



Evaluation and Improvement Strategies of the Application Effect of Case Teaching Method in Undergraduate Economics Education

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Abstract: Economics course is a basic course in the education stage of this class, and it is the core of the students to learn economic specialties well. In order to help students firmly grasp the knowledge of this course and be able to apply what they have learned to solve economic problems in the real field, the article puts forward the viewpoint of case teaching method, and puts forward the corresponding improvement measures on the basis of clarifying the effect of the application of case teaching method, which mainly contains carefully preparing cases before class to stimulate the students' enthusiasm for learning; innovating case teaching to improve the efficiency of teaching; and reflecting in time to improve the quality of teaching; Collecting cases after class to consolidate the classroom results, etc., in order to achieve the desired teaching goals.

Keywords: case teaching method, economics, application, effect and measures

1. Introduction

Cultivating compound talents with both theoretical literacy and practical ability is one of the important goals of economics undergraduate education. Although the traditional classroom teaching mode can help students understand the knowledge of economics, it can not meet the requirements of cultivating talents in the new era. Case teaching method has become the development direction of economics teaching with the features of close to reality and strong interactivity. However, influenced by various factors, the current case teaching method fails to play its due effectiveness, resulting in uneven teaching quality. Therefore, exploring the effectiveness of the application of case teaching method and proposing improvement measures is an important topic in front of economics teachers.

2. The effect of the application of case teaching method in economics teaching

2.1 Positive effect

The use of cases to guide students to analyze the supply and demand model, game theory and other economic theory knowledge, can deepen the students' comprehensive grasp of knowledge. Take the "elasticity" theory as an example, the teacher provides students with a case of price fluctuations in the "Double Eleven" shopping festival in 2024, and encourages students to analyze the theoretical knowledge, and students can analyze the price elasticity of demand from the public for the goods (clothing, electronics, etc.), the price elasticity of demand for smaller goods (clothing, electronics, etc.), and the price elasticity of demand for smaller commodities. The students can start from the people on the demand for goods with high price elasticity (clothing, electronic products, etc.), the demand for commodities with small price (food, daily necessities, etc.) to carry out the analysis: double eleven promotions will lead to a surge in the demand for clothing, businesses to take the way of thin profit and high sales to enhance the total revenue; for food products, consumers are not sensitive to the price change is not obvious, so the magnitude of the increase in the amount of demand is also smaller. The process of students applying their knowledge to explain real-life cases can motivate students to truly understand the theory of elasticity of demand. In addition, the use of case studies can mobilize students' interest in learning. Cases are close to students' lives and closely related to students' lives, so they can motivate students to actively participate in classroom learning. Many college students are keen to attend celebrity concerts, so the concert ticket price changes have a real experience. Teachers can take this opportunity to star concert ticket price fluctuations as a case, guide students to use economic knowledge to analyze the causes of this phenomenon. In order to solve this mystery, students will actively participate in the discussion and inquiry [1].

2.2 Existing problems

The teaching of economics is theoretical, difficult and low in practicality. The content of economics contains basic knowledge of economic concepts, principles, graphs and so on. Due to the lack of practical teaching and the weak experience of students, it is difficult for students to connect what they have learned with social life. And the use of case teaching can well

optimize the above problems. However, under the combined influence of many factors, the value of case teaching method is reduced. It is mainly manifested in the following aspects.

2.2.1 Lack of representativeness in case selection

If the selected cases can not accurately reflect the principles of economics or can only be applied to a certain situation, it will make the students have understanding bias and can not find the universal law behind it. Some of the cases may change over time, resulting in a disconnect between case selection and knowledge.

2.2.2 Uneven participation of students

Due to the influence of factors such as students' personality or learning foundation, some students have few opportunities to participate in case exchanges and discussions, and just passively wait for the output of others. In the group case discussion can be seen: strong or extroverted students undertake most of the work such as collecting information, thinking about the phenomenon of information, writing reports, etc., while some students are waiting for others to give the whole process, which not only reduces the effectiveness of the case teaching, but also affects the enhancement of the students' ability to think independently and collaboratively.

2.2.3 Insufficient teacher guidance

Teachers' guidance is a key factor in enhancing the effectiveness of case teaching. If the teacher's guidance is not in place in the case exchange, it will make the students produce the phenomenon of understanding deviation, or the teacher's transition to guide the students to key in the details, which will affect the students' analysis of the case as a whole, and will not enable them to grasp the economic principles behind the case, which ultimately reduces the efficiency of teaching [2].

3. The improvement measures of case teaching method in the education of this class of economics

3.1 Prepare the case carefully before class to stimulate students' enthusiasm for learning

Pre-course preparation is a prerequisite for the orderly development of teaching, and the process of pre-course preparation is also a process of teachers' self-improvement. Through pre-course preparation, selecting cases that match the teaching content and students' abilities can help students integrate into the economics classroom quickly and well. To select cases, teachers need to familiarize themselves with the textbook and understand the characteristics of economic subjects in advance, so as to find more cases that are suitable for teaching. For the collected cases, teachers should comprehensively interpret and analyze the theoretical knowledge of economics, so as to be able to organize the class with ease. Similarly, the teacher's pre-course preparation can enable the teacher to better cope with the problems generated in the classroom, so that the teaching can be carried out smoothly.

Taking the content of microeconomics "corporate behavior and market failure" as an example, the teacher clarifies the teaching objectives of this lesson through the analysis of the teaching materials: the concept of market failure; guiding students to analyze the case, deepening students' understanding of economic knowledge, and cultivating students' analytical and problem-solving ability; cultivating students' interest in economics and sensitivity to socio-economic problems. sensitivity to socio-economic problems. After clarifying the objectives, the teacher collects case materials through various channels, specifically from news media, academic database, international case database and life observation. Based on the above teaching objectives, the teacher combines his own experience and sensitivity to the economic phenomenon of life, and refines the case of "big data kills maturity" (ordering food on the takeaway platform, new users can enjoy 15 yuan discount for the first time, while old users can only enjoy 5 yuan discount for ordering food in the same time period, and the price of food on the old users' cell phones is high. (The price of the dishes is on the high side.) By carrying out the analysis of it, the related economic theory knowledge such as price discrimination: information asymmetry, consumer surplus and producer surplus, market power, etc. is clarified. The teacher's careful preparation of the lesson has paved the way for the application of the case teaching method in the classroom [3].

3.2 Innovative case teaching to enhance teaching efficiency

The case teaching method is very flexible and can keep students' freshness. Therefore, teachers should rationally optimize the classroom teaching process to encourage students to actively participate in the case analysis. Still taking the content of "corporate behavior and market failure" as an example, the teacher will clearly show the case prepared by himself, and put forward the relevant questions: What economic principles are hidden in the phenomenon that the takeaway platform gives new and old users very big differences in preferences? Then the teacher encourages the students to combine the knowledge of the textbook and the real case to carry out thinking and discuss in the group. After each group has formed specific results, the teacher invites each group to report their results on the stage.

The first group analyzed from the perspective of price discrimination theory: the different preferential strength of takeaway platforms for new and old users is a kind of price discrimination, they seize the characteristics of new users' higher price elasticity of demand, and use high amount of preferential to attract users to use the platform, while the old users have formed a dependence on the platform, and have less price elasticity of demand, even if they are provided with a small amount of preferential treatment, they will still insist on using the platform. The second group analyzed from the perspective of information asymmetry and transaction cost theory: because of the asymmetry of information and the existence of trading platforms, the platforms have developed differentiated preferential strategies, and users will continue to use the platforms due to the information disadvantage and the high cost of finding new platforms. The third group analyzed from the perspective of market competition and monopoly power: takeaway platforms use differential offers to gain an advantage in the competition of the same industry, although there is a certain market power but fail to form a complete monopoly. Nowadays, the competition of takeaway platforms is becoming increasingly fierce, and all platforms have launched corresponding preferential policies in order to attract users, in which the preferences of new users are the focus of the platforms' competition, and the reduction of the preferences of old users indicates that the platforms have a certain degree of pricing power over the old users, which in itself is an advantage for them [4].

On the basis of the analysis and communication of the groups, a detailed analysis of the above case was made and the relevant economic principles were mastered. Compared with the teacher's indoctrination teaching method, the way of students' thinking and group communication can promote students' active learning and enhance classroom efficiency.

4. Conclusion

Case teaching method can break through the shortcomings of the traditional economics classroom and give the classroom more vitality and vigor. Moreover, under the guidance of case teaching method, students and teachers get rich learning experience and good teaching results. Economics is a discipline closely related to people's lives, and teachers need to grasp the attributes of the discipline and students' abilities, and skillfully apply the corresponding cases to deepen students' understanding, improve students' abilities and promote the development of classroom teaching.

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