

The Application of Case Teaching Model of Project Management in Colleges and Universities

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Abstract: Project management courses in colleges and universities have strong application characteristics, and teaching knowledge points are relatively boring. In view of this actual situation, teachers usually give systematic lectures in the form of case discussion for each unit of the course, set up different roles in the case discussion link, and ask students questions step by step to make teaching knowledge points more clear and systematic. Through the application of case teaching mode, students can be imperceptibly encouraged to participate in classroom interaction effectively and improve their interest in learning the project management course, so as to better grasp the key knowledge.

1. Introduction

The project management course in colleges and universities aims to lay a foundation for students in economics, management and other related disciplines. This course has high requirements for students' independent learning ability and practical application ability. However, the traditional teaching concept cannot fully meet the teaching needs of the project management course, so case teaching is interspersed in the classroom links. The project management course is not only a required subject to cultivate human resource management talents at home and abroad, but also a core subject of the major, with strong application characteristics. Therefore, teaching is not only to teach students professional knowledge, but also to teach students to internalize the application of these knowledge, promote students to consolidate the theoretical basis, and be able to put theory into practice to ultimately improve professional skills [1]. Therefore, the introduction of case teaching method in the project management course and the breakthrough of the traditional teaching mode can help students apply professional knowledge more flexibly, rather than memorizing the problem situations in the textbook examples. In this way, students' practical thinking and practical ability are enhanced, which also speeds up the high connection between theoretical knowledge and practical application. Through case teaching, teachers can help students quickly enter the learning state, actively participate in the thinking and answering of actual human resource problems, and improve the teaching quality and efficiency of project management courses with the help of enterprise project management cases designed in advance.

2. Analysis of the current situation of project management teaching in colleges and universities

2.1. Lack of applicability of textbooks

In the major of human resource management, the course of project management usually adopts the textbook Project Human Resource Management, which focuses on broad human resource knowledge, while the major of human resource management in colleges and universities is a detailed teaching of human resource management in a broad sense. For example, in the human resources management major of colleges and universities, there are many courses including management, microeconomics, macroeconomics, accounting statistics, marketing, labor economics, financial management, economic law and so on. However, the professional courses in different directions are quite different, and there is basically no much correlation in all aspects from economics to management to law, but the same project management course textbooks are used. This makes the teaching materials unable to reflect the characteristics of the human resources management professional direction, and its teaching is obviously not targeted enough, so it is inevitable that teachers will be too rigid in teaching [2]. In the course materials, some relevant cases will be set up in combination with knowledge points. Although such cases are applicable to the human resources management profession, the case description is lengthy and the problem setting is not timely. Therefore, it is difficult for students to have interest in case research. They can only see the surface of the problem without professional characteristics, and cannot visualize abstract knowledge through case interpretation. This kind of case teaching fails to play its essential significance, and this kind of case can only be regarded as a teaching pass.

2.2. Too single teaching method

The courses of project management in human resources management major in colleges and universities are not long, and college students have not systematically contacted the relevant knowledge of management in the early stage, and the classroom interaction is less. Teachers are mainly responsible for teaching, and occasionally there are questions. However, a large amount of theoretical knowledge has been instilled in students, who can only memorize it mechanically, and have not been able to give full play to its practical application. In the future, similar problems encountered in employment positions cannot fully connect with the knowledge they have learned, thus reducing their practical application ability. In recent years, the employment situation of human resources management major in colleges and universities is good, the number of students is growing, and the number of large classroom teaching is large, which also makes it difficult for teachers to accurately grasp the learning thoughts of each student, and students have few opportunities to put forward personal opinions, making classroom interaction difficult to see results.

2.3. There are particularities in the course setting time

The opening of the project management course in colleges and universities must be based on a certain specialty, and students need to have practical training experience. There are many prerequisite courses, so this subject was originally arranged in the second semester of the third year or the first semester of the fourth year. This learning stage is an important period for many students to prepare for the postgraduate entrance examination, and they can hardly spare time and energy to carry out in-depth learning; In addition, some non postgraduate students have also completed the employment signing, and students' learning spirit is relaxed and their consciousness is reduced, so they are basically not content to listen to the lectures; In addition, the whole process of indoctrination teaching by teachers will only lead to lower participation of students in the classroom.

3. Analysis of the Advantages of Case Teaching Mode in Project Management Curriculum

To sum up, it is extremely necessary to adopt the case teaching mode in the university project management courses. Compared with the traditional teaching mode, the case teaching mode has the following three advantages in the project management courses:

First of all, although the current university project management textbook update speed is slow, teaching pertinence is not strong enough, but teachers can insert some frontier human resources related cases, prompting course case content can keep pace with The Times, such as the recent domestic and foreign news, human resources industry information can serve as its teaching case design material, also can fully combine the students learning needs design related cases, strengthen the richness and uniqueness of case teaching, and more fit the actual goal and demand of university talent training [3]. Teachers should prepare cases that are more consistent with the teaching syllabus as a part of the teaching materials, which can not only enhance the diversity and professional fit of the project management course content, but also reasonably make up for the backwardness and deficiencies of the teaching materials, and further improve the comprehensiveness and applicability of the teaching materials.

Secondly, the methods of case teaching in project management courses are diverse, and it is easier for teachers to flexibly grasp the progress and effect of course teaching. For example, the teacher write the teaching framework, allowing students to collect learning materials; or ask students to design teaching cases, or teachers to provide corresponding materials; teachers can also implement the flipped classroom, through task driven students to complete a whole link from case preparation, design, description to summary, to subtly improve the depth of classroom participation and improve the previous passive bad learning state.

