

Research and Practice on the Case Teaching Method Based on PAD Mode

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Abstract: Recent years, case teaching has gradually been used in different teaching and learning subjects. It can provide a lot of handfull knowledge for students in education direction of English major. But only presenting cases for students seems insufficient, for students need more time to think and more opportunities to practice. PAD (Presentation - Assimilation - Discussion) mode is a good way for students to assimilate knowledge while studying typical cases in English teaching field. By using immediate discussion and week-after discussion, as well as rubrics with process evaluation, we can maximize the benefit of cases. This research and practice combines the core value of PAD with the characteristics of case teaching, and found that the method is a pretty effective to enhance students' understanding knowledge from workplace.

Case teaching method started from Harvard Law School. It was spread to education area passing through Harvard Business School and implemented in a variety of orientation. Shulman(1986) defined case teaching as an important part of teachers' professionalization and emphasized that it should base on the theory of education when defining, analyzing and exploring^[1]. By using case teaching method, students in education direction from English major will experience the changes from a student teacher to a real educator. The course of *Curriculum and Case Study* is one of the most closest courses to the job market for students in English education. The aim of this course is to make students understand the concept of case, as well as how to analyze case to acquire knowledge of the current educational job market. Students will enrich their experience by solving the problems mentioned in the cases, and learn how to clarify their thought and reflect themselves so that they can grow up a qualified teacher. However, to reach this aim does not mean that students only depend on the teachers explanation in class, but also their independent thinking and practice based on the cases. PAD (Presentation - Assimilation - Discussion) mode enlightens us a lot and brings us opportunities for students' practice.

1. The introduction of pad mode

PAD mode is originated from Professor Xuebin Zhang who had this proposal in Fudan University in the year of 2014. He argued that traditional mode emphasizes teachers' teaching and hardly meet the students' needs. He divided the two-hour class period into two parts: half for teacher's presentation and half for students discussion while knowledge can be assimilated. He used "presentation" to show that knowledge is always there to be presented to and is not to pass on so that the word "lecture", which indicates teachers' authority, should not be used here. He also asserted that knowledge needs to be absorbed by experiencing a serious of activities including

decomposition, reconstruction, and re-representation. Therefore, he prefers to use “assimilation” to express the overall procedure which refers to taking in, digesting, and internalizing knowledge instead of only internalization^[2]. After five years implementation, teachers in different subjects in college tried PAD mode and made a lot of achievement^[3-7]. For the course of *Curriculum and Case Study*, an educational direction course of English major, PAD mode can play a key role on presenting and absorbing knowledge by analyzing the case. Students not only grasp knowledge from the cases but get trained to solve the problem. They can also gain the courage and skills to prepare for the job market.

2. Pad mode implementation

The course *Curriculum and Case Study* has been arranged totally 32 hours in 16 weeks, so it has 2 hours per week. There are many cases compiling in this course. In order to make students understand the knowledge easily and study strategies to solve the problems effectively, we change the traditional case teaching method into a new way. Combining with PAD mode, we mainly focus on course design and course evaluation.

2.1 Course design

According to the content of every chapter, the course has been designed as three steps - teacher’s presentation, students’ assimilation, and students’ discussion. The first day class can be the total presentation by the teacher because the teacher needs to introduce what PAD mode is, how students study to meet the requirements, and the main content of this course. At the end of the first class, the teacher gives the questions for student revision. In the class of the second week, students are divided into groups no more than five and no less than three at the very beginning. They discuss and communicate what leave them a deep impression, how much knowledge they have learned, and their questions about the difficulties. They solve the problems what they can, and the teacher helps them solve the difficult points. The last week is the summary of students and the teacher, so it is designed as a presentation. PAD mode concludes two kinds of discussion, which means that discussion is held immediately after the teacher’s presentation or in the next week’s class before the teacher leads in the new topic. This is so called “immediate discussion” and “week-after discussion”. The teacher can arrange different kind of discussions in terms of the difficulties of the cases as well as how much time student need to assimilate the knowledge. The whole procedure in one semester can be expressed as follows.

