

Research on the Blending Case Teaching Method in Military Theory Course

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Abstract—Case teaching method can inspire students' thoughts, focusing on cultivating students' ability to analyze and solve problems. In view of the existing problems in the process of case teaching, this paper puts forward the mixed case teaching method in military theory course based on the discussion of the characteristics and functions of case teaching in military theory course, and provides theoretical support for improving the teaching effect.

Keywords—case teaching; mixed teaching model; military theory course; military case

I. INTRODUCTION

As an effective way to realize the combination of theory and practice and to improve comprehensive ability of students in the classroom teaching, Case teaching plays a unique role in cultivating the ability of the cadets to analyze and solve practical problems and improving the ability of command and operation, training and management, good political work, logistics and equipment support level.

The development of information technology, especially network technology, brings new changes such as time and space virtualization, network formalization, process automation, resource sharing and digitalization to theory course teaching, and puts forward challenges to both students and teachers, as well as brings opportunities to institutions, especially military academies of updating teaching methods and ideas and improving teaching quality. The mixed teaching method combines the traditional face-to-face classroom teaching mode with the online learning mode based on the network, fully exerting its own advantages which can effectively improve the quality of the course and the efficiency of students' learning [1].

On the basis of studying characteristics and functions of military case teaching, this paper explores the case teaching model of military theory course based on mixed teaching method in order to better highlight the students' initiative and stimulate students' learning motivation, laying military foundation of the trainees and enhancing military theoretical literacy.

II. CHARACTERISTICS OF MILITARY CASE TEACHING

The essence of case teaching lies in that through the description of a case, students' thinking and discussion can be aroused in specific problems and contradictions implied in the case and creative thinking could be created to solve the problem, as well as improving students' self-confidence, courage and perseverance to solve practical problems [2-3]. Military cases generally share the following characteristics [4-5].

A. Military cases can reflect the objective fact of military activities.

The military activities referred to in the case generally include all the activities of the army building and the war confrontation. Different from novels, military case cannot be faked in plot. The name and the data can be disguised for the sake of confidentiality; and if necessary, the material can be deleted and merged, but the basic facts should come from the actual construction of the army and combat.

B. Military cases contain one or more major problems that need to be addressed in military building and operations.

Problems, contradictions and conflicts are the core of the military case. The purpose of military case teaching is to discuss and study the case and let students experience and study how to train the management force and the wartime command, how to carry out political work and implement logistics and equipment support command and management. It can be said that there is no military case without problems and contradictions.

C. Military cases should have plots and stories.

Typical scenes and interesting stories of military activities can make students feel immersive, thereby increasing the attractiveness and influence of teaching. Students would seem to be in a realistic environment and get a certain real experience. This is in sharp contrast to the lack of specific plot and cultural atmosphere in the original sermon.

D. Military cases are with clear purpose of teaching

Any teaching case is around the purpose of achieving a certain teaching purpose, which is an important feature of teaching cases that is different from other cases. It should be clearly reflected in the military case which lessons or chapters

the case is related, what concepts, theories, and methods are intended for students to validate, digest, and synthesize, and what kind of skills and abilities and experiences they are asked to maintain after case analysis and discussion.

Therefore, the use of case-based teaching methods in military courses not only can optimize the teaching mode, improve the teaching effect and enable students to take the initiative to learn, but also help to create personality, highlight the emotional experience, and promote students' creativity and practical ability to solve the problem [6].

III. MAIN PROBLEMS IN THE CURRENT CASE TEACHING IN MILITARY THEORY COURSE

It can be seen that case teaching method has more advantages than other teaching methods in improving students' ability to integrate knowledge, analyzing and solving practical problems, enhancing teaching interaction and promoting teaching reform. However, in the military course teaching practice, the case teaching method still has the following problems:

A. *The quality of some military cases needs to be improved.*

The quality of the case teaching is largely influenced by the quality of the case compiling. Because of the lack of the essential characteristics of the case, coupled with the lack of the corresponding incentive mechanism, the quality of the case compiling is not high. From the current situation of case study, many writers compile case as in general textbook due to the impact of traditional educational concepts, only paying attention to introduction of facts and knowledge but not the conflict, which is not conducive to inspire students to think deeply. In addition, the results of case teaching cannot be fully affirmed. People would find it more beneficial to do project and in the aspect of title assessment, writing and publishing papers are much more useful. Thus, some teachers are not enthusiastic to write and use case in teaching.

B. *Case teaching preparation is not sufficient.*

Case teaching preparation is also important, and in a sense, it is more difficulty for teachers to prepare \students=discuss-based case teaching lesson. So the teacher should fully study the case, be familiar with the entire background and all the information the case involved. After careful consideration, the teacher should list main issues need to be discussed. Furthermore, the teacher should full acknowledge students' learning process, learning structure, experience and learning needs, imagining various situations that may occur in the discussion. At last, relevant theories and knowledge in the areas covered by the case need to carefully checked and all kinds of information and knowledge related to

the case need to be provided by the teacher. In the teaching preparation, there are mainly problems like inappropriate case selection and not careful and meticulous implementation plan.

