

# Research on Case Teaching and Innovative Ability Cultivation for Graduate Students

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**Abstract:** Case teaching is one of the very important teaching modes in the process of graduate cultivation. Its core is to enable graduate students to combine professional knowledge to solve problems through case studies. The key to solving case problems is how to flexibly apply professional knowledge and innovate through case studies. From this, it can be seen that case teaching plays a very important role in cultivating graduate students' innovation ability, and this is also a necessary measure to promote the improvement of graduate students' innovation ability. In order to further promote case teaching, this article analyzes the help of case teaching in cultivating graduate students' innovation ability, and proposes measures to use case teaching to cultivate graduate students' innovation ability for reference.

**Keywords:** Graduate student; Case teaching; Emergence ability

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The cultivation of practical exploration and innovative creative ability is the main purpose of cultivating graduate students, and case teaching, as an important teaching method that fits practical needs and exercises students' knowledge application ability, can not only stimulate students' interest, but also enable them to flexibly use professional knowledge to solve problems in exploration and thinking. For this reason, graduate supervisors should make full use of case teaching to cultivate the innovative ability of graduate students through the advantages of case teaching, laying a solid foundation for promoting the improvement of students' professional level.

## 1. The Assistance of Case Teaching in Cultivating Graduate Students' Innovative Ability

Case teaching, as a practical teaching mode that combines practical cases, plays a very important role in helping graduate students' innovation ability, especially in cultivating three aspects: problem prompts, comprehensive innovation ability, and practical ability.

In terms of cultivating graduate student problem awareness, case teaching can guide students to master relevant knowledge and skills by analyzing and solving problems in cases. During the learning process, students not only need to understand the background and context of the case, but also need to explore the problems and difficulties in the case and propose reasonable solutions. By analyzing and solving the problems in the case study, it can help graduate students develop a keen problem awareness, learn to actively think and discover problems, and be able to propose innovative problem-solving solutions.

In terms of cultivating comprehensive innovation ability, as graduate students need to learn more in-depth and professional content, they need to master professional theoretical knowledge and also be aware of the methods of practical application of knowledge. The application of case teaching encourages students to combine their knowledge with practical problems, cultivate their ability to

comprehensively analyze and judge problems, as well as their ability to innovate comprehensively. In the process of solving case problems, students need to apply interdisciplinary knowledge and skills to solve complex problems, which is particularly important for cultivating students' comprehensive application, innovative thinking, and other aspects.

In terms of cultivating practical abilities, case teaching itself is a process of teaching based on actual cases. Graduate students can explore practical application methods of professional knowledge by participating in the analysis and problem-solving of actual cases, and cultivate students' practical operation abilities. The application of case teaching can help students understand the application measures and background of professional knowledge in future work, and cultivate their ability to cope with complex situations and flexibly apply knowledge, in order to ensure that their practical and innovative abilities can be effectively improved.

## **2. Measures for Cultivating Graduate Students' Innovative Ability through Case Teaching**

### **2.1 Scientific Selection of Case Content**

A suitable case is to stimulate students' innovation awareness and enable them to fully apply the foundation of professional knowledge. Supervisors must screen cases in advance, select cases that meet the theoretical knowledge ability and innovation space of graduate students, in order to meet the needs of cultivating graduate students' innovation ability.

Firstly, the mentor needs to clarify the case theme and scenario based on the teaching content, and set appropriate case goals and questions. When designing cases, mentors should follow the principles of pre class design themes and rich content in research, select cases with situational characteristics, and establish a feasible case scenario based on teaching theory and combined with the requirements of relevant industries in reality. In the process of case application, the supervisor can insert some case questions into the context to help students think and integrate into the case, in order to exercise students' ability to adapt to circumstances. At the same time, mentors also need to combine the principle of coexistence of classic cases and current affairs cases. They should not only select representative high-quality cases through professional case libraries, but also combine the latest industry and professional cases to enable students to innovate and apply knowledge to solve case problems, in order to stimulate graduate students' creative thinking.

Secondly, mentors need to design a case evaluation system in advance. Good teaching evaluation can stimulate students' participation in case projects and encourage them to integrate into the classroom. For example, before class, it is necessary to inform students of the conditions for achieving goals and the incentives for achieving them, in order to stimulate their enthusiasm; In class, it is necessary to evaluate students' phased achievements and guide them to solve the difficulties that arise at each stage; After class, students need to be evaluated based on their problem-solving results, and given certain rewards based on the quality of completion and innovation, in order to stimulate their innovation motivation.

### **2.2 Innovating Case Teaching Methods**

The innovation of teaching methods is also an important way to stimulate students' innovative awareness. Supervisors should continuously optimize and innovate teaching methods based on case teaching models, and utilize rich teaching activities to stimulate students' innovative enthusiasm. At present, most of the case teaching models used are mainly based on group discussions and special lectures. This teaching model easily causes both supervisors and students to develop ready-made thinking, leading to a loss of innovation motivation. Moreover, it lacks the cultivation of students' divergent thinking and systematically helps students construct the ability to collaborate and complete case tasks, which also limits their innovative thinking.

Therefore, when innovating teaching methods, mentors should first use information technology and multimedia resources to enrich teaching methods. Video cases have been widely used in graduate teaching in recent years. This method can not only provide students with richer information, but also establish a problem scenario, effectively improving students' sense of experience, and guiding them to fully play the role of case decision-makers, Deeply participate in case problem solving activities. Secondly, mentors

need to use team case projects to conduct teaching, allowing students to analyze cases through team collaboration and divide tasks to complete cases. Alternatively, mentors can assign each graduate group responsibility for different stages and problems, using different perspectives to think about problems and propose solutions. These methods can ensure that students can combine collective efforts to propose innovative solutions and solve case problems.

### **2.3 Cultivating graduate students' critical thinking and problem-solving abilities through case teaching**

The cultivation of critical thinking and problem-solving abilities can also stimulate graduate students' innovative thinking abilities. Therefore, in the process of conducting case teaching, mentors should first guide graduate students to conduct in-depth analysis of the case, including understanding the background, key issues, relevant data and information of the case, to ensure that graduate students can have insight into the key factors and causal relationships in the case, To cultivate graduate students' critical thinking and problem-solving abilities, and encourage them to propose innovative problem-solving solutions. At the same time, mentors also need to guide students to think from multiple perspectives, allowing students from different groups to come up with different opinions and solutions, and communicating through debates and other means. This not only enables students to actively propose their own innovative ideas, but also provides inspiration for other groups, so that all students can adopt innovative solutions to think and solve case problems. Moreover, mentors can also design some challenging problems, such as using open-ended questions so that students need to conduct in-depth investigations, collect information, and analyze data to propose solutions when solving problems. This type of solution project can cultivate the ability to think independently, make judgments, and make decisions, thereby stimulating students' ability and awareness to use innovative thinking to solve problems. In addition, mentors also need to provide students with certain feedback and guidance during the teaching process. mentors can help graduate students explore the rationality and logic of case problem analysis processes and solutions based on students' phased achievements, and evaluate potential biases or errors in problem-solving, in order to help students understand their own shortcomings, And encourage students to use innovative thinking to solve the problems raised in the case study.

## **3. Conclusion**

Overall, case teaching, as a very important teaching mode in graduate education, can effectively help mentors cultivate graduate students' innovative abilities. To further leverage the advantages of case teaching, supervisors must scientifically select case content and innovate teaching methods. At the same time, case teaching also needs to cultivate graduate students' critical thinking and problem-solving abilities, in order to ensure that students' innovative abilities can be effectively stimulated.

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