

WJX.cn Software-based Application of Fit Cases in the Information-based Teaching of Ideological and Political Courses

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[Abstract] Case teaching method is a common teaching method in teaching. In recent years, the case teaching method is widely applied in the teaching of ideological and political courses, but in the actual operational process, the case teaching also has a series of problems. This paper aims to illustrate the important role of fit cases in improving the teaching effectiveness of ideological and political courses by sorting out various problems emerging when using cases during the teaching of ideological and political courses. In the end, the paper points out how to use the computer software technology and information-based teaching method to precisely apply the fit cases into the teaching process of ideological and political courses in the background of information-based teaching, to make case teaching alive really and realize the true effectiveness of case teaching in the teaching of ideological and political courses.

1 Introduction

The case teaching method is a common teaching method, and it applies specific cases to let students think and discuss, form interaction and communication, generate collision of thought to achieve the purpose of illustrating theories, enlightening up thoughts, and improving the abilities of students in analyzing and resolving problems combining theories and practices. General Secretary Jinping XI pointed out that: "Ideological and political courses are key courses for colleges and universities to implement the main tasks of strengthening moral education and cultivating people", and the key for achieving the target of strengthening moral education and cultivating people is to enhance the effectiveness in the teaching of ideological and political courses, so that the contents of ideological and political courses can really enter the mind of students, and students can know exactly what to do and combine learning with practice. There are various methods to enhance the effectiveness in the teaching of ideological and political courses, where, the application of lively and interesting case teaching is a common method.

The positive role of the case teaching method in the teaching of ideological and political courses is self-evident, but in the actual teaching process, the author

finds that if the teaching cases are misused or are simply packed for teaching, they will not be able to get close to the teaching contents and catch students' interest, etc. How to apply computer software technologies to make the contents and methods of cases more fit for the contents in the teaching of ideological and political courses and how to enhance the effectiveness of cases in the teaching of ideological and political courses are important problems to be thought and resolved in the paper.

2 Problems Existing in Case Teaching of Ideological and Political Courses

The case teaching method is one of the most common teaching methods used by most ideological and political course teachers in classroom teaching, and can play the role of promoting the classroom interest and attracting students' interest. However, not every case can achieve such purpose, and in the real classroom, the case teaching of ideological and political courses still has the following problems:

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2.1 The contents of the cases are not close to the physical truth of students.

The teaching cases of ideological and political courses have a huge resource library, which not only benefit from the rich resources of practical teaching in China, but also benefit from the huge shared resources of teachers and courseware of ideological and political courses in China. This enables the ideological and political course teachers to easily obtain the corresponding case resources of ideological and political courses during case teaching, but meanwhile, this also brings up a problem, that is, when selecting the cases, everyone is used to using some model cases like "Role Model of the Times", "Top 10 Figures Touching the Heart of China People", etc., but rarely exploits and uses the surrounding cases of "Small Potato". The power of role models of "Big Potato" certainly can bring about touching and driving effects to the students, but different universities and students from different specialties also need the impact and driving from the surrounding characters, for example: predecessors in the same industry, excellent teachers and senior schoolmates, role models in the hometown, etc. The combination of the power of role models of "Big Potato" and the infection of surrounding "Small Potato" can make the cases have both the value leading of high morality and the common breath of life down to earth.

2.2 Less flexible and vivid modes of presentation of cases.

The ideological and political courses in the case teaching are usually dictated by teachers or presented in the form of documentary, which is single and rigid. In this mode, the degree of participation of students is low and students have insufficient interest in. With the popularity of the Internet, the information-based teaching method is widely applied to the teaching of ideological and political courses, and this brings about convenience to the case teaching of ideological and political courses and increases the interestingness. When presenting the cases, teachers can utilize new media teaching methods to present the cases with student-oriented, to make the presentation methods of teaching cases of ideological and political courses more flexible and diverse, promote the participation of students in the classroom of ideological and political courses, and enhance the effectiveness of case teaching on the classroom of ideological and political courses.

3 Important Roles of Fit Cases in the Teaching of Ideological and Political courses

What is the fit case? It means that the case in the case teaching has to fit the requirements of the course and the requirements of the students from the aspect of contents and methods, and become a real practical case. The fit case teaching plays an important assistance and support role in the teaching of ideological and political courses,

and is beneficial to both the teachers, students and the classroom performance.

Firstly, the important role of the fit case teaching in the teaching of ideological and political courses is reflected in the contents. The fit cases can make the cases more fit with the physical truth of the students and make the cases more perfect. The case teaching aims to facilitate students to learn to analyze and resolve problems by combining theories and practices through cases, and cases that are more fit with the content requirements can make students find resonance and obtain the transfer of knowledge and values; secondly, the important role of the fit case teaching in the teaching of ideological and political courses is firstly reflected in the methods. How to present the cases also will affect the presentation effect of the cases. Single and rigid case presentation will cause students to produce visual and auditory fatigues and reduce the interest of students. The presentation of cases in a flexible and diverse way can better increase the degree of participation and sense of gain of students. Finally, the important role of the fit case teaching in the teaching of ideological and political courses is also reflected in the classroom performance of ideological and political courses. The case teaching shall avoid to use cases just for cases, only taking some cases for stacking. This will neither touch the students, nor achieve the purpose of case teaching, and the classroom performance will be greatly reduced, which the fit cases whose contents and methods are more fit with the teaching requirements and students' requirements undoubtedly can better achieve the goal of case teaching.