In addition, the material accessibility of case teaching is often overlooked by people. Before the teaching, the instructor should check whether the layout of the classroom desks is conducive to the discussion of the classroom. For some of the combat activities case discussion, appropriate information, equipment, maps, and work tools are also needed [7].

C. *The enthusiasm of the students in the case teaching is not fully mobilized*

To achieve better results in the process of case teaching, students must have a strong interest and wide range of knowledge background in the relevant courses and discuss on this basis, exchanging and learning from each other, opening up ideas [8][9]. For those who admitted to the military are high school students, they are lack of basic military knowledge, their learning methods and thoughts still remain in high school stage, the case-style teaching methods generally feel uncomfortable. Being unfamiliar with case teaching methods results in that a lot of students feel more burden and less interest in case study.

There are extreme phenomenon in some institutions in the process of case teaching. Some institutions have not yet formed a strong atmosphere in the promotion of case teaching methods of military courses, resulting in non-abundant accumulation and low quality of military cases, not enough enthusiasm of teachers and not-easy-to-recognize results. Some other institutions stressed the advantages of case teaching too much, blindly engaging in big and fast assault, and even promoting case teaching as the criteria of leaders' performance projects. Other teaching methods can't replace case teaching method, and otherwise is true. Case teaching method has its own shortcomings and limitations, for example, it needs more time, and appropriate curriculum and discipline are needed.

IV. MIXED CASE TEACHING METHOD IN MILITARY COURSES

In the face of the problems in the process of case teaching, the author drawing the leading role of mixed teaching in instructors' guidance, enlightenment and monitoring teaching process, which embodies the initiative, enthusiasm and creativity of students as the main body of learning process, combining of classroom and network to improve learning efficiency and enhance the quality of teaching advantages, this paper puts forward mixed case teaching model, as shown in Figure 1.

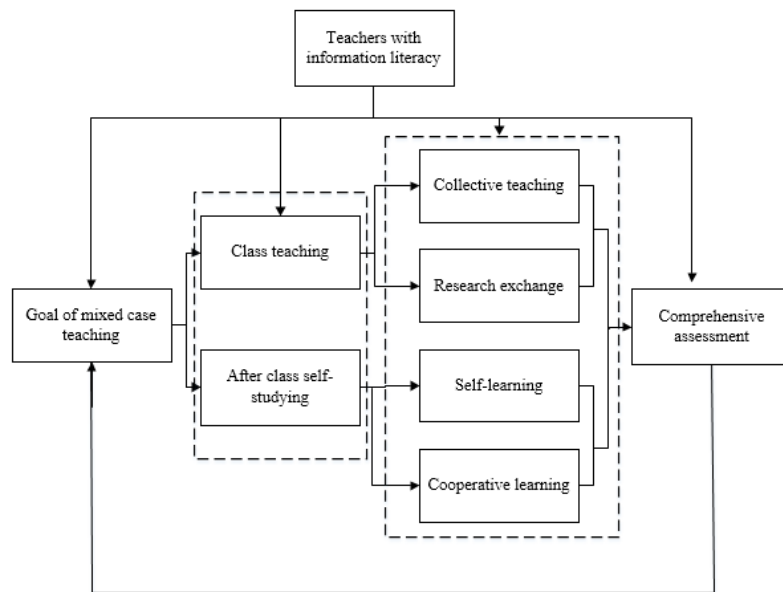


Fig 1. Mixed case teaching model

It should be noted that the mixed teaching method here is not simply a combination of classroom teaching and online learning, but a broad mix that students collect materials and views military cases related under the guidance and inspiration of instructors after class, read and watch background interpretation on the case, interpretation and analysis of knowledge points through the local area network, the Internet or WeChat subscribes teachers published or recommended, all belonging to forms mixed with classroom teaching. The author believes that the mixed teaching should not only be a mix of limited online learning knowledge or classroom face-to-face

interaction, but mutual reference of different teaching methods and ideas, comprehensive utilization of network resources like videos and print works like textbooks and literature, cooperation of physical environments like classroom, self-study room, library and network virtual environment, and the integration of teaching methods like teachers' explaining, research and exchange, and network self-learning. In the premise of perfect campus network, rich learning resources, available teaching facilities, mixed case teaching model composition is as shown in Figure 2.

