The Construction of Blended Case Teaching Model in the Information Technology Environment

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Abstract: In the traditional education teaching model, the case teaching has been widely adopted by teachers due to its many special advantages. However, case teaching also has certain limitations and scope of application throughout the education stage. Only by continuously optimizing the traditional case teaching model can its limitations be broken through. Throughout the education process, the concept of blended learning can be fully used for reference to construct a blended case teaching model based on the information technology environment.

1. Introduction

In the process of education and teaching, a highly realistic scenario is provided, and a set of specific events with typical significance allows students to conduct an in-depth analysis of the existing problems as a case teaching model. This teaching model is opposed to the teaching method, and can fully motivate students to make full use of the theoretical knowledge they have learned when solving practical problems. The case teaching model, like other teaching models, not only has a specific scope of application but also provides important services for specific teaching goals. In case teaching, the application of information technology can break through its limitations.

2. The specific scope of application of the case teaching model

2.1. Suitable for theoretical learning

Specifically, the use of case teaching model can effectively transfer specific theoretical concepts and principles. As long as the basic principles hidden in the case are revealed, the principles can be used flexibly in the process of investigating new cases to give a powerful explanation of some changed situations. In the process of carrying out case teaching, teachers should not focus on the choice of cases, but flexibly guide students to master some necessary basic principles, and let students understand the important role and encourage them to choose specific cases that can provide important auxiliary explanations for these theories or principles[1].

2.2. Suitable for typical examples and thinking habits

In typical cases, the specific orientation that may exist to solve new problems is mainly described. Therefore, students can treat the main methods used to solve problems in the past as a practical mode, and effectively adopt them when solving new problems. The case teaching model can also guide students to think positively and continuously improve their ability to solve practical problems. At the same time, the blended case teaching model adopted in the teaching process, the selected cases are basically rooted in the social situation. It can not only guide students to actively think about the various possibilities of
solving related problems, but also urge them to stop using unnecessary and endless imagination, continuously expand students’ horizons and gradually improve students’ correct imagination and full understanding.

2.3. Sense of responsibility and ethics
In case teaching, teachers can also provide students with some positive or negative examples to guide students to maintain a correct learning attitude and make full use of positive thinking. At the same time, it can also help students establish correct values, let students understand their sense of responsibility, and encourage them to deeply appreciate the relevant ethics that they should follow from the behavior of a group of people or the behavior of someone.

3. Limitations of case teaching model

3.1. It takes too much time to achieve teaching results
Using the case teaching model, teachers need to spend more time collecting more suitable cases. At the same time, they also need to check the scene carefully[2]. Moreover, this teaching model has high requirements for students and teachers, so it often fails to achieve the desired teaching effect in implementation. In addition, according to relevant studies, the overall efficiency of case teaching changes greatly, while sometimes the efficiency is very low.

3.2. It is difficult to maintain coordination and cannot allow students to have a correct generalized understanding
In case teaching mode, the relevant cases used usually need to be fully covered by short materials. It is very difficult to maintain the coordination of time course. At the same time, the purpose of case teaching is not only to allow students to have a detailed understanding of the entire process, but also guide students to have a deep understanding of the teaching[3]. It is difficult to balance the two. In addition, in the whole teaching, case teaching is still dangerous for students. It can neither prompt students to critically cultivate generalized knowledge of some principles or concepts, but also allow students to form inaccurate generalized cognition in their studies.

4. Concrete construction of blended case teaching model
Specifically, in the whole teaching process, the teaching model adopted by teachers should start with the development of students, teachers and colleges. Teachers need to have a solid grasp of the specific characteristics and functions of different types of teaching models. At the same time, teachers should also understand the specific scope of application of these models. Not every model uses the entire teaching category. In a specific situation, teachers must accumulate rich teaching theories for specific students and specific teaching materials. At the same time, they must maximize the functions of multimedia and network, and conceive a general framework that can blend various modes, so that teachers and students can play freely. The specific construction strategy is as follows:

4.1. Construction of teaching objectives
The construction of teaching objectives can be divided into three categories. They are knowledge goals, ability goals, and emotional goals. When choosing a blended case teaching model, a scientific and reasonable teaching goal should be constructed.

For example, teachers need to give a correct understanding of the basic concepts and principles related to the case. On this basis, teachers should use actual case teaching to guide students to make correct decisions in specific situations, and make full use of such decisions in actual situations. Students must have flexible thinking skills throughout the learning, students must have a more rigorous thinking logic, and understand the clarity and continuity. Students must also make a persuasive analysis of specific problem, correctly identify some related problems and basic elements that are closely related to the case[4]. At the same time, students must demonstrate their desire for qualitative and quantitative
analysis.
Throughout the education process, through the case-blended teaching model, it is necessary to continuously cultivate students with a variety of abilities, expand students’ broad vision, and guide students to transcend in specific problems.

4.2. Construction of teaching process
In the actual teaching process, teachers should make effective use of actual cases of blended learning, and use more systematic methods to reasonably solve some practical problems, so as to achieve the goal of case teaching.

For example, firstly, it is necessary to choose a case that is more suitable for teaching. Teachers cannot use imagination to fabricate certain facts as cases. These cases must come from real life. All facts deduced from generalization or abstract theories cannot be replaced. The selected case should be able to enhance students’ learning enthusiasm and stimulate students’ interest in learning, so it must be closely related to real life. At the same time, by fully understanding the difficult problems set in the case, students can put themselves in the position of proactively solving problems, and make students become real decision-makers, so that students can take care of the people and things in the selected case and handle it seriously[5]. Students also need to find a reasonable solution to the problem based on the theoretical knowledge and related concepts learned in the past based on various data and more complex cases. Students can learn more about the case through the teacher’s specific description. Teachers must not only show students the specific context of the case, but also use more appropriate methods to guide students to read the case, clarify the complex relationship plots and adopt a critical method to fully understand the viewpoints. Teachers can also comprehensively use a variety of methods to show the cases to students, either in rich texts or in the diversified forms of multimedia to the fullest, so as to continuously stimulate students’ enthusiasm for learning. Under the guidance of teachers, students can use group cooperation to communicate and discuss, conduct full research on specific cases and summarize the problems that should be solved. It needs to sort out the difficult problems and understand the important information in the case. For some defined problems, students should generate a variety of action plans based on their own knowledge. In this process, students should give full play to their creativity, consider relevant issues in detail from multiple angles, and use methods such as brainstorming to solve them. When conducting group discussions or class discussions, it is necessary to determine the best course of action. At this time, each group may provide different action plans. A reasonable analysis of each plan should be carried out, and the practical feasibility of the plan should be fully considered. In this process, the teacher should let the students understand the advantages of each plan through
reasonable guidance. Meanwhile, the teacher should also give a scientific evaluation of the students' actual performance, so that the students can determine the best suitable course of action in a short time. Finally, students have to reflect deeply on the entire learning. Through reflection, students can continuously strengthen their personal preparations in future studies, and develop necessary skills in group or class discussions. At the same time, teachers also require students to be able to reasonably evaluate the specific mastery of the relevant and write related case reports after the evaluation[6]. Teachers should also briefly summarize the entire process of case study, and review the contents of the case.

4.3. Construction of teaching evaluation

In the whole case teaching, teachers also construct reasonable teaching evaluation. For example, it is necessary to ensure that the selected cases have a certain degree of authenticity and related events have a certain degree of complexity. These cases can arouse students’ interest and guide students to engage in intense discussions on them, and the cases should remain open and have diversified answers. At the same time, teachers should teach in the case and be able to guide students to in-depth study of the case, be able to demonstrate professional thinking and behavior for students, and provide students with reasonable guidance and positive feedback. During the whole learning, students should also actively analyze the case. The key assumptions in the case must be determined first, and the specific content and related issues involved in the case can be represented in the form of charts.

5. Conclusion

To sum up, students need to use all possible data to conduct a more in-depth and specific analysis of the relevant problem through the entire case teaching, and develop a more complete action plan on this basis. Teachers should also stimulate students’ interest in learning through relevant case teaching processes, and guide students to maintain a positive learning attitude, and be able to establish a correct outlook on life, values, and world. The main principles and specific laws are fully revealed, so that students can
deeply understand related issues from a broader perspective. Students should put forward reasonable implementation plans and action suggestions based on the analysis results, and make a more meaningful summary. Students should actively participate in classroom discussions and fully integrate the case they are studying with the relevant knowledge they have learned in the past.

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