4 WJX.cn Software-based Applications of Fit Cases in Information-based Teaching of Ideological and Political courses

The information-based teaching of ideological and political course is a trend of the times, what's the attitude of students to the fit case teaching, and how to better fuse the case teaching method and the information-based teaching method are key problems to be resolved in the discussion of how to apply the fit cases in the information-based teaching of ideological and political course in the background of computer software.

4.1 Knowledge and attitude of students in the fit case information-based teaching.

The precondition for the discussion of the fit case information-based teaching of ideological and political course is to understand students' demand and attitude of the fit cases. Taking Class X1 as an example, before implementing the classroom teaching, teachers have investigated the situation of Class X1, and the statistics of the investigation are as follows:

Table 1: Knowledge and Attitude of X1 Class in Fit Case Information-based Teaching

1. During the teaching process of ideological and political courses, do teachers tell many cases of role models around?		
Option	Subtotal (person)	Proportion (%)
Many	34	50%
General	30	44.12%
Few	4	5.88%
Effective filler of this question	68	

2. Compared with the roles of models like "Role Model of the Times", which kind of characters do you want teachers to share their achievements, among the characters around in the same industry and specialty?		
Option	Subtotal (person)	Proportion (%)
Characters of "Role Model of the Times"	13	19.12%
Achievements of characters around in the same industry and specialty.	7	10.29%
Both are required	48	70.59%
Effective filler of this question	68	

3. When sharing the cases, which method would you like to use for presentation?		
Option	Subtotal (person)	Proportion (%)
Only completed by teachers	8	11.76%
Only completed by students	1	1.47%
Jointly completed by teachers and students	59	86.76%
Effective filler of this question	68	

4. When presenting the cases, do you like to present the case by virtue of information methods (e.g., video, live broadcasting)?		
Option	Subtotal (person)	Proportion (%)
Favored	59	86.76%
General	9	13.24%
Dislike	0	0%
Effective filler of this question	68	

4.2 Application of fit case teaching method in the information-based teaching under the background of WJX.cn software.

The fit case teaching method is mainly divided into three steps, namely, the selection of fit cases, the presentation of fit cases, the summary and evaluation of fit cases. Where, the presentation, summary and evaluation of fit cases can be achieved by means of information-based teaching.

Firstly, when selecting the fit cases, the principle of case selection by teachers shall fit with the teaching contents, namely, selecting some model cases of high morality, exploiting and using some cases around similar to the industry, specialty and post of the students. From the investigations of students in Class X1, compared with the role models like "Role Model of the Times" and the achievements of the characters around in the same industry and specialty, which kind of characters do you want teachers to share their achievements? 70.59% students want teachers to list two types of cases, and this requires teachers of ideological and political course to exploit the achievements of characters around having a similar specialty with the students. Taking Yunnan Land and Resources Vocational College as an example, during the teaching of the course Ideology and Morality & Rule of Law, the helpful and courageous philanthropic act of Student Fan Jianxing from School of National Land Space Information of the college can be used as a teaching case when teaching the subject "Social Morality", such case has a strong authenticity and infectivity, is more fit with the teaching contents and more likely to achieve the teaching objectives.

Secondly, when presenting the fit cases, the teaching subjects and channels can assist in the achievement by means of information-based teaching. In the traditional teaching, teachers teach much, but the investigation of Class X1 shows that, 86.76% students prefer the teachers and students to jointly present the cases, and this shows that students also want to obtain the sense of participation from case sharing. Teachers can assign tasks in advance during the case presentation to let students collect, screen and share the cases, and teachers can control to increase the sense of participation of students; 86.76% students prefer to use information-based means to present cases, therefore, partial case sharing can also be developed by means of live broadcasting. For example, in the teaching of the course Ideology and Morality & Rule of Law, when mentioning the view of job-hunting, cases that are closer to the physical truth of students can be used, taking the job-hunting and entrepreneurial experience of the graduate Wang Tieshan majored in Mechanical & Electrical Engineering of 2016 in Yunnan Land and Resources Vocational College as a teaching case. His spirit of firmly rooting in the ground and coming down to earth presented during job hunting, accumulated experience in the working post and spirit of making hard and pioneering efforts on the entrepreneurship road can provide deeper touching to the students of the College. Teachers can also invite excellent graduates for live broadcasting to share the study in university, life

experience, job hunting and employment history with classmates online to better achieve the teaching objectives.

Finally, when summarizing and evaluating the fit cases, attention shall be paid to the detection and summary evaluation of the use effects of fit cases. The use of cases aims to facilitate students to understand the deep meaning and value guidance reflected behind the cases through case presentation. The teachers can design questionnaires or scenario simulation to test the mastering and practice of the knowledge by information-based means, such as Xuexitong, WJX.cn software.

5 Conclusion

To sum up, under the background of Internet and big data, the case teaching method of Ideological and political course should not only accurately use the cases corresponding to the teaching content, but also adopt more intelligent and effective tools to help the presentation, use and feedback of cases. Only by unifying the content and form, can the case teaching method really play its role.

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