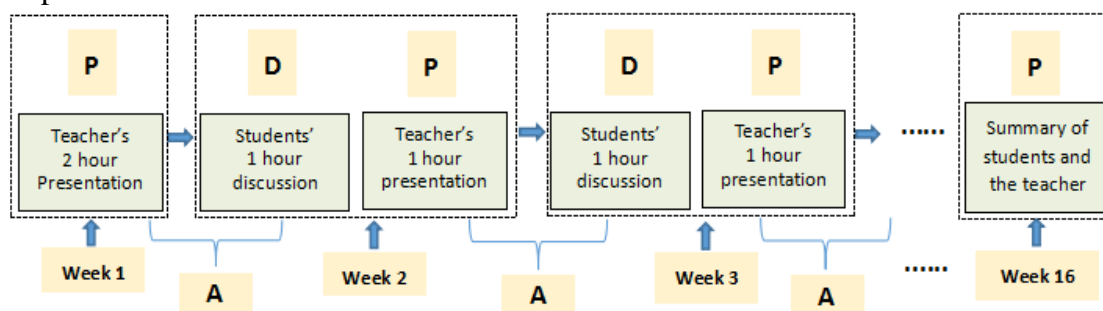


Figure1. PAD mode

2.1.1 An example for immediate discussion

Curriculum and Case Study has one chapter mentioned the concept of Mind Map. In order to make students understand what a mind map is, in the first hour, the teacher presented the knowledge by listing many elements of a mind map and asked students to conclude the concept of a mind map. After studying some typical cases of how to use mind mapping method to solve problems, students were asked to solve a problem by using mind mapping method. They spent the second hour to design and solved the problems the teacher gave. Here are pictures of students' discussion and their crafts.



Figure2. Group work and immediate discussion

After they finished the group work, they gained the knowledge and internalized the knowledge right after teacher's presentation. This practiced the method of immediate discussion.

2.1.2 An example for a week-after discussion

A week-after discussion refers to a discussion held after the teacher's presentation a week later. Based on the case of a teacher's professional development, students brought their thoughts and their group study results to the class. After a short preparation, they presented their study results. Here are pictures of their discussion and presentation. During their presentation, teachers got to know their problems and provided help to them.



Figure3. Group work and a week-after discussion

2.2 Course evaluation

Process evaluation is used as a real time monitor to reflect students' current study status on their way to reach the goals. It can quickly reflect where they are, what current strengths or weakness they have, and how they can reach the goals, etc. By reviewing the process evaluation tools, teachers and students can work together to discuss the problems, find out strategies, and overcome the difficulties to reach the final goals—to internalize the knowledge. Based on the course of *Curriculum and Case Study*, the process evaluation form has been divided into five main categories including attendance, cooperation and discussion, assignments (Poster and Portfolio), term paper,

and total grade. Actually, discussion is held every week, we may pick up students typical achievement to record. Here is the example form for the whole semester record.

项目日期			考勤										合作学习					Poster 学习展			Portfolio		学期论文		总分	
学生信息			10分										40分					20分			作业20分		10分			
序号	学号	姓名	1	2	3	4	5	6	7	8	9	10	小计	1	2	3	4	小计	他评	互评	自评	小计	20%	4%	10分	10分
1	222531	桂童非 Grace	√	√	√	√	√	√	√	√	√	√	10	9	8	9	9.5	36.5	8.8	3.5	4.7	17	19		9	91
2	223091	郭佳月 Andilly	√	√	√	√	√	√	0	√	√	√	10	9	7	8.5	8.4	27.5	7.5	3.5	4.5	15.5	17		7	84
3	223130	王倩 Wilona	√	√	√	√	√	X	√	√	√	√	9	8	7	0	8.5	28.5	7.5	3.5	4.5	15.5	15		8	71
4	223322	韩欢 Vincent	√	√	√	√	√	√	√	√	√	√	10	8.5	9	8	9	30.5	8	3.6	4.5	16	17		6	84
5	223482	杨珍 Jane	√	√	√	√	√	√	√	√	√	√	10	7.5	8.5	9	7	32	7.7	3.4	4	15	14		9.5	81

Figure 4. Process evaluation form

A rubric has been used to record students' achievements^[8]. Whenever students have a presentation, they use the rubric of evaluation table to be a reference. The subcategories include appearance, understanding, design, presentation skills, and responsiveness. Every subcategory has the criterion to measure the target point. By doing this, students understand their tasks and goals well and teachers also know how to help students to make progress. Here is one of the rubrics for evaluation.

Course Name	Semester			
Student Names	Class	Group		Date
Topic	Date			
Criteria ×0.2	Excellent (80% to 100%)	Good (70% to 79%)	Satisfactory (60% to 69%)	Needs Improvement (<60%)
Appearance	Proper dressed and excellent involved in class presenting	Proper dressed and good involved in class presenting	Satisfactory dressed and involved in class presenting	Improper dressed and no concentrating on presenting
Understanding	Demonstrates complete understanding of the main concepts	Demonstrates considerable understanding of the main concepts	Demonstrates partial understanding of the main concepts	Demonstrates minimal understanding of the main concepts
Design	Excellent use of supporting facilities; Well displayed; Creative; Fun;	Good use of supporting facilities; Well displayed; Creative	Satisfactory use of supporting facilities;	Limited use of supporting facilities
Presentation Skills	Excellent verbal and visual presentation technique	Good verbal and visual presentation technique	Satisfactory verbal and visual presentation technique	Poor verbal and visual presentation technique
Responsiveness	Very well prepared to respond to a variety of questions	Well prepared to respond to a variety of questions	Somewhat prepared to respond to a variety of questions	Not prepared to respond to a variety of questions
Instructor's Comments	Total Score /100 =			/10

Course Name	Curriculum and Case Study 课程案例教学(译)			
Student Names	付萌萌 (Demi)	刘勇 (Eva)	Class	3B1504
	赵双双 (Sarah)	刘丹 (ALISA)	Group	Group 5
Topic	跨境电商 (p16)			
Date	2018.6.26			
Criteria ×0.2	Excellent (80% to 100%)	Good (70% to 79%)	Satisfactory (60% to 69%)	Needs Improvement (<60%)
Appearance	1.5			
Understanding	1.2			
Design	1.4			
Presentation Skills	1.3			
Responsiveness	1.6			
Instructor's Comments	- Introduced the case carefully, and analyzed its case thoroughly. - You only analyzed the case but no any solutions in the poster. - Did not ask any students whether they had questions about your presentation. - Provide a question for students discussion, which is nice.			Total Score 20/100 = 2/10

Figure 5. Rubrics for presentation

3. Reflections of pad

PAD mode is a good way both for teachers and students to change their solidified thought to the

concept of teaching and learning. It helps us to reflect on the traditional case teaching method and rediscover the role of teachers and the role of students. Although the core of the PAD mode is to divide the class time into half presentation and half discussion, practitioners need to create their own way by adding meaningful methods to enrich this mode. The course of *Curriculum and Case Study* involves many activities and students' reports both in group and individual. To make these activities meaningful, we designed rubrics to make the evaluation easy and effective. It can also measure teachers' teaching and students' development instantly. Consequently, a process evaluation and the attached forms are added to strengthen the whole procedure. Besides, in the course of *Curriculum and Case Study*, students need to think and analyze the cases to absorb knowledge, so time consumption is inevitably. Therefore, a lot of week-after discussion and evaluation have been held. These become the development of PAD mode.

4. Conclusion

From the traditional point of view, case teaching can be seen as another effective way to impart knowledge^[9]. PAD mode provides us a good opportunity to rethink the way to teach and the way to learn. In this paper, we implemented the PAD mode, added rubrics to evaluate students' study result, and combined the characteristics of case teaching with week-after discussion. Although we take a step on it, we still have a long way to go in changing the teaching mode from traditional way to student-centered way. In the future study, we will gain experience, and try more effective way to enhance teaching and learning.

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