

Research in Application of Case-based Teaching Method in the Enterprise Management Courses

Jie Rong

Department of Economic and Management, Heze University, No.2269 University Road, Heze, China

Abstract: *Case-based teaching method is a kind of specific examples demonstrate the method, This method played a decisive role in current enterprise management Courses, needs to pay attention to the choice of case in the process of case-based teaching method of enterprise management Courses, combine with students' internship, cultivating double talent teacher method, to provide some suggestions for our country's enterprise management teaching activities .*

Keywords: Case-based Teaching method; Enterprise Management; Role; Application Participate

1. Introduction

Case-based teaching method is a new type of teaching in an open and interactive teaching way, originated in the 1920s, is presented by the Harvard business school, at that time is a kind of case type teaching, these cases from the real events of business management, through this way to cultivate and develop the students actively participate in class discussions, has received the good effect after implementation. [1] Case-based Teaching method generally passes through careful planning and preparation in advance, and use a specific case and requires students to read ahead of schedule, organizing students to carry out discussion, to form a wide range of interaction and communication, and Case-based Teaching method generally requires a combination of a certain theory, through a variety of knowledge, experience and opinion of collision, reach the role of theoretical enlightenment and thinking enlightenment. In case teaching, In case teaching, the use of case is not made up story, nor to clarify the facts of cases, but in order to achieve clear teaching, write story based on certain facts, after applied in the classroom can make students to learn, to improve students' ability to analyze and solve problems.

2. The Importance of Case-based teaching method in Enterprise Management Courses

2.1 Improve the students' interest in learning

Teachers adopt Case-based Teaching method in teaching can build a relaxed and lively learning atmosphere for students, teachers will no longer pure as speakers but as a guide or supervisor to guide discussion, mainly take the student as the main body in the process of case teaching, guide them in case problems under the guidance of active thinking, aggressive speech, try to put forward their own views. To gradually overcome the dependence on teachers, exercise the ability of autonomous learning, In the process of thinking and discussion, improve each students' learning enthusiasm and initiative, from requirements say into active said. Not only exercise the student's ability to express their views, bold and active classroom atmosphere, make students participate in classroom enthusiasm has improved significantly. [2]

2.2 Strengthen students' practice in professional knowledge

Enterprise management is a complex activity, with a strong practicality and applicability, the students now if only recite some management theories, without judgment, analysis of the actual transaction, processing ability, will can't be adapt to post requirement. In the process of enterprise management case teaching, can arrange students to role play or to carry out the sand table simulation experiment and so on, combine theory with practice better, increase students' practice in professional knowledge cognition, promote the improvement of students' practical skills, to do a good job of foreshadowing into jobs for students after graduation more smoothly.

2.3 Develop the students' innovative thinking

Previous teaching process focuses on teaching knowledge, ignored the student independent thinking ability and innovation ability, The teacher plays a leading role in the process of teaching, students only passive knowledge receiver and imitators, without their own ideas and innovative thinking. In each case analyzed in the case teaching, we inspire the student to a multi-angle observation and creative solutions are put forward. Can take a variety of forms such as panel discussion, impromptu speech, Teachers give certain comments to the students' ideas at the end of the Case-based Teaching method and summarize the meaning of the case, teachers need to do is mainly to guide, tell students there is no standard answer, only the reference answer, to promote students' positive thinking, bold innovation. Nothing is fixed of Case-based Teaching mode, can maximize the cultivation of students' creative thinking, to cultivate more creative talents.

2.4 Improve teachers' teaching ability

Case-based Teaching method has an important significance on construction of teaching staff in colleges and universities help teachers to accumulate more professional knowledge. Because before case teaching, the teacher needs to carefully prepared case subjects, Because before the case teaching, teachers need to elaborate case subjects, cost idea to consider in the process of the questions and discussion, is a test of teacher's professional theory, and urged the teachers

to improve the practical knowledge, some teachers in order to guarantee the case is practical, special access to the first-hand information to enterprise practice. Such counterproposal meeting have more deep understanding, better imparting knowledge to students. Thus, Case-based Teaching method is an effective work to improve the teaching quality and strengthen the construction of teachers in colleges and universities.

2.5 Enhance the communication between teachers and students

Case-based Teaching method has changed the past situation of teacher a person in the knowledge, the students just passively accept. Case-based Teaching method that teacher walked down the platform to participate in the students' discussion, the students took to the stage to show their own ideas, in the process, the teacher and students sense of distance is reduced, the case became the communication link between teachers and students, lively discussion environment and the case analysis of ideas to improve the active classroom atmosphere, promote the understanding and communication between teachers and students, which is advantageous to the teaching.