Finally, in view of the special situation of project management course time, teachers own case can better combine with ideological and political, human resources courses, professional practice and other related content, encourage students have more strong interest in learning, so that they will be more willing to reconstruct and comb the knowledge architecture and teaching content, can further participate in teaching data research, analysis, discussion and summary of the whole process, help them deeply divergent thinking, reasonable independent learning, improve the learning quality and efficiency.

4. Application principles and objectives of project management case teaching mode in the course

4.1. Organizational principles of classroom teaching

In project management course using case teaching mode, teachers must first follow the basic principle of students as the main body, the project management classroom into a "project office", in teaching activities, organize their project practice, encourage students can fully feel this is not a simple class, more like a real implementation project, urge them to practice in-depth learning, master the process and method of project management.

4.2. The Teacher's teaching objectives

In the project management course, teachers should constantly update the project case database, actively innovate the case teaching mode of project management, be good at actively reflecting in teaching, improve the deficiencies in teaching through practice and reflection, and form a case-led teaching practice atmosphere based on specific projects.

4.3. Students' learning objectives

Students through learning project management courses, finally can independently complete a strong professional project planning and planning activities, let students really become the main body of classroom learning, good at continuous improvement, explore and optimize their own learning way, each student can become the project leader, leading the whole process of project implementation, and can on this basis extensive group cooperation, improve the project team, project communication, improve students' ability in independent create projects, participate in project implementation, management project and so on.

5. Analysis on the application of case teaching model of project management in colleges and universities

5.1. Teachers should do a good job in case design

Case is a typical event in the field of enterprise project management. The introduction of case teaching mode in university project management curriculum aims to enable students to analyze, summarize and correct some real enterprise projects, and deepen their knowledge learning impression, in order to cultivate their practical problem solving ability, and effectively improve their professional quality. Excellent case design is a primary condition for the implementation of case teaching mode, which also requires teachers to make adequate preparation for lessons.

Generally, the case sources in the project management course are mainly divided into two categories. One is typical cases or emergencies extracted from practical projects. The advantages of such cases are that their contents are authentic and reliable, there is no need for deliberate design, and it is very easy to quickly attract students' attention. However, the disadvantages are that the problems in the cases are relatively simple, without comprehensive characteristics; Moreover, in case of unexpected events, teachers should also have rich experience in case analysis, be familiar with the knowledge system and structure of the curriculum, and can accurately embed one of the knowledge points to better meet the students' internalized understanding of knowledge. The other type of case mainly comes from the projects that teachers practice. This type of case usually has a lot of content that needs to be designed. Teachers are required to design the logic of the case, so the requirements for teachers' personal teaching ability and project management experience will be higher. More time and energy will be spent to prepare lessons in advance to ensure that the content of case design can cover more comprehensive knowledge points, so as to help students build a diversified human resources knowledge system. To sum up, case design is very important in case teaching mode, and its quality determines the level of case teaching.

5.2. Integrating into the situational teaching atmosphere

The employment situation of human resource management major in colleges and universities is relatively good, however, the frequent job hopping of graduates is also very common. According to the analysis of the reasons, it is mainly because college students fail to make adequate preparations for their future jobs and environment, which is obviously a lack of professional practice teaching. The introduction of case teaching mode into project management course is conducive to the construction of professional knowledge system for students, so as to cultivate human resources management talents who can fully adapt to social needs and are favored by enterprises. It is indispensable to strengthen case explanation in practical teaching, in order to help students strengthen the application of human resources knowledge. Only the situational teaching atmosphere can truly enable students to internalize what they have learned into what they have learned, help them

understand the real working environment and improve their adaptability to future employment.

5.3. Strengthening teachers' sense of cooperation

In order to give full play to the teaching advantages of case teaching in project management courses, all teachers in the professional teaching research group need to fully demonstrate the spirit of teamwork, achieve overall planning and mutual cooperation, and reflect the different advantages and expertise of each teacher in teaching and research. Colleges and universities should build a case resource library with a professional teaching research group as the unit. All teachers are required to brainstorm and work together. It is suggested to adopt a division of work and cooperation approach according to the research direction that teachers are good at. Each teacher should focus on teaching in a separate direction, so that the pertinence of case teaching can be improved and the teaching quality can be guaranteed.

5.4. Promoting sustainable development of education

The establishment and efficient operation of the professional teaching research group is the solid foundation for the sustainable development of education in colleges and universities, while the sustainable application of the case teaching mode is mainly manifested in two aspects: the first is the construction of the professional knowledge system to enable students to have the ability of lifelong learning, which is also a reflection of the sustainable development of China's general higher education; Second, as a national educational unit, the positive guiding influence of colleges and universities on society must be continuous. Teaching knowledge points should be obtained from textbooks and applied to practice. The case teaching model reflects its unique advantages in this process, promoting the organic integration of theory and practice, professional education and industry fields.

6. Conclusion

In a word, from the practical experience of the application of the case teaching mode in the project management course in colleges and universities, it is shown that the case teaching mode is not only an effective supplement to the teaching content and methods of the course, but also an innovation in the teaching cognitive theory of the human resource management professional education in colleges and universities. The introduction of case teaching mode is not simply to integrate cases into each unit of course teaching to make the teaching process more clear and full, but more importantly, it changes the traditional teaching concept, makes the teaching form more easily recognized and accepted by students, so as to achieve the ideal teaching effect.

References

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