

# On Application of Case Method in Teaching of Equipment Contract Management

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**Abstract.** The application of the case teaching method in the equipment contract management course can overcome the limitation of the traditional teaching method which emphasizes the theory and ignores practice, and is conducive to improving the students' comprehensive quality and the teachers' scientific research ability and professional level. The paper mainly introduces the standards of the case selection and the classification of the teaching contents in the application of the case teaching method in the course of the equipment contract management, and puts forward some opinions on other problems that should be paid attention to in the current case teaching of the equipment contract management.

## 1 Introduction

The course of equipment contract management is offered at both the postgraduate level and the undergraduate level of growth cadre in the military universities. After the students have learned and mastered certain basic knowledge of the equipment contract management, the teachers analyze the equipment contract management cases and ask the students to apply the theoretical knowledge they have learned to practical activities of the equipment contract management, so as to improve the students' ability to analyze and solve the practical problems, namely, the equipment contract management case teaching method. At present, the traditional teaching method of the equipment contract management has many drawbacks, which cannot meet the needs of the personnel training in the military universities in the new era. Therefore, it is urgent to discuss the application of the case teaching method in the equipment contract management teaching, so as to make it mature in theory and practice.

## 2 Significance of application of case method in teaching of equipment contract management

### 2.1 Helpful to overcome limitation of traditional teaching method which emphasizes theory and ignores practice

The traditional equipment contract management classroom teaching has the following drawbacks. Firstly, the teachers and textbooks are the centers, the theoretical teaching is attached importance to and the practical training is neglected. The output of the classroom information is small. Secondly, the "cramming" teaching

mode is adopted. The students sit in the classroom, teachers impart knowledge according to the textbook, and students recite notes in order to cope with the exam. Thirdly, the classroom teaching is boring, the students passively listen to and the classroom atmosphere is dull. Fourthly, the teachers take the place of students' thinking, which severely compresses the students' thinking space. This practice is not conducive to the development of the students' personality characteristics and the cultivation of the students' creative ability and pioneering spirit, leading to students in the face of practical problems at a loss. The drawbacks above cause that graduates cannot well adapt to the actual environment of the army and the equipment contract management business needs. Therefore, it is imperative to reform the traditional classroom teaching mode of the equipment contract management.

### 2.2 Beneficial to improve the students' comprehensive ability and quality

The teaching research and practice results of many experts and scholars show that the case teaching plays a great role and has a good effect in the aspects of the students mastering the subject theory, increasing the information of the classroom teaching, improving the teaching quality, and cultivating the students' innovative thinking, practical ability and comprehensive quality.[1] Therefore, the case teaching model has been widely respected at home and abroad.[2] The case teaching of the equipment contract management can provide the students with practical problems that are impossible to contact in school, so that they can understand all kinds of equipment contract management cases and equipment contract management skills, and improve their cognition and perception level. Case teaching of the equipment contract management can reflect the teaching purpose of

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the equipment contract management, deepen the students' understanding of the teaching content and the equipment contract management theory, make them further understand the relationship between the equipment contract management theory and the practice, and improve the students' ability to guide practice with the theory they have learned. The case teaching of the equipment contract management requires the students to participate in case analysis and discussion, with the case facts and scenes, the students can seriously study the cases, summarize their own views, participate in debates, and improve the students' judgment ability, expression ability and problem-solving ability.

### **2.3 Helpful to improve scientific research ability and professional level of teachers**

The case teaching method of the equipment contract management requires the teachers to conduct the extensive investigation and research in the actual work of the military equipment contract management. The teachers process and sort out the collected the equipment contract management practical data, select the equipment contract management cases suitable for the teaching needs, and timely make necessary amendments and updates according to the development and the change of the equipment research, the equipment purchase, the equipment maintenance equipment contract management and other practical activities, so as to continuously improve their own teaching and scientific research level. The process of the teachers guiding the students to analyze the equipment contract management cases and solving the practical problems is also the process of the teachers' re-learning, which will further improve the professional quality of the teachers themselves. At the same time, the cases should be properly used in the classroom and good command in the discussion, which can improve the scientific research ability and professional level of the teachers.

## **3 Standard of case selection**

### **3.1 Pertinence of case**

The case teaching of the equipment contract management mainly uses theoretical knowledge to solve the practical problems of the equipment contract management. It does not discuss the theory itself, but requires the students to combine the theory with practice to realize the leap process from theoretical learning to analytical the practice. Therefore, the cases must be real, specific and targeted, and must be the empirical materials in the field of the equipment contract management. Only the targeted cases can help the students to understand the point-to-point knowledge and practice of the military equipment contract management, learn to draw parallels, and deepen the students' understanding and application of the equipment contract management theories and methods.

### **3.2 Representativeness of case**

The equipment contract management cases involve a wide range of industries, regions and types. The teaching cases should start from the main points and difficulties of the equipment contract management courses and select representative cases. So The teachers need to go deep into the military equipment contract management practice to collect a large number of real cases, and according to the cases and teaching requirements of screening, adaptation and packaging to make them typical. Some basic contents, requirements, principles and methods in the cases should have certain universality on the whole. So the students can understand and master the general principles and methods of the equipment contract management courses by studying the typical cases.

### **3.3 Comprehensive of case**

The teaching cases should have a certain degree of difficulty and not too simple to make the students think.[3] The teachers can collect teaching cases through various channels. One of the basic purposes of the case teaching is to guide the students from the understanding of a single knowledge point to the comprehensive analysis and judgment of the problem. For example, when teaching "Liability for breach of the contract of the equipment", the teachers can usually select some comprehensive cases to conduct a comprehensive investigation on multiple knowledge points such as whether the equipment contract is established, whether the contract transfer is legal, and who should bear the final liability for the breach of the contract and how to bear it. In this way, the students can apply the content of the book coherently to real problems. Therefore, the selection of the comprehensive cases is of great significance.

### **3.4 Frontier of case**

With the rapid development of the military equipment, it is inevitable that many new contents will be added continuously. For the new field of research, such as the new equipment pricing bargaining rules, the new equipment maintenance system, can be interspersed into the classroom in the form of cases. This teaching method can make the students understand the frontier of the equipment contract management and mobilize the enthusiasm of the students to explore new knowledge. The selection of the frontier teaching cases must pay attention to the difficulty of the cases. Relatively speaking, the new fields are all difficult content. For the students learning for the first time, if the cases are too difficult, they will lose their interest in the cases and fail to achieve the due teaching effect.[4] Therefore, the selection of the cases should try to simplify the theoretical knowledge and attach importance to the process of its practical application, so that the students have a basic understanding of the frontier knowledge, so as to deepen the understanding of their theory.

## **4 Classification of equipment contract management case teaching content**

### **4.1 Guided case in class**

Before teaching the basic theory and method of the equipment contract management, the teachers should introduce a classroom guidance case. Through the analysis and discussion of the teaching guidance cases, the teacher leads out the teaching content of this section. The purpose is to ask the students to attend the class with questions, teach the students the thinking of analyzing equipment contract management cases and the application skills of the equipment contract management methods, and change the abstract discussion into concrete analysis. It can add a bit of fresh background and plot to a dry theory, making the theory lively and easy to understand.

For example, before teaching "the need for the equipment contract management", a classic "Crusader" artillery case can be taken. The Crusader artillery system has been a major project of the U.S. Army and the Department of Defense, and is expected to become the main artillery support equipment for the U.S. Army's digital force. But two years into the program, the Secretary of Defense abruptly announced the formal end of the \$11 billion Crusader program and sent it to the Congress for approval. The reasons are as follow. On the one hand, the major adjustment of the military strategy requires the development of the major weapon systems to reflect the strike accuracy and rapid deployment capability. This requires the Army to be lighter, more powerful, more mobile, and more easily deployed. The massive Crusader artillery system was difficult to deploy, and it was not accurate enough to aim and fire. On the other hand, the financial constraints are an important reason to cancel the Crusader system. The U.S. Department of Defense has assessed that the same amount of money spent on developing precision-guided munitions would significantly improve the force's fire support capability over the Crusader artillery. This case shows that it is common practice for the countries to manage the equipment contracts to maximize their national defense interests.

### **4.2 Discussion case in class**

Generally, two classroom discussion cases are arranged, which can be arranged before the class, and then some time is arranged in class to organize the case discussion. During the discussion, the students are required to analyze and draw conclusions based on the specific case and specific problems. Students are asked to participate in the case as the equipment contract manager, so as to arouse the students' interest in learning and tap their thinking potential.

For example, when teaching the quality supervision in the performance of the equipment contract, such a case can be taken. A large military enterprise undertakes the task of producing a certain type of artillery, and has made great contributions to the national defense

construction cause of a country and the upgrading of weapons and equipment of our army for a long time. However, in recent years, the rate of the unqualified products produced by military parts in this factory has been increasing year by year. More and more factories seek the military representative office for the approval of unqualified products. A considerable part of the military representative office is devoted to the approval of unqualified products, and the work is relatively passive. The military representative office has devoted a considerable part of its energy to the unqualified examination and approval work, resulting in passive work. This case enables the students to deepen their understanding of professional knowledge such as how to master the initiative of the production quality supervision in the equipment contract and strengthen their further thinking of the management knowledge such as the quality supervision in the contract performance.

### **4.3 Thinking and analytical case after class**

For the theory and method of the equipment contract management which need intensive training, the teachers can arrange two or three cases to think and analyze after class appropriately. The important equipment contract management methods and comprehensive equipment contract management practice can be appropriately assigned independent analysis cases.

For example, such a case of thinking and analysis can be assigned after class. A research institute undertook the development of a strategic device in a country. The contract system is implemented in scientific research projects, and the military representatives play an important role in the establishment of the scientific research projects, the signing of the scientific research contracts, the performance and acceptance of the scientific research contracts. But it is still not enough for the military representatives to take the initiative in the research and development. Then how should the military representatives, as the end implementer of the equipment contract management, further grasp the initiative of the weapon equipment development? Such case analysis requires the students to think and judge independently after class. After the analysis is completed, the teachers will judge and guide them, and summarize several problems that the military representatives should pay attention to in order to grasp the design quality of the contract performance.

## **5 Other problems be paid attention to case method in teaching of equipment contract management**

### **5.1 Case teaching should be guided by theory**

Case teaching does not exclude lecturing method. The lecturing method can help the students master the basic theories and methods in the course of the equipment contract management and lay a good theoretical

foundation for the case teaching.[5] In the teaching of the equipment contract management, only the cooperation between the two can achieve the optimal effect.

### 5.2. Teachers be well prepared before class

Whether teachers are well prepared is the key to the success of the case discussion.[6] Therefore, the teachers should first interpret the case, grasp the key issues of the case, estimate the questions that the students may raise, the data that may be involved, laws and regulations, and the background information of the project, analyze the difficulties and key points in the case and teaching skills, and then work out the case discussion plan, and analyze the materials according to the case, write lesson notes, prepare case studies and discuss lesson plans.[7]

### 5.3. Students be fully mobilized to participate in initiative

Another key factor affecting the effect of the case teaching lies in the enthusiasm and enthusiasm of the students.[8] In order to mobilize the students' enthusiasm and improve their ability to analyze and discuss problems, the teachers should ask the students to read and think carefully, understand the background information of the case, collect and prepare necessary information, analyze the case carefully, fully prepare the analysis and discussion questions assigned by the teachers, and discuss and analyze in groups in class according to the discussion plan made by the teachers in advance.[9] During the discussion, the teachers gives directional guidance and guide the students to analyze the problem in depth. The teacher will make a summary before the end of the case discussion, point out the key points in the case, propose some deeper questions about the shortcomings and strengths in the case discussion, and guide the students to continue to think deeply after class. At the end of the discussion, each student is required to write a case study report, in which he or she should have his or her own opinions and synthesize the opinions of others. The evaluation of the case analysis report should be scheduled for the subsequent theory class. In this way, the students not only master the theoretical knowledge in the classroom, but also learn how to solve practical problems in the discussion.

## 6 Conclusion

The application of the case teaching method in the teaching of the equipment contract management course is conducive to overcome the limitation of the traditional teaching method of "emphasizing theory and neglecting practice" and improve the students' comprehensive ability and quality. The selection of the case should focus on the pertinence, representativeness, comprehensiveness and frontier of the case. According to the teaching content, the equipment contract management case can be divided into three categories: the classroom guidance case, the classroom discussion

case, and the after-class thinking and analysis case. The case teaching should be guided by the theory. In the case teaching, the teachers should make full preparation in advance and arouse the enthusiasm of the students.

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