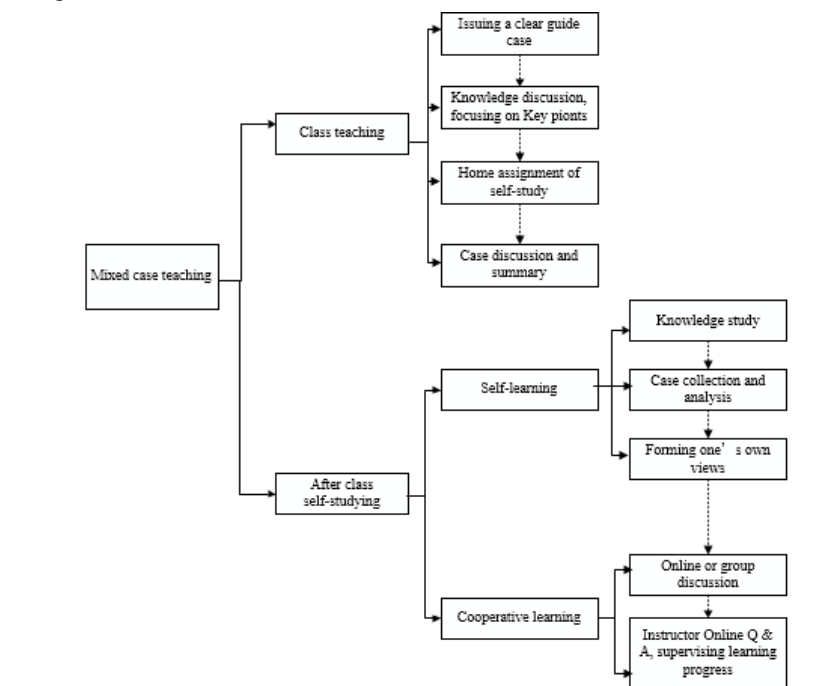


Fig 2. Composition of mixed case teaching mode

In the process of mixed case teaching, the role of teacher changes from knowledge passenger and classroom guider in traditional case teaching class into editor and recommender of information resources, from classroom manager into guider, facilitator and supervisor of students' learn and discussion. The role of trainees changes from passive recipients of military cases in the classroom into case writer who actively collect, organize and edit their own understanding of military cases through various channels. The mode of learning changes from following the teacher in traditional case teaching into the mixed mode of self-learning, online exchange and idea collision, and finally class discussion and summary.

V. PRINCIPLES OF MIXED CASE TEACHING

A. Mixed Case Teaching should focus on the teaching objectives, learn from mixed teaching methods, and adhere to combination of theoretical teaching and case teaching.

Case teaching of military teaching course is teaching-oriented, dividing the general teaching into relatively independent unit organization and implementation. The teaching process is neither a complete theoretical indoctrination, nor a simple piling of cases, but practice-like experience acquired by congesting theory and analyzing, discussion and homework through organic comprehension of theory, experience and practice on the basis of theoretical teaching and organic matching of theory and cases related to the established teaching theme. Among them, mixed teaching is the way to achieve case teaching which can effectively enhance the effect of case teaching.

B. The essence of Mixed Case Teaching should be accurately understood to improve teaching quality.

Mixed case teaching is not only to change the form of teaching. In the specific implementation process, we must be student-centered, basing on exploring and discussing with others to solve the problem and highlighting the philosophy of self-learning and cooperative learning. With the purpose of improving the ability of solving the real problem, case teaching is based on the modern information network technology with the characteristics of high-degree authenticity, flexible inspiration, distinctive pertinence and the interaction between teachers and students, reflecting the objective requirements of modern education teaching ideas and following calls of network teaching. It is a series of changes involving renewal of the teaching concept and the change of teaching objectives, teaching content, teaching process, teaching evaluation and teacher-student relationship and other aspects.

C. Mixed Case Teaching should adhere to the principle of combining teaching with guiding and make a full play of teacher's leading role.

The rapid development of information network technology brings a lot of negative effects in addition to innovative teaching methods and rich access to learning resources. Most of students in military academy stay on campus during their

rest, so network and new mobile media become one of the main ways for them to understand the outside world, broaden their horizons and increase their knowledge. While students learn from their own courses and collect relevant case information through the network, they will touch some of the negative and unneeded information, like distorted historical facts and excessive amplified bad news. Teachers therefor need to play a good role in mixed teaching and guide students to establish a correct outlook of world, life and value, training military martial arts pride of the army and devoted to troops with the sense of practice mission.

VI. CONCLUSION

Military academy education has a clear job orientation for local colleges and universities. As kind of teaching method which can fully stimulate students' enthusiasm and creativity, Case teaching plays a rule other teaching methods can't substitute. On the basis of studying the characteristics and functions of the case teaching of military courses, this paper summarizes the problems existing in the course of case teaching in military colleges and universities, and puts forward the mixed case teaching method which applies mixed teaching method to case teaching method. This paper analyzes the composition of mixed case teaching, and the principles that should be adhered in the process of mixed case teaching so as to improve the effect of case teaching in military theory course and provide reference for case teaching practice of other courses.

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