

Research on the Theory and Practice of Case Teaching Method in the Teaching of Public Administration

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Abstract: This paper firstly summarized and analyzed the basic characteristics of case in the teaching of public management and its type, then, expounded the three key points of public management teaching. This paper focuses on the problems in the case teaching of public administration in our country, based on the existing methods and theories of public management case teaching in our country, analyzes the importance and skills of case teaching and how to improve the level of case teaching and also puts forward the reasonable suggestion to the problem, which has a positive significance to improve the comprehensive level of the teaching of public management in our country.

1. Introduction

Case teaching method first appeared in medical science and engineering technology, in medicine with strong teaching practice, such as, there is a wide range of applications. The case teaching method proposed by Harvard university, after a period of development and application, case teaching method because of its unique performance and achieving a series of results in the world has been widely spread and application, in many parts of the world ,has been very good recognition. The case teaching method introduced to China in 1990, and it has been widely used in many universities in China in early 2000. At present, the case teaching method has become a significant feature of the teaching methods of public management in Colleges and universities. public management case teaching method in the process of our application, has obtained the very good teaching effect. However, but there is still a lot of problems, which restricted the application of case teaching method in the discipline of public administration, therefore, it is of great significance to improve the application level of the case teaching method of public administration, and to strengthen the research of the theory and practice of case teaching method.

2. Case Teaching and Teaching Cases

Case teaching is simple to say that some scenes of life and practice are integrated into the process of classroom teaching, and then a teaching method is discussed in the class.in the process of case teaching. Students can analyze and compare various teaching cases, summarize and sum up the reasons for success or failure, draw on the experience of predecessors, and realize the improvement of their own level.

In today's campus life, the Internet having been basically covered, college students can be efficient and accurate access to their own information needs. In the university classroom, the "phubbing" has become a common phenomenon, illustrating the problem that one is the urgent need for scientific knowledge of College Students. On the other hand, it shows that the traditional teaching methods can't meet the needs of the current teaching of public management. Case teaching method can well help students to acquire practical knowledge. Case teaching method through the use of teaching cases, in class to realize the interaction between students and teachers, the boring principles and knowledge will be expressed by case vivid teaching and make the existing

difficulties doubt, simple and clear in the teaching process, and abstract to concrete, image, so as to enhance students' understanding of public knowledge management and Realize the improvement of students' comprehensive level of public management.

The most basic thing in case teaching is the teaching case, so the choice of appropriate teaching case has become the difficulty and focus of the case teaching. Successful teaching cases with "a case of all understanding" effect, under the guidance of teachers, students can have deep impression on the principle and methods contained in the case. It is worth noting that the difference between case teaching and traditional example teaching should be done well. Traditional example teaching is step by step according to the example in the concept, principle and method of modeled teaching, but example teaching reflection is a logical reasoning process, without thinking of divergence. Different from the traditional example teaching, the case teaching has two obvious characteristics. On the one hand, the case teaching has authenticity also is by real examples exist in real life, which is the virtual case that do not we constructed from the abstract story. the authenticity is the most basic feature of Public Management Teaching. On the other hand, the typical characteristic is another characteristic of the public management teaching case, which is through the analysis of the representative teaching cases, getting the principle and method of public management teaching from the concrete teaching cases. The teaching cases is real problem in case teaching, but this problem is often having a specific answer which is not the only. Students can play their own imagination, based on the knowledge discuss the problem deeply, to stimulate students' learning interest, help students to develop their own good habits, and to improve the teaching level of public management.

It is the three key point in the case teaching to design the vivid teaching interaction class, to screen the vivid teaching case and to construct the appropriate teaching scene. The focus of case teaching is to improve students' learning interest as the basis, in order to achieve the improvement of students' comprehensive ability as the ultimate goal, the following three key points of the teaching case are described in detail.

3. Select of Appropriate Teaching Cases

Selection of appropriate teaching case being the foundation of public management teaching,, The emphasis should be placed in the process of compiling the teaching case writing, and the difficulty is the choice of teaching cases. a qualified teaching case should have at least four basic units respectively including a main idea, a vivid story, a clear reason, and an impressive conflict, At the same time, in the back of each unit , class thinking homework should be subordinate to.

In Terms of the Subject. To grasp a principle, a public management teaching case should have only one subject which is different from other academic journals and papers. In Public management teaching cases, if there are multiple themes, will not be a good expression of the central topic. Too many subjects making case disorganized, multi theme of the case will not be able to inspire students to think about the problem, solve the problem, can't improve the ability of students to observe and judge problems. So in the case of the compilation process, can't expose the subject simply, should be appropriate to the hidden theme cases. At the same time, writing can't be emotional, can't add too much personal feelings to the case teaching

In Terms of the Story. A case of public management teaching, no matter how much it is, the case described by the case must have integrity, so that we can call it a complete story. In the process of describing the case, we should focus on the theme, and express the case of the causes, development, climax, the results, the case of time, place, the characters clearly, which can be said a complete story. What should pay attention to In the compilation of public administration case is that generally the results of the case do not need to be put into, which is more beneficial to help teachers organize classroom teaching, to attract students to participate in classroom teaching cases Giving full play to say the truth and the rule by case, the effective function. , students through the case analysis deduced the results of the case, so that students understand a public management rules or principles, or allow students to get a deal with public administration of a trial.