3. The Application of Case-Based Teaching Method in Enterprise Management Courses

3.1 Stick to the content, choose suitable case

The most difficult of Case-based Teaching method is choosing the most suitable for typical case, students can on application of the lines, which requires the selected case of realistic and representative. Teaching case can be made from real life, also can be got in a typical enterprise management cases abroad, teachers can also be written if have certain accumulation. In addition, in the process of case teaching, should pay attention to establish a domestic enterprise case, causes the student to feel a kind of feeling in case analysis, more conducive to the students more quickly into the role and participation in case discussions. Case textbook collection and writing is of great significance in teaching reform in colleges and universities, the cultivation of the faculty, the improvement of teaching quality.

3.2 Combine Using of Case-based Teaching method and practice

Now in addition to the theory study time of freshman to junior students majoring in economy management, And senior internship phase, facilitate students more intuitive, in-depth grasp the academic knowledge on book, this stage is important for the cultivation of the students' practical ability. School requires training base, can build the condition allows, or supported by the enterprise to build, provide students with a place to practice, let the students to the practical experience of enterprise management; school can also cooperate with local well-known enterprises to carry out joint training, sent some graduates into enterprise practice each year. Need to be aware is that due to the internship completely out of the classroom, so teachers should guide to work, guides the student to do it, carefully observe the enterprise actual case, consult modestly others that don't

understand questions. Let students use the theoretical knowledge to analysis and solve the problem, put forward a better solution, improve students' ability to analyze and solve problems, make the Case-based Teaching method applied to practice. [3]

3.3 To strengthen the training of double type teachers

All management pays attention to practice, the management theory comes from practice. Many foreign colleges and universities in order to improve the teachers' practical ability, generally maintain close contact with enterprises, teachers were hired to the enterprises engaged in consulting work, teachers can find out more by participating in teaching cases.[4]And many teachers majoring in economy management in China is a master or doctor after graduation directly to the school as a teacher, so is lack of practical knowledge and ability, as a result, for the enterprise of the actual scene simulation in Case-based Teaching method lack of sense of reality, so the classroom teaching is boring, case out of fashion, the students' interest in learning is not high, can't play the biggest role of case teaching. Need practice of teachers in colleges and universities, construction of teachers' training base or contact local enterprises for sending economic management professional teachers to medium-term exercise, improve the practice of the accumulation of knowledge and ability enhancement.

3.4 Do a good job in construction of teaching material

Case-based Teaching method is often select and form case after writing the events of happened in the past the and then show the students, because in the process of case writing, teachers to the teaching need, some important information related to the case for the filter, so the case lost authenticity; In addition, although of Case-based Teaching method in economic management professional teaching introduced, but the cases are often not typical, especially cases which reflect our market and enterprise actual situation in China's, lead to economic management education in our country cannot adapt to the market demand. So in teaching material choice, the first thing is to analyze the current market situation, try to choose or writing teaching material adapts to the current situation, can also consult businesses, to master the latest trend, Finally determine the teaching materials ,guarantee the applicability of the teaching material. [5]

3.5 Excavation subjective initiative of students

In case teaching, the teacher is no longer a monologue, do a knowledge, but to guide students to active learning, the protagonist of class is a student, the students under the guidance of teachers actively discuss or put forward opinion, teachers try not to interrupt the student's speech, we should firmly believe one idea in the process of case teaching: our students have a strong ability to learn, to discover their autonomous learning ability, rather than let them accept knowledge forced. Should be reasonable guide students to discuss and correct their deviation, control class normal order, and after the discussion to review and summarize students' point of view, in order to achieve the purpose of case teaching.

4. Conclusion

Application of Case-based Teaching method in the enterprise management Courses can be better assisted teachers to the teaching of teaching content, improving the students' interest in learning and understanding ability, develop the students' business thinking. In the process of practical application, need ahead of time to prepare teaching materials and students, and change the case in time, so as to achieve the best effect of case teaching, How to improve the students' participation in Case-based Teaching method is the next step of research priorities.

5. Acknowledgement

This paper is the stage research achievements of Heze University's regional economic and industrial competitiveness research base.

References

- [1] Zhi yi He. Present situation investigation and analysis of Chinese management Case-based Teaching [J]. Journal of economics and management research. 2002 (6)
- [2] Ming wu Li, Tianyong Zhang. Case-based Teaching problems and countermeasures of management science in China [J]. Development of economic and social. 2004 (4)
- [3] Yu hong wu. Discussion about the effective use of Case-based Teaching method [J]. Science Tribune. 2010 (1)
- [4] Zeng lin Ma. Discussion of Case-based Teaching in business and administration [C]. Reform of higher education research and practice of higher education institute in heilongjiang province. 2003
- [5] Jian wei wu. Sherman business negotiation strategy [M]. Beijing: people's university press. 2006

