

Exploration of the Application of the "Trinity" Case Teaching Model in University Classroom: A Case Study of "History of Western Administrative Thought"

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ABSTRACT

How to effectively teach and convey the abstract and diverse content of the history of Western administrative thought has always been a focus of the author's research. The "Trinity" case teaching model provides a good solution. The author has conducted explorations and reforms in teaching methods in the classroom of the history of Western administrative thought.

KEYWORDS

"Trinity"; history of Western administrative thought; teaching methodology

1 The "Trinity" Case Teaching Model

As China's economy and society enter a stage of high-quality development, higher requirements are placed on the cultivation of practical and innovative talents. In this context, the integrated framework of case development, case study, and case teaching, known as the "Trinity" case construction model, has become a solution to meet this demand.

Case teaching has long been regarded as an important method to enhance the quality of practical and innovative talent education. However, teachers have faced difficulties in case teaching for a long time, such as being limited to the level of "giving examples" and "telling stories," which deviates greatly from real practice. When using cases developed by others, they lack understanding of the case companies and government departments. They may want to develop cases but don't know where to start. It is difficult to tap into the resources of industry-education integration platforms and integrate case teaching with case development and research in an organic way. There is a lack of effective teaching methods, and so on.

To address these issues, the case construction team at Zhongnan University of Economics and Law has explored and created the "Trinity" case construction model through long-term practice. This model consists of the following three subsystems.

Firstly, there is the system of goals for cultivating practical and innovative talents. Case teaching, along with case development and research, is an important approach to cultivating practical and innovative talents. Therefore, the goals of case construction, which include case development, case research, and case teaching, aim to enhance the effectiveness of case teaching and ultimately improve the quality of practical and innovative talent cultivation.

Secondly, there is the interactive system of the "Trinity." Case teaching imposes requirements on case development and research. To improve the quality of case teaching, teachers need to find high-quality teaching cases, preferably by developing their own high-quality original cases. At the same time, conducting case research can promote case teaching and transform research outcomes into

high-quality cases. The case development activities carried out in collaboration with departments and companies themselves are excellent teaching practices that can promote research on both in-class and out-of-class case teaching. In summary, case development, case research, and case teaching mutually drive each other, forming the "Trinity" case construction model.

Lastly, there is the supporting system required for case construction. High-quality case research and development require teachers to conduct in-depth investigations in departments and companies to obtain first-hand data. The involvement of departments and companies can greatly enhance the effectiveness of case teaching. However, how to find high-quality case departments and companies and collaborate with them? How to address the issue of insufficient enthusiasm and proactiveness among teachers in case construction? In fact, case construction requires a robust supporting system, including industry-education integration platforms, case base construction, and school incentive mechanisms.

2 Challenges and Measures in Teaching the History of Western Administrative Theory

Abstract Content: The content of the history of Western administrative theory often involves complex theories and concepts that are difficult for students to understand and grasp. This can lead to students getting lost in the learning process and not truly comprehending and applying the knowledge they have learned.

Extensive Knowledge: The development of the history of Western administrative theory involves numerous schools of thought, theories, and scholars, requiring students to master a large amount of knowledge. This makes it challenging for students to organically connect these knowledge points and form a systematic knowledge structure.

Difficulty in Getting Started: Due to the complexity of the content in the history of Western administrative theory, students may feel confused and unsure where to begin when first learning. This can lead to resistance towards the course and negatively impact their motivation and proactiveness in learning.

Chain Reaction: As the history of Western administrative theory is a foundational course in the field of public administration, students' learning outcomes in this course will directly affect their performance in subsequent courses. If students do not grasp the foundational knowledge well in this course, it will create difficulties for their learning in future courses.

To address these challenges, the following measures can be taken:

Simplify and contextualize the content: Break down complex theories and concepts into more manageable parts and provide real-life examples and case studies to help students understand and relate to the material.

Emphasize connections and relationships: Highlight the interconnections between different theories, scholars, and historical events to help students form a coherent and systematic understanding of the subject.