In Terms of Reason. In other words, a public management case should have a goal, or be able to say clearly a reason, which is the key content in a case..

In Terms of Conflict. If there is no conflict in a public administration case, this case will not be called a good case even a case. The role of case conflicts is to increase the difficulty of solving the problem when it comes to the solution of the problem which may make students don't know how to make a choice with many kinds of solutions to the problem. Students without complete knowledge reserves as a support, then on to deal with the problem, students will be very difficult to deal with and often encounter various obstacles, so that teaching case will not be able to continue to carry on. But if there is no conflict, the case appearing to be simple, students can easily see the solution to the problem, but the classroom case solutions are single, which can't play the role of case teaching, because conflict makes the case with a soul. On this basis, in the back of case, adding the appropriate after-school problem and case development can further deepen the understanding of the knowledge of the students, thus achieving the teaching objectives.

4. Design Vivid Teacher-Student Interaction Classroom

Knowing how to compile the public management case teaching is just the first step, with a good start, of course, a more important step is to do a good job of how to teach a good case. the public management teaching team in front of us, the case teaching plan of public management are similar. How to design a reasonable case teaching interactive scene becomes the key point of Public Management Case Teaching. It is the simplest and most effective means to improve the teaching method of case teaching, in the teaching purpose of realizing case teaching. But the difficulty of the public management case teaching also appeared in the interaction. Since it has been in the development and application of the case teaching for such a long time, the most common interactive case teaching deductive mode can be summed up in three forms, namely a group discussion, teacher's leading mode and student performance mode. Case teaching teachers can choose the appropriate teaching situation and their own teaching situation for the students to choose the appropriate interactive interpretation model. Here are three examples of interactive interpretation in the interactive model used in a model for a detailed exposition.

The first interactive deductive model is the group discussion model. Group discussion is one of the most frequently used in the current interactive deductive model. Group discussion patterns can be summarized in the following several stages. First stage,

The teacher will prepare the case to the students before class, requires students to read the case carefully after class, and collect the relevant information, consult the books and so on and analyze the information. to improve the efficiency of the classroom teaching, students should be initially formed to solve the problem of the case and even the solution. The second stage, in the classroom, the teacher according the teaching objectives, the teacher will reproduce the case, and do a simple introduction to the concept, the problem and the relevant background of the involved case. But the teacher can't tell the results of the problem and the solution to the conflict, but the teacher can't tell the results of the problem and the solution to the conflict. The fourth stage, each group will be able to discharge a representative, to explain the leading problem solution formatted by each group, of course, can also be appropriate to introduce the group's internal non dominant point of view. Members of other groups if there is any problem can be on the spot and to ask questions; The five stage, The teacher guides the students to debate the solution again formatted by each group, Students enlarging the difficulty of the problem, and finally form the final solution of the problem. The sixth stage is also the last stage. Teachers comment on each team's solutions and focus on the new decision-making for the students to provide a reference point. Through the teacher's comment, further deepen students' understanding and memory of knowledge, improving the ability for students to solve the actual problem. At the same time, the teachers of case teaching in the process summarize the experience to improve the level of their own case teaching.

5. Construct Appropriate Teaching Scenarios

As the saying goes, learning interest is the best teacher of students. One of the advantages of using case teaching is that it can stimulate students' learning interest through the construction of

appropriate teaching scene.

Prepare Case Story Background Scenes. Constructing of the appropriate teaching scene, the first step is to prepare the case of the story of the background scene.

Case teaching in the introduction of the background of the story ,should introduce the time, location, characters and story origin of the case clearly., in necessary circumstances, also need to introduce the story of the corresponding era of political, economic and cultural and social background . In the background of the case story, don't need to do everything, But the case issues and case conflicts which can have an impact on the background must be described in detail. The teacher of public administration discipline can show the scene of the story to the students in the form of video or PP documents, at the same time to complete the construction of the story of the background scene, but also to create an atmosphere of case teaching, so that students into the case of teaching

Prepare a Case of Conflict Scenarios. Conflict is the soul of teaching cases, and also the key to the setting of the scene. Case teaching, although paying attention to teaching atmosphere, let the students into the teaching scene, but the drama teaching and case teaching still existing great difference. Because of the limit of teaching time in classroom, teachers can't display all the plots of case. The conflict scene is that the teacher needs to show the focus of the scene. A wave of ups and downs of the case of conflict scenarios, not only can attract students, but also can improve the teaching effect, to complete the teaching purpose

6. Summary

With the continuous reform of the current teaching system and the requirement of the current economic and social development of public management personnel, in the teaching of public management, the case teaching is particularly important. Public management teachers should fully understand the status of case teaching, continuously improve the editorial level in case teaching the, master and applicate case teaching skills, giving full play to the positive role of case teaching, improving the teaching level.

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