

AN EXPLORATORY AND PRACTICAL STUDY OF PANORAMIC CASE TEACHING IN A GRADUATE PROGRAM IN ETHNOLOGY

ZiXuan Liu¹, NaNa Li², Ting Tan^{2,*}

¹ School of Humanities, Jishou University, Jishou 416000, Hunan, China.

² School of Economics & Management, Hunan Applied Technology University, Changde 415000, Hunan, China.

Corresponding Author: Ting Tan, Email: 529991507@qq.com

Abstract: The central goal of ethnography is to deepen understanding and insight into ethnic topics. The research process should closely focus on the core issue, accurately depicting its current situation, conducting in-depth analysis, and providing a clear summary and generalization. Panoramic case teaching, as a teaching strategy centered on concrete examples, aims to guide students in acquiring a profound understanding and mastery of the content through vivid cases. This method not only has distinctive specificity and intuition but also effectively stimulates students' motivation for active learning, encouraging their conscious engagement in the learning process and significantly improving learning efficiency. Moreover, panoramic case teaching can skillfully utilize real-life cases to translate abstract theoretical knowledge into vivid and concrete scenarios, facilitating students' intuitive understanding and application of the knowledge. This approach truly achieves the organic integration of theory and practice, enhancing the effectiveness and practical value of the course. Moreover, panoramic case teaching can skillfully utilize real-life cases to translate abstract theoretical knowledge into vivid and concrete scenarios, facilitating students' intuitive understanding and application of the knowledge. This approach truly achieves the organic integration of theory and practice, enhancing the effectiveness and practical value of the course.

Keywords: Panoramic case study teaching; Ethnographic research; Applied value

1 THE VALUE OF "PANORAMIC" CASE TEACHING IN THE GRADUATE PROGRAM "ETHNOLOGY"

The significance of "panoramic" case teaching in the graduate program of "Ethnology" is noteworthy: The case teaching method, a teaching concept initially advocated by Professor Christopher Columbus Langdale, a distinguished scholar at Harvard Law School, was subsequently introduced to the Chinese management community in the 1980s and gradually applied to a variety of disciplines such as economics, ethnology, sociology, law, medicine, and so on [1]. At the core of this teaching method lies the selection of typical cases by the teacher, creating challenging scenarios for the students. Through guiding students to engage in in-depth understanding, active interaction, and enthusiastic discussion surrounding the cases, they can develop a profound grasp of relevant theories, independently identify problems, and apply these theories to solve practical issues. The case teaching method not only embodies an open educational concept but also greatly promotes students' active learning and practical ability.

1.1 Contributing to the Enhancement of the Attractiveness of Teaching in the Postgraduate Course "Ethnology"

Considering the systematic coherence and rigorous logic of the graduate program in "Ethnology", solely presenting theoretical knowledge in a monotonous manner during classroom teaching undoubtedly creates a dull and unengaging classroom atmosphere [2]. To stimulate students' keen interest in ethnology, teachers should adeptly incorporate cases with fresh content, stylish formats, and prominent themes into course design. This approach enriches the teaching content, adds vibrancy and interest to the course, consequently enhancing students' participation and motivation to learn.

1.2 Contributing to the Achievement of the Objectives of the Graduate Program "Ethnology"

The primary objective of panoramic case teaching is to foster capacity development by cultivating two key abilities in students: the ability to conduct in-depth problem analysis and the ability to efficiently solve problems. When developing problem analysis skills, panoramic case teaching highlights the importance of students applying their acquired theoretical knowledge and employing diverse analytical methods to thoroughly analyze the case, thereby uncovering its core and underlying causes. In the development of problem-solving skills, panoramic case teaching employs simulations of real-life scenarios, enabling students to apply their professional knowledge to seek practical solutions while gaining a deeper understanding of the problem's nature. This teaching approach not only enhances students' overall competence but also establishes a robust foundation for their future career growth.

1.3 Contributing to the Enhancement of the Pedagogical Skills of Teachers in the Graduate Program "Ethnology"

In the traditional classroom lecture mode, teachers typically assume a central role in teaching activities, while students often adopt a passive role in receiving theories, knowledge, and information. This model fails to fully engage students' subjectivity, resulting in teaching activities that often resemble one-man shows conducted by individual teachers [3]. However, in panoramic case teaching, the case takes center stage, aiming to achieve a harmonious fusion of teacher's guidance and student's subjectivity. This teaching model reshapes the teacher-student role relationship, empowering students to actively participate in case collection, analysis, and discussion. Teachers are responsible for maintaining the pace and direction of classroom discussions while collaborating with students to engage in profound deliberation and research on the case. This fosters effective interaction between teachers and students, facilitating the collaborative construction of knowledge.

2 INNOVATIVE USE OF "PANORAMIC" CASE TEACHING IN THE GRADUATE PROGRAM "ETHNOLOGY"

2.1 Innovative Forms of Teaching Organization

The traditional classroom organization often follows the "duck" teaching method, which revolves around a fixed process of teacher-led organization, teaching, review, questioning, consolidation, and assignment of homework. However, this model may be insufficient for cultivating students' initiative and fostering a deep understanding [4]. Conversely, the new approach to classroom organization aims to inspire students by prioritizing their active engagement as learning subjects. It encourages them to proactively grasp and comprehend relevant literature, background materials, and prior knowledge and conduct in-depth investigations into real-world issues. This transformation not only enhances students' learning efficiency but also establishes a strong foundation for their overall development.

2.2 Innovative Curriculum Development

The curriculum has been optimized and adjusted with application and ethnicity as guidelines. First, from the dimension of improving the existing curriculum, the knowledge content covered in the theoretical courses is continuously updated to ensure that it keeps pace with the development of the times, and at the same time, the cases selected are closely related to the actual situation of the current society. Special attention has been paid to improving the quality of the practical courses with the aim of giving full play to their important role in the training of master's students through practical activities. Secondly, from the perspective of an innovative curriculum, we are actively exploring new modes of practicing the curriculum. For example, a course on board writing skills was introduced with the aim of enhancing students' basic teaching skills; at the same time, a course on teaching training using multimedia technology was introduced with the aim of enhancing students' practical abilities and fully stimulating their personal strengths and creativity. Through these innovative initiatives, our commitment lies in fostering exceptional ethnographic talents equipped with a profound theoretical foundation and exemplary practical skills.

2.3 Innovative and Compact Cultivation Links

In the process of optimizing the academic environment and promoting case development, the initial step involves strengthening the effectiveness of the Faculty Teaching Development Center and enhancing faculty enthusiasm and participation in case development through various incentive mechanisms. Additionally, active encouragement is given to master's degree students in ethnology to actively engage in the practice of case writing. This enables them to comprehend and appreciate the practical significance of theoretical guidance. Furthermore, to enhance the overall effectiveness of case development, higher education institutions should prioritize the importance of case development, consider their individual development needs, and actively collaborate with diverse colleges and universities to collectively prepare cases. This collaboration provides fresh perspectives and strategies for addressing current real-world challenges. Ultimately, it is essential to foster interdisciplinary linkage and collaboration to establish a case resource base that embodies distinctive ethnographic features. Achieving this objective requires improved communication and cooperation among institutions, effective integration of existing case resources, and the exploration of a sharing mechanism for constructing an ethnographic case repository. Furthermore, institutions can leverage their ethnic research bases, professional teams, and research centers to create a network platform, serving as a public hub that integrates case study, development, application, and sharing. This approach maximizes the utilization and dissemination of case resources.

3 A SURVEY OF THE CURRENT STATUS OF "PANORAMIC" CASE TEACHING IN THE GRADUATE PROGRAM "ETHNOLOGY"

Panoramic case teaching is a student-centered approach with specific cases as the cornerstone. It effectively integrates theoretical knowledge with practical application by simulating real-life situations. The primary objective is to guide students in independently identifying and thoroughly analyzing problems, leading them to discover effective solutions. This approach serves to solidify students' comprehension of theoretical knowledge, foster the development of independent academic perspectives, and enhance their overall competence. Specific assessment indicators and elemental criteria are detailed in Table 1.

Table 1 Indicator elements of the questionnaire on the current status of case teaching evaluation for graduate students

Elements of primary indicators	Elements of secondary indicators	Elementary standards
Nature of cases	Percentage of classic cases	High utilization rate and applicability
	Percentage of time-sensitive cases	Keeping up with the hot spots and advocating innovation
Teaching focus	theoretical percentage	Integration of knowledge and fluidity of articulation
	Percentage of questions	Mind-enhancing and practical
Teaching method	Percentage of didactic	Clear points and clarity
	Interactive Percentage	Brainstorming, Lively

Between October 2023 and April 2024, the author conducted a research study in the College of Humanities of Jishou University, where a total of 500 questionnaires were distributed. Through meticulous collection and screening, 486 questionnaires were successfully retrieved. To uphold the study's rigor and ensure data accuracy, 14 invalid questionnaires were excluded. Consequently, the final count of valid questionnaires stood at 472, resulting in an impressive effective return rate of 94.4%.

3.1 Relative Solidity of Pedagogical Thinking and Insufficient Source of Cases of Effectiveness

Panoramic case teaching, as a standardized teaching mode integrating theoretical teaching and practical guidance, its excellent teaching effectiveness cannot be separated from the core carrier of cases. According to research findings, a substantial 84.3% of students exhibit a preference for case materials with strong timeliness. Furthermore, an

overwhelming 96% of students believe that post-course reflection questions should closely align with current affairs and hot topics. This underscores the alignment between the selection of current cases and students' curriculum requirements. Presently, in the case-based instruction of professional graduate students in universities and colleges, some teachers tend to fall into fixed patterns and rely heavily on reusing classic cases within their specialized fields. Although these cases have undergone numerous revisions and the teaching process runs smoothly, they lack up-to-date information and fail to timely reflect the latest societal developments and contemporary characteristics. Consequently, they struggle to effectively guide students in addressing present and future practical challenges. Additionally, the successful implementation of case-based teaching necessitates a robust repository of case resources. Despite the existence of platforms like the China Professional-degree Case Center, certain specialized fields such as ethnology face a shortage of relevant cases, inadequate variety, and sluggish updating speed. These issues to some extent restrict the effective utilization of the case method and hinder its broader application in these domains.

3.2 Focus on Specific Problem Solving, Lack of Sublimation of Established Theories

In the field of case teaching, the deepening and broadening of standardized teaching constitutes its key development. According to the exhaustive research data, it is understood that 42.5% of students are in the stage of postgraduate study, and they need to find a balance between work and study, so the demand for professional knowledge through the school in order to solve the actual work problems is particularly urgent. In light of this, numerous current case courses tend to focus on explaining or solving specific problems as the main axis of instruction, which to some extent leads to an excessive focus on specific problem solving. Further, when examining these case teaching models, it is easy to see that problem parsing and analytical decision-making models dominate professional degree case teaching in higher education. Although both models are effective in utilizing theoretical knowledge to illustrate the specific issues involved in the cases, they are slightly less effective in promoting students to think deeply about the relevant theories through the case studies. This teaching mode fails to fully stimulate students' innovative thinking, and also fails to effectively promote the expansion of theoretical knowledge and the discovery of new growth points, thus restricting to a certain extent the comprehensive research ability of students to apply and develop theories. Therefore, it is necessary to reflect on and innovate the existing case teaching model to better meet the actual needs of students and to promote the development of case teaching to a higher level.

4 ORGANIZATION AND IMPLEMENTATION OF "PANORAMIC" CASE TEACHING IN THE POSTGRADUATE COURSE "ETHNOLOGY"

In the implementation of the "panoramic" case teaching process, the process can be subdivided into four key links: careful screening and compilation of cases, thorough preparation before the class, the careful organization of classroom teaching and the scientific implementation of teaching evaluation.

4.1 Careful Selection and Compilation of Cases

In the realm of "panoramic" case teaching, the initial and crucial step involves the careful selection and adaptation of cases. The quality of this process directly impacts the overall effectiveness of subsequent teaching implementation. The primary task at hand is to meticulously choose cases from intangible cultural heritage and ethnic crafts. This selection process should adhere to three core principles. Firstly, the cases need to be typical, showcasing the general rules in the field of ethnology. Secondly, the cases should be timely, reflecting current social phenomena and problems. Lastly, the cases must align with teaching objectives by being teachable and providing effective learning materials for students. If the chosen case is additionally interesting or relevant to current hotspots, it will undoubtedly enhance students' motivation and interest in learning. Once the case is selected, the adaptation stage is entered. Raw, unadapted case material can only be considered as "examples" and cannot be directly employed for case teaching. The teacher's role at this stage involves conducting professional secondary work with the aim of enhancing the case's relevance to teaching

and learning needs. During the adaptation process, teachers should prioritize the following three aspects. Firstly, they need to clarify the main plot and storyline of the case. Secondly, the case should be refined and integrated with the relevant knowledge, particularly focusing on key content points. Lastly, the presentation of the case should strive to diversify its form, incorporating not only textual descriptions but also video, audio, and other multimedia materials to create realistic and vivid scenarios. Such adaptation will facilitate students' comprehensive and in-depth understanding and analysis of the case, ultimately augmenting the effectiveness of case teaching.

4.2 Thorough Pre-Course Preparation

To maximize classroom time utilization and enhance teaching efficiency, teachers must meticulously prepare the following elements prior to case instruction to ensure a seamless teaching process. Firstly, students should be assigned to suitable groups for in-class group discussions. Considering that specialized courses often employ small class teaching with approximately 40 students, it is advisable to have 7 to 8 students per group to facilitate thorough and productive discussions. Based on this calculation, the entire class can be divided into 5 or 6 groups. Secondly, teachers should distribute case materials to students in advance so that students have sufficient time to familiarize themselves with the case and relevant background information. During this process, students can refer to pertinent information as required and review pertinent knowledge points as necessary, thereby establishing stronger connections with the classroom content. This approach aims to engage students in the learning process early on and establish a robust groundwork for comprehensive classroom discussions and case studies.

4.3 Careful Organization of Classroom Teaching

Classroom teaching serves as the central component of "panoramic" case teaching, and its effectiveness has a direct impact on the attainment of teaching objectives. To ensure effective organization of case teaching, the following aspects need to be taken into consideration:

First of all, it is necessary to establish the role positioning between teachers and students. The teaching process should prioritize the students, with the teacher assuming the role of a guide rather than an authoritarian figure. Students should independently analyze the case in depth, identify problems and make decisions. Conversely, the teacher's primary responsibility is to regulate the pace of instruction by providing examples and offering prompts or corrections when students encounter mental obstacles or deviate from the intended path. Secondly, it is crucial to pursue diversification of teaching methodologies. Students should be encouraged to openly express their individual perspectives, either through whole-class discussions or through in-depth exchanges within small groups. Subsequently, representatives from each group can share their findings with the entire class, thereby stimulating broader discussions. This diversified form of teaching helps to stimulate students' enthusiasm for participation and enhance teaching effectiveness. Furthermore, the questioning in case study teaching should be reasonable and hierarchical. The questioning should be centered on the core issues of the case, such as the theme statement, problem focus, historical background analysis and other links, through which students are guided to in-depth thinking and extensive discussion. Finally, after the case teaching, summarizing and improving is an indispensable part. After students complete the case analysis and draw conclusions, the teacher should comment on the overall performance of the students, and review the evolution of the case with the students, summarize and refine the essence of the case. This process helps students to realize the transformation from "knowledge acquisition" to "knowledge application", and thus promotes the deep integration of knowledge learning and knowledge creation.

4.4 Scientific Implementation of Teaching Evaluation

After finishing classroom instruction, teachers should objectively and comprehensively assess the extent to which the teaching task has been accomplished and evaluate the management of the entire teaching process using predetermined evaluation criteria. Furthermore, teachers should carefully analyze and meticulously document various problems and

deficiencies encountered during the teaching process. These analytical records will serve as essential references for future enhancements and optimization of teaching methods.

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