, which offers the possibility for students to correctly decode the case of teachers. The students will arrive at a correct theory under the guidance of teachers, the specific case abstracted into theory, into their own knowledge.

Set on the guide, dominated classroom

During case teaching process, teachers should actively ask the question, and actively guide students, and interact with students, give full play to the subjectivity of students. During case teaching process, teachers should play a leading role in the control of interactions with students, and therefore must be set to ask for the teaching objectives of the case. During the set to ask, in addition to pay attention to the relevance of the problem, the scientific nature of the problem is necessary to ensure guide students to think correctly. The problem should be set appropriately, and guide students the promotion of thinking, and conveyed the theory to students at the most appropriate time imperceptibly, then achieve better teaching results.

3.2. Ferreting out Main Points, be Sure the "two understand"

The goal of case teaching is to train students to analyze, think, critical awareness of innovation and problem-solving skills, case teaching final point is still theoretical education. First of all, in the process of the "basic" teaching, case teaching must serve the theory. This requires teachers to rationalize the textbook system, grasp the level logical relationship, and thoroughly publicize the textbook theory. This also reflects teachers' understanding of the textbook system, knowledge point, so that stu-

dents are convinced and willing to accept; secondly, the case teaching is not a panacea, as a teaching method, it guides students to participate and plays an irreplaceable role in the interactive process, the theory is not very in-depth in the case teaching, which cannot meet the active thinking, theory craving, the requirements of the young students have a long-term ambition. Case teaching as participation, interactive teaching methods, deep theory instill some shortcomings, after the introduction of theoretical theme, should put aside the case, the theory sublimation, in order to meet the theoretical requirements throughout the life of the college students planning. Firstly, ferreting out the textbook system and thoroughly publicizing the book.

In general, the case teaching method for the description a theory is competent, but in the actual teaching process, we found that no matter how guide only shows outline of the case teaching method of the theory. In this way, even if the materials on plain theory can not be thoroughly publicize.

The case is specific; the theory is abstract and universal. No matter how the case is typical, it is only a general in the special. So it is unreasonable to illustrate the universal theory with a special case based on materialism. Thus, in the teaching process, regardless of how a teacher guide, can only be in exceptional circumstances, not possible to draw a conclusion on the universal significance "(theory). In other words, a case may solve one or several issues to a theory, but can not solve all the problems of the theory. Therefore, the case teaching only to introduce the theme of the lesson the students with problems, then teachers need fully into textbooks complete theoretical system to the language of instruction, gradually induced depth. Such as "patriotism" reflects the deep feelings of the masses of the people to their motherland, reflect the personal dependence of the motherland is the unity of the people a sense of belonging, a sense of identity, a sense of dignity and honor of their homeland, ethnic and cultural. It is the moral demands of regulating the relationship between the individual and the motherland, the political principles and legal norms, but also the core of the national spirit. I selected a group of cases" My Chinese Heart (core) can be said to this group of cases can solve many of the problems of patriotism, but because they are not universal, can not explain all the problems, such as the legal norms. But teachers should not evade because the case did not contain theory, so we must be specialized reasoning to the textbook system through the urgent need to address students' growth and success.

Secondly, ferreting out theoretical system, clearly explained principle

Case teaching is a guide, which introduce students to the theory hall by a simple, clear case, but only "him jumped onto not the room entrance". So, in the case to introduce students to the theory, the case must be put aside to further discuss the matter, continue to root down the stu-

dents are willing to accept the theory of psychological management said through to solve students may face long-term problem.

"Foundation" course is the first theory class after freshmen enter the campus, so the teaching materials in the preparation of the requirements of the theory itself is not very deep, it is focusing on solving a series of practical problems freshmen faced. However, this does not rule out some of the problems of this course requires a profound theory as a support. When teachers use case to introduce students, it is necessary to further deepen theoretical focus from the long-term.

For example, the first chapter is the "the pursuit of lofty ideals, establish a noble faith", focus is the second quarter "establish the scientific ideals and beliefs", which is a difficult issue. However, in this chapter, there is a difficulty, what is the ideal. We can introduce the student to a question with carefully prepared case, it is easy to make students able to distinguish between what is ideal and what is fantasy, fantasy. It should be said that a case has successful completed the task. But teachers should not stay in this, but must continue to lay a solid foundation "establish the scientific ideals and beliefs", thoroughly publicize further from the ideal level divided on the ideal of social ideals and personal relationships. Let students understand theoretically the personal ideal subordinate to the social ideal, in advance, to "establish a common ideal of socialism with Chinese characteristics" to lay the foundation for the difficulty of dispersing.

3.3. Shallow the Trend: Combined with "two should"

The final point of case teaching method is to come out from the case, but where is the direction? Generally, we think that we use case teaching take students into the theory, then it is over just finished the teaching about the theory. The theory is abstract, and the case is specific. To grasp abstract is large difficult in theory than specific, so can not be considered shallow out, rather than deep out. This is not in the line with the teaching goal of basic course-- "to solve the practical problems encountered in the process of growth and success". These questions should be specific. So, how to count to shallow out it? Shallow out should be coming out from the advanced theory, and have the ability that can restore abstract theory into specific cases. To be truly shallow out, "basic" teachers should grasp the following two points:

1. Carefully classified the cases during case teaching

In the use of case teaching, teachers must carefully classified the cases used in teaching. The cases are divided

into abstract type case and prototype case according to the time and purpose of the case. Abstract type case is mainly used in the stage of the shallow. With the guides by teachers, students can think, analyze and abstract summary the theory from specific phenomenon. Reductive case is mainly used in the theory of shallow to a specific stage, like shallow into difficulty of the case presented to the students, to enable students to use ferreting out stage theory, anatomy of the cases, looking into the problem-solving ways.

2. Make case teaching and taught teaching a unity rather than opposition

Case teaching method and traditional teaching based the pedagogy can not be diametrically divided into two opposing teaching system. Generally, the case teaching method is understood as "things reasoning to sensible things" and traditional lectures based pedagogy to understand into the matter "theory based on reason". In the actual teaching process, we found that the case teaching method, not only the first half, without the latter half. Although the purpose of the "foundation" courses address to solve the practical problems students encountered during the growth and success. If you only understood the "encountered" to have been encountered, it has no problem. But not all the problems they have encountered, and they will encountered in the future. "Let bygones be bygones". By the teaching practice, we found that the problem will encounter in the future is the most terrible problem. The case teaching method must make students think, analysis, explore and understand the "why" behind the case, to achieve the point "know the principle by things". What's more, students should understand things based on principle in living practice, and know the point about things will happen, to improve the ability to analysis and solve problems with their knowledge, so as to contribute to or to avoid the occurrence of things.

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