Provide guidance and support: Offer clear instructions and resources to help students navigate the course and overcome the initial difficulties. Encourage active participation and provide opportunities for students to seek clarification and ask questions.

Utilizing concrete cases and practical activities to help students understand abstract theories and concepts, integrating theory with practical applications to increase students' interest and engagement in learning.

Selecting textbooks and teaching materials that focus on the knowledge points that students need to understand and master the most, avoiding overwhelming them with excessive and

complex information.

Designing learning tasks and activities that are suitable for students' levels and interests, guiding them to gradually delve into the subject matter and stimulating their interest and proactiveness in learning.

Encouraging students to actively participate in academic research and practical activities, providing opportunities for them to apply their knowledge to real-world problems, deepening their understanding of theories, and developing their application skills.

Regularly seeking feedback and evaluations from students regarding the teaching measures, adjusting and improving teaching methods in a timely manner to enhance teaching effectiveness.

Through these teaching measures, teachers can assist students in overcoming difficulties in learning the history of Western administrative theory, improving their learning outcomes and motivation. This enables students to truly understand and apply the knowledge they have acquired, laying a solid foundation for their future studies in the field.

III. Case Teaching Method of Trinity is a Teaching Method that Combines Theory, Practice, and Case Analysis to Teach Students Knowledge and Skills Related to Specific Topics Through Case Analysis

In the history of Western administrative theory, the Trinity case teaching method is widely used to help students understand and apply different administrative theories.

Firstly, the Trinity case teaching method can help students understand different administrative theories. By analyzing historical cases, students can understand the viewpoints and theories of different administrative schools and thinkers. For example, by analyzing Max Weber's theory of bureaucracy and Herbert Simon's decision-making theory, students can understand different administrative management models and decision-making processes.

Secondly, the Trinity case teaching method can help students apply theory to practice. By analyzing practical cases, students can understand the application and effectiveness of administrative theories in practical administrative management. For example, by analyzing the administrative reform cases of a country or organization, students can understand the advantages and disadvantages of different administrative management methods and strategies, and think about how to apply these theories in practice.

Finally, the Trinity case teaching method can cultivate students' critical thinking and problem-solving abilities. By analyzing cases, students need to think about the problems and challenges in the cases and propose solutions. This can cultivate students' critical thinking and problem-solving abilities, enabling them to deal with various challenges and problems in practical administrative management.

In summary, the application of the Trinity case teaching method in the history of Western administrative theory can help students understand and apply different administrative theories, apply theory to practice, and cultivate critical thinking and problem-solving abilities. This teaching method can enable students to better understand and apply administrative knowledge, and enhance their abilities in the field of administrative management.

Firstly, it establishes a complete case development model that conforms to the characteristics of case teaching and the laws of cultivating innovative talents in practice, providing an overall framework for case development research and practice.

Secondly, it provides a "seven-step method" for case development based on teaching, allowing teachers to develop cases in a systematic and replicable manner.

Thirdly, it promotes the integration of industry and education and extensive cooperation between schools and enterprises through case development, facilitating the establishment of internship and practice bases, dual-teacher classroom case teaching, case studies, curriculum development, and other activities, providing a solid support platform for the quality of innovative

talent cultivation.

Lastly, through case development, breakthroughs can be made in the ideological and political education of the curriculum. Teachers can systematically research and develop cases based on the goals of ideological and political education, guiding students to analyze and solve problems through case teaching, thereby achieving the goals of ideological and political education.

In conclusion, the "Trinity" case development model can provide an overall framework for the cultivation of innovative talents in practice, promote the integration of industry and education and cooperation between schools and enterprises, and achieve breakthroughs in curriculum ideological and political education. It is of great significance for the high-quality development of China's economy and society.

Funding

Conducting regular knowledge assessments and evaluations to promptly understand students' learning progress and difficulties, providing targeted guidance and support to help them overcome learning challenges.

Notes on contributors

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