



Teaching Reform and Exploration of Economics Course Dominated by Cultivating Students' Thinking

Changqiu Wang*, Rong Li

College of International Economics and Trade, Ningbo University of Finance & Economics, Ningbo, Zhejiang, China.

How to cite this paper: Changqiu Wang, Rong Li. (2023). Teaching Reform and Exploration of Economics Course Dominated by Cultivating Students' Thinking. *The Educational Review, USA*, 7(4), 421-425.
DOI: 10.26855/er.2023.04.006

Received: March 22, 2023

Accepted: April 20, 2023

Published: May 19, 2023

Corresponding author: Changqiu Wang, College of International Economics and Trade, Ningbo University of Finance & Economics, Ningbo, Zhejiang, China.

Abstract

The cultivation and improvement of thinking is an important goal of higher undergraduate education in China, especially in social science courses such as economics. The formation of thinking is the quality that students should have. At present, the case teaching method in Colleges and universities in China has been widely used, and case teaching has become the norm in classroom teaching. However, there may be few cases teaching methods in which students dominate for cultivate students' thinking. This paper carries out the classroom teaching reform of cultivating students' thinking, it takes economics as an example, puts forward the classroom teaching modes of theory teaching. According to the curriculum outline, this paper carries out the classroom teaching reform of cultivating students' thinking. It puts forward classroom teaching modes of theory teaching, case teaching and practical thinking, which are respectively used to understand the basic concepts and principles of economics, personal life thinking practice, enterprise thinking practice and government thinking practice, solve the disconnection difficulties between knowledge transmission and practical application, and cultivate students' thinking ability.

Keywords

Thinking, Economics, Case teaching, Reform

1. Introduction

At present, in China's undergraduate education, the curriculum objectives are required to be different from junior college students. Undergraduate students pay more attention to the cultivation of quality. Therefore, the cultivation and improvement of thinking is an important goal in undergraduate courses, especially in social science courses such as economics. The formation of thinking is the quality that contemporary undergraduate students should have (Lin, X.J. & Shi, X.L., 2021). At present, the case teaching method in Colleges and universities in China has been widely used. Case teaching has become the norm in classroom teaching, but there may be some situations that need to be improved in teaching. Some pay too much attention to the indoctrination of knowledge rather than the cultivation of thinking; Some pay too much attention to the improvement of application ability rather than the cultivation of thinking ideas, so the teaching results may cause students to have high scores, low ability and low quality. Therefore, it is urgent to set up teaching design and scheme to cultivate students' thinking according to the curriculum outline. Taking economics course as an example, this paper puts forward the reform and exploration of classroom teaching mode combined with theoretical teaching, case teaching and practical thinking, so as to realize the inheritance of economics knowledge and the cultivation of thinking theory of undergraduate students, and solve the problem of joint cultivation of students' abil-

ity and quality.

2. Problems Existing in Current Case Teaching

2.1 The Subject of Case Selection Relies too much on Teachers

In the traditional teaching cases, the materials are often selected by the teacher from the relevant case base (Liu, W.M., Hu, Z.G., Shan, S. & Zeng, B, 2021). A case is described in detail from beginning to end with a large amount of space. It takes a lot of time for students to read and understand all the cases. Students' enthusiasm to participate in the cases is not high, which also leads to no time for in-depth discussion, and limited class time is spent in the classroom. This teacher led case selection does not give effective play to students' participation before class, students have no intuitive understanding of cases, students' enthusiasm is not high, and case teaching can not achieve the expected effect, confirm that you have the correct template for your paper size.

2.2 Disjointed Case Content Design

At present, there are many books related to classroom case teaching, and teachers can easily collect relevant case materials. However, due to the unclear classification or weak pertinence of many case books, teachers often need to screen again when preparing lessons. Sometimes, in order to specify a certain knowledge point, even if they spend a lot of time, they can't find a suitable case. Teachers can not accurately connect the case content design, which makes the case content divorced from the theory. In economic cases, there are many cases to choose, most of them are comprehensive cases, which are not effectively connected with the specific teaching content, the selection is difficult, and the cases are often disconnected from the design of knowledge content.

2.3 The Implementation Plan of Case Discussion is not Clear

In many case teaching designs, including the preparation of case books, there are many discussions on the background, introduction and analysis, but the specific discussion content design and problem-oriented design are slightly insufficient. There is a lack of links to guide students to discuss in classroom teaching. Teachers have to design their own according to their personal understanding, which increases the teaching burden of teachers, at the same time, due to different teachers' understanding and teaching experience, some discussion implementation schemes are not designed ideal and the expected classroom effect is not good.

3. The Case Design of Economics Teaching in Thinking Training

The core idea of the dynamic design of case teaching is that cases are not only simple materials, but also include the idea of case discussion to guide students to deeply analyze and summarize cases. The dynamic design of case teaching needs to do well in the following aspects.

3.1 Select High-Quality Teaching Cases

In order to select suitable teaching cases, we should collect and read a large number of case books and online materials, and strictly screen them on this basis. Realize the choice of teaching content, fully connect the core teaching content with the cultivation of thinking ideas, focus on the relevant contents of students' thinking cultivation, and cultivate students' thinking ability. The selected case should match the specific knowledge points. When selecting cases, we should focus on successful enterprise cases, and add some cases of failed enterprises when appropriate to guide students to discuss enterprises, establish an intuitive feeling, and form a sharp contrast between knowledge and practice.

3.2 Students Participate in Pre-Class Case Design

The pre-class design of economics is designed based on the cultivation of students' thinking ideas and students' self-learning. The case design mode of combining pre-class preview and classroom theory explanation is implemented. The key and difficult points of each teaching are arranged to students, and online videos are provided to guide students to preview in advance, form student groups and query relevant materials, guide students to compile cases (Wang, D, 2021). Teachers select some cases from them to match the teaching content and embed them into classroom cases. Teachers then selectively explain the case content and case problems to match the theoretical teaching. The case design process involves the whole process of students' participation. Students have a high degree of familiarity with cases, so it is easier to participate and interact in case teaching, enhance the activity of case discussion and improve the effect of case teaching.

3.3 Students Participate in Case Explanation

In the offline class, the principles and concepts are explained in depth in combination with specific cases, so that students can fully understand them. Realize students' teaching interaction before, during and after class, and improve students' learning consciousness. Through online arrangement of student case design, students are organized to explain PPT, interact with cases in class, recite key contents and ask questions after class, and guide students to participate in the study of economics course by means of score reward (Cao, Y, 2021). In the process of case explanation, select excellent case works from the student Case PPT arranged in advance, organize students to explain the case, and evaluate the explanation effect, so that students pay attention to the case design and explanation preparation before class, and improve students' learning ability before class.

4. Application Mode of Thinking Training Case

4.1 Diversified Case Explanation Modes

By studying the current teaching cases and methods related to economics, this paper explores the teaching methods and ways suitable for the learning situation of undergraduate college students. In the teaching mode, we should realize the combination of theoretical teaching and case teaching, solve the problem of asymmetric information between teaching and learning in teaching through teacher-student interaction, teach students according to their aptitude, strive to ask comprehensive classroom questions, ask different students at different times, and guide silent students to participate in classroom interaction. In the actual teaching, the selection of case teaching mode has significantly improved the teaching effect. The diversified case explanation methods will not cause students' fatigue and aesthetic fatigue, so that students' learning will not have the situation of diminishing marginal utility.

4.2 Teaching Content and Thinking Docking

In terms of teaching content, we choose the content and design the content of economics guided by thinking. For example, in producer theory, cost theory and market structure theory, we choose the case content design of profit maximization, and decompose economics into three modules: personal life thinking practice, enterprise thinking practice and government thinking practice. Personal life thinking practice is designed from the basic principles and concepts of economics, economic methods, equilibrium theory, consumer theory and so on; Enterprise thinking practice starts with the principle of profit maximization, selects different enterprises, combined with relevant case designs, and selects fully competitive enterprises in producer theory, such as agriculture, as a case to explain the optimal choice of producers and the maximization of output under established costs (Yan, J.Y., 2021). You can choose large grain households and ordinary farmers to explain how to maximize profits. According to the cost theory, in order to minimize the cost under the given output, agricultural enterprises such as MuYuan Co., Ltd. can be selected to explain the realization of average cost on the maximization of enterprise profit. Market organization theory, combined with pricing power and brand to explain, select brand enterprises to explain, and realize profit maximization (see Figure 1). Government thinking designs cases from the three models of macroeconomic objectives, national income accounting and national income, the implementation of macroeconomic policies, employment and inflation to guide students' understanding. Each class refines the teaching content according to the requirements of the outline and the needs of thinking cultivation, focuses on the core content and explains the difficult content with cases, so as to improve students' understanding ability.

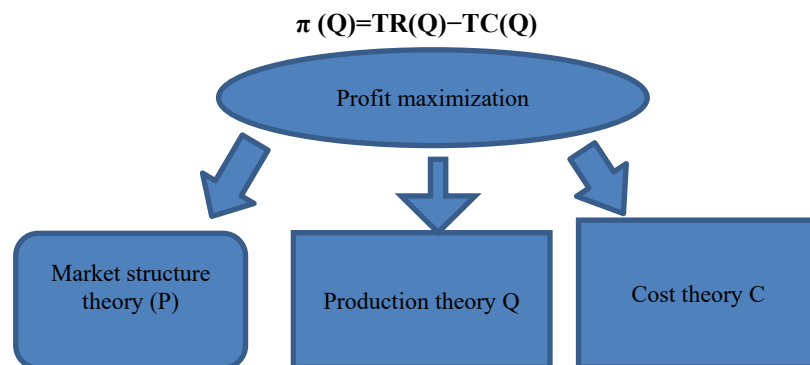


Figure 1. Teaching content and case combination mode.

4.3 Cultivation of Online and Offline Thinking in Teaching Activities

Teaching activities online and offline thinking cultivation online and offline mixed teaching is conducive to thinking cultivation. Online brainstorming content is designed to guide students to establish learning groups in combination with theoretical thinking, select cases suitable for teaching progress for group PPT explanation, offline assessment and inspection of students' online content, and special explanation of key and difficult points (see Table 1). In the teaching organization, a learning observation and assessment group represented by class representatives and monitor shall be established to analyze the learning situation of students and put forward teaching improvement suggestions (Tang, X.B., 2021). In the teaching method, the case teaching method is adopted, the cases in life and the cases of typical enterprises are selected for the case design of teaching matching, and the students' thinking ability is improved by the way of teacher-student interaction and case reversal.

Table 1. Content design of production theory and case discussion scheme

Serial number	Case selection	Production theory case (4 class hours)		Discussion time(min)
		Question 1	Question 2	
1	Corporate goals	Corporate aspirations?	How to distinguish short-term production from long-term production?	15
2	Short term production	How to draw short-term graphics?	How to determine the reasonable interval?	15
3	Short term equilibrium	Law of marginal production	Marginal substitution rate?	15
4	expansion	How to embody long-term production	How do elements change?	15
5	Long term equilibrium	Optimal combination 1	Optimal combination 2	15

5. Evaluation and Popularization of Case Teaching of Thinking Training

Through two years of classroom teaching reform, the teaching innovation of team design has achieved certain results.

5.1 Improve Students' Attention and Self-interest in Learning

Through the online questioning arrangement and brainstorming, students have a certain understanding of the teaching content. Through the recitation of the key content arranged after class and the questioning and evaluation of the key content in class, students have been in the preparation state of learning and questioning and focus on classroom teaching. In teaching means, we can improve students' learning consciousness by means of pre class inspection, in class guidance and after class supervision. In the teaching evaluation, the classification evaluation is carried out according to the completion of students' learning, including group ppt score, question score, homework score and brainstorming score, so as to establish an appropriate teaching evaluation mechanism.

5.2 Promote the Formation of Students' Thinking Ideas

Through life examples and case teaching, students can integrate teaching with learning, actively think about economic thinking in life, apply thinking to thinking about practical problems, and improve students' ability to solve problems (Chu, J.Y., 2021). At present, microeconomics courses mainly use personal thinking, combined with equilibrium price theory and consumer theory, to select cases in life and guide students to establish rational choice thinking in life. In enterprise thinking, enterprise cases are introduced from the core contents of production, cost, market structure and market failure to guide students to form entrepreneurial thinking and promote students' innovative and entrepreneurial thinking.

5.3 Achieve Good Teaching Feedback Effect

Good teaching feedback effect has been achieved. The teaching innovation of team design has obtained good feedback results. It was originally thought that this kind of teaching design before, during and after class will increase the

learning burden of students and make students feel tired of learning. However, it is found from the students' feedback that students prefer the appropriate content layout and have a high degree of participation (Xu, J., Lin, C., & Zou, X.Q., 2020). From the final evaluation, the teaching innovation of team design has a significant effect on the cultivation of students' thinking, which can be promoted to other classes. At present, it has been fully implemented in team teaching.

6. Conclusion

To sum up, at present, case teaching method has been accepted by teachers and students and has become an important means of teaching. As long as teachers do a good job in the design and organization of cases, flexibly use them in class, be good at guidance, and actively communicate with students, they will certainly help to enhance students' perceptual understanding of the course content, so as to enhance their interest and motivation in learning; It is of great significance for the realization of learner centered, the cultivation of students' thinking, the improvement of students' quality, the cultivation of the ability to solve practical problems and the cultivation of applied and compound talents.

References

- Cao, Y. (2021). Ability Oriented Teaching Method of Western Economics. In the Encyclopedia knowledge, (27): 57-58.
- Chu, J.Y. (2021). Exploration on Macroeconomics Teaching Reform from the Perspective of Curriculum Thought and Politics. In the Educational Observation, (41):28-30+40.
- Lin, X.J. & Shi, X.L. (2021). On the Innovative Teaching Mode of "Trinity"—Taking the Course of "Macroeconomics" as an Example. In the Journal of Jimei University (EDUCATIONAL SCIENCE EDITION), 22 (04): 70-75.
- Liu, W.M., Hu, Z.G., Shan, S., & Zeng, B. (2021). Exploration on "Case Modularization" Teaching of Western Economics Course. In the Journal of Hunan First Normal University, 21 (04): 84-89.
- Tang, X.B. (2021). Teaching Experience and Thinking Based on "Microeconomics". In the Science and Education Guide, (27): 136-138.
- Wang, D. (2021). Teaching Reform and Practice of Microeconomics Based on the Improvement of Classroom Teaching Quality—Case Teaching Reform of Microeconomics. In the Science and Technology Horizon, (31):40-41.
- Xu, J., Lin, C., & Zou, X.Q. (2020). Comparison of the Current Situation of Economics Teaching at home and Abroad and the Practice of Teaching Reform—Based on SISU and QUT. In the Journal of Jilin Institute of Education, 36 (12): 103-107.
- Yan, J.Y. (2021). Research on Case Teaching of "Microeconomics" in Private Colleges and Universities Based on Constructivism. In the Heilongjiang Education (Theory and Practice), (06): 77-79.