Exploration of the Combination of Case Teaching and AI in "An Overview of Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era"

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Abstract. General Secretary Xi Jinping summed up the rich experience of ideological and political courses, pointing out that "Many schools have actively adopted case-based teaching in ideological and political courses, which has achieved positive results. All these are worthy of affirmation and encouragement. As an effective method, case teaching has been comprehensively applied and innovatively practiced in the teaching practice of ideological and political theory courses for undergraduates, which has achieved good teaching effect and attracted wide attention in the field of ideological and political theory education. With the advent of the era of artificial intelligence (AI), this paper tries to explore the current problems of case teaching, the teaching content suitable for the combination of case teaching, and the specific practical path of the combination of case teaching and AI, combined with "An Overview of Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era" (hereinafter referred to as "New Overview") course.

Keywords: Artificial Intelligence Era; New Overview; Case Teaching.

1. The Importance of Case Teaching

Case teaching takes teaching cases as the basic carrier and teachers' guidance to students to analyze case texts as the main teaching structure. It is a teaching organization form that "emphasizes the main position of students and improves their comprehensive ability to analyze and solve practical problems as the primary goal". Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era represents the latest achievement in adapting Marxism to China, with profound theoretical significance and broad practical guidance[1] . Through case studies, abstract theories can be linked with concrete practices, helping students better understand the practical implications of this thought. Enhance classroom appeal Cases are typically vivid and story-driven, capable of capturing students 'attention and stimulating their interest in learning. For instance, when discussing the theme of' comprehensive deepening of reforms, 'one can illustrate the implementation process and outcomes of a specific reform measure, such as the business environment improvements brought about by the' streamlining administration, delegating power, and improving services' reform, to help students understand the significance of these reforms through real-world examples. Encourage students to take the initiative to participate: Case teaching can provide a platform for students to think and discuss, and encourage them to actively participate in the classroom. Teachers can guide students to conduct group discussions, case analysis report writing and other activities through cases, so as to cultivate students' independent learning ability and team spirit. Case teaching is helpful to cultivate students' practical ability and innovative thinking Cultivate practical ability: Through the analysis of actual cases, students can learn how to apply theory to practice and solve practical problems. For example, when talking about the "rural revitalization strategy", specific case studