

# Application of Case Teaching Method in Corporate Governance Course Teaching

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**Abstract:** Corporate governance is a mandatory subject for students specializing in business administration. This paper explores the advantages of applying the case teaching method in corporate governance course Teaching, benefits that include enhancing practical application skills, strengthening problem-solving abilities, improving comprehensive capabilities, stimulating cooperation and discussion, and fostering decision-making skills. It analyzes the application and effects of the case teaching method in corporate governance courses. The paper concludes by envisioning the future outlook of the case teaching method in corporate governance Teaching, projecting a deeper industry analysis, international perspectives, a focus on sustainable development, and diversified case resources.

**Keywords:** Case Teaching Method; Corporate Governance; Application.

## 1. Introduction

The case teaching method is widely used in higher education. It involves using typical cases to introduce real-life situations into learning, allowing students to develop their thinking by solving problems presented in cases, guided by instruction and practice. This is an educational method that encourages independent thinking under the guidance of teachers to achieve the teaching objectives. It relies on case materials and problems provided to conduct research, offer insights, make judgments and decisions, thus enhancing students' abilities to analyze and solve problems.

## 2. Analysis of the Current Status of Case Teaching Method and Corporate Governance Course Teaching

### 2.1. Introduction to Case Teaching Method

Case teaching method is a teaching model. It simulates the complex problems and situations encountered in the real world by guiding students to analyze and discuss practical cases. This method encourages students to take the initiative to think, critically analyze, cooperate, and solve problems, and aims to improve students' practical ability and decision skills. The characteristics of the case teaching method include:

#### (1) Reality

The case is usually based on the adaptation of real corporate experience, projects or events, providing rich background information and data.

#### (2) Multidimensional

A good case often has more than only a single answer, but a problem that contains multiple dimensions, which prompts students to examine the problem from different angles.

#### (3) Interactivity

The learning process in the classroom is interactive. Through group discussions, debates, and class discussions, students can learn from each other, and teachers mainly play the role of guiders and discussioners.

#### (4) Practice

Case teaching method allows students to practice decision-making skills in a lower risk simulation environment, and learn from errors, rather than facing possible serious consequences in the real world.

#### (5) Reflection

Emphasize students' self-reflection in the teaching process, allowing students to think and identify the possible deviations and weaknesses that they are possible in analyzing problems and formulating strategies.

This method is widely used in education in many fields such as commercial management, law, medicine, and public policies. Harvard Business School is a famous representative of the case teaching method. The teaching method of the school has an important impact on business schools around the world. The core value of the case teaching method is to promote the combination of theoretical knowledge and practical application, and help students establish necessary skills and intuition for future career.

### 2.2. Current Analysis of Corporate Governance Course Teaching

Corporate governance courses typically include concepts, principles and theories of corporate governance, governance structures, board functions, shareholder rights and responsibilities, disclosure and transparency, and corporate governance and social responsibility, among other content.

The teaching methods used in corporate governance courses are worth attention. While traditional lecturing has been the predominant method, case-based teaching, task-driven Teaching, and practical teaching are becoming increasingly recognized in recent years.

With the trend towards globalization, many universities have also begun to focus on international corporate governance practices and comparative studies.

It is also notable that some universities have incorporated practical or internship components into corporate governance courses, which can help students apply theoretical knowledge to real work and develop their practical operational skills.

### **3. Advantages and Challenges of the Case Teaching Method**

#### **3.1. Advantages of the Case Teaching Method in Corporate Governance Teaching**

The case teaching method has many advantages for teaching corporate governance.

##### **(1) Enhancing Practical Application Skills**

Corporate governance cases involve real corporate contexts and issues, and teaching through cases can bring students closer to real challenges and decision-making processes in corporate governance.

##### **(2) Strengthening Problem-solving Skills**

Case teaching can develop students' problem-solving abilities and analytical thinking. Students need to analyze information within cases, understand related concepts, master analytical frameworks, and propose appropriate solutions.

##### **(3) Improving Comprehensive Capabilities**

Case teaching involves knowledge in various disciplines, such as law, finance, and strategy. By analyzing and discussing cases, students can apply knowledge across these areas, fostering comprehensive skills and interdisciplinary thinking.

##### **(4) Encouraging Cooperation and Discussion**

Case teaching is usually done in groups, requiring students to cooperate in analyzing cases and solving problems together, which stimulates discussion and collaboration and fosters teamwork skills.

##### **(5) Cultivating Decision-making Skills**

Corporate governance cases often involve complex decisions and risk management. Through case teaching, students can experience the corporate decision-making process in a simulated environment, improving their decision-making abilities.

#### **3.2. Challenges in Implementing the Case Teaching Method**

Implementing the case teaching method can face some challenges.

##### **(1) Case Selection**

Finding high-quality, realistic cases that provoke student thought and discussion can be challenging. Solutions include actively researching case resources and selecting and refining from industry practice.

##### **(2) Student Preparation**

Some students might not be adequately prepared for case analysis, which can impact classroom discussion. Solutions include assigning case analysis as homework and establishing proper evaluation mechanisms to encourage full preparation.

##### **(3) Student Participation**

Sometimes students might lack initiative, leading to inactive discussions. To tackle this, small group discussions can be arranged or evaluation of students' participation levels can stimulate their willingness to engage.

##### **(4) Teacher Role**

For teachers, case teaching requires more guidance and stimulation of student thought than traditional lecturing, possibly needing more preparation and initiative. Solutions include preparing open-ended questions in advance to guide student thought.

##### **(5) Assessment Challenges**

Assessing students' performance in case analysis can also be challenging. Diverse assessment methods, such as class

participation, group assignments, and individual reports, can be considered for a comprehensive evaluation.

### **4. The Design of Case Teaching Method in Corporate Governance Courses**

The design of the case teaching method in corporate governance courses requires detailed planning and structural design to ensure students can learn both the theory and practical skills of corporate governance. Below are several steps in designing case teaching:

#### **4.1. Determination of Course Objectives**

Identify the learning objectives you hope students will achieve through case teaching. These objectives typically include understanding the principles of corporate governance, the ability to practice problem-solving, and the capacity to analyze and evaluate different corporate governance scenarios.

#### **4.2. Careful Selection or Creation of Cases**

Select or create cases related to corporate governance, which might include studies of famous corporate governance failures such as Enron, Lehman Brothers, or cases of governance success. Ensure the cases cover the concepts and decision points emphasized in the course objectives.

#### **4.3. Design of Case Discussion Questions**

Design questions that stimulate discussion, reflection, and in-depth analysis. When formulating questions, prompt students to think critically and apply theoretical frameworks of corporate governance.

#### **4.4. Preparation Before the Lesson**

Require students to read the case and related materials before the class. Provide guiding questions or frameworks to help students focus on the key points of the case. Encourage independent research among students to bring a broader perspective to the discussion.

#### **4.5. Classroom Activity Design**

Design interactive activities, including group discussions, class-wide discussions, and role-plays. Consider how to group students for optimal interaction and discussion.

#### **4.6. Teaching Process**

Guide the students in the discussion, ensuring it stays focused on the case discussion questions. Integrate theoretical knowledge points during discussions to help students connect theory with practice. Provide timely feedback to guide the direction of students' thoughts.

#### **4.7. Case Analysis Report and Presentation**

Require students to produce a case analysis report, compiling their research findings into a document or presentation. Encourage the use of multimedia tools for the presentation to make the reports more engaging.

#### **4.8. Assessment and Feedback**

Design an assessment criterion, including individual and team participation, depth of case analysis, quality of presentation, etc. Offer concrete feedback to evaluate student performance and highlight areas for improvement.

## 4.9. Reflection and Continuous Improvement

Reflect on the case teaching based on student participation and learning outcomes. Consider students' feedback and your own teaching experience to modify and improve the case teaching approach.

Case teaching methods require the teacher to play a guiding role throughout the teaching process while also needing students to actively participate and engage in learning. In this way, corporate governance courses can help students build a bridge between theoretical knowledge and practical application, enhancing their ability to solve complex issues in the real world.

## 5. Application and Effects of the Case Teaching Method in Corporate Governance Courses

### 5.1. Application of the Case Teaching Method in Corporate Governance Courses

#### (1) Choosing Cases

Select representative cases from real corporate governance events, covering aspects like governance structures, board decisions, shareholder rights, and internal controls. Cases should be controversial and discussion-worthy to spark student interest and thought.

#### (2) Guiding Student Analysis

In the classroom, guide students to analyze cases, such as identifying corporate governance issues, potential risks, and potential improvements. Teachers can raise questions and encourage students to offer diverse perspectives and their own opinions.

#### (3) Group Discussions

Organize students into groups for case discussions and debates, with each group representing different stakeholder perspectives like board members, shareholders, employees, to promote comprehensive discussion and thought.

#### (4) Integrating Theoretical Knowledge

On the basis of case analysis, teachers can introduce relevant theoretical knowledge at appropriate times to help students understand the concepts and principles involved in the cases.

#### (5) Role-playing

Sometimes students can be assigned roles from the cases to simulate real scenarios. Through role-playing, students can deeply understand the conflicts and collaborations in corporate governance decision-making, enhancing the practicality and experiential learning.

#### (6) Combining Real-Life Cases

Link classroom cases with real corporate governance events to help students analyze and compare theoretical knowledge with practical cases, deepening their understanding of corporate governance practices.

### 5.2. Effects of the Case Teaching Method in Corporate Governance Courses

The impact of case teaching in corporate governance Teaching includes:

#### (1) Improving Practical Skills

Case teaching allows students to apply theoretical knowledge to realistic scenarios, fostering their abilities to analyze and solve issues, and make decisions in business environments.

#### (2) Enhancing Critical Thinking

Corporate governance cases are often complex and diverse, and analyzing them stimulates students' critical thinking, teaching them to consider issues from multiple perspectives and develop independent analysis and decision-making capacities.

#### (3) Strengthening Team Collaboration

In case teaching, students typically cooperate in groups, which builds their team collaboration, communication, and coordination skills.

#### (4) Increasing Student Motivation

Case teaching can spark students' interest in the subject, prompting a proactive approach to learning and enhancing motivation and positivity.

#### (5) Stimulating Emotional Engagement and Sense of Achievement

Corporate governance cases are often narrative and realistic, resonating emotionally with students, deepening understanding and memory, stimulating interest, and increasing emotional investment and sense of achievement.

#### (6) Exploring Diversity

Corporate governance cases cover various knowledge areas, such as finance, law, and strategic management. Case teaching allows students to engage with and explore diverse knowledge areas across disciplines.

## 6. Future Directions for the Development of Case Teaching Method

Looking forward, the future direction and significance of the case teaching method in corporate governance courses may involve the following areas:

#### (1) In-depth Industry Analysis

With the constant changes in industries and business environments, future case teaching can focus on specific industry governance cases to help students understand and address unique industry challenges and learn best practices.

#### (2) International Perspectives

Accelerating globalization may lead case teaching to cover more international corporate governance cases, leading students to understand different corporate governance practices globally and develop cross-cultural management skills.

Combine Technological Innovation: With ongoing technological advancement, future case teaching could integrate virtual reality, simulation software, and other technological tools, enhancing students' understanding of corporate governance cases and learning experiences.

#### (3) Focus on Sustainable Development

Future case teaching may emphasize sustainable development and social responsibility topics, guiding students to explore the relationship between corporate governance and sustainability, fostering a sense of social responsibility and global vision.

#### (4) Diversified Case Resources

Future case teaching may increasingly address topics like women's leadership and diverse team management, leading students to consider the impact of diversity on corporate governance and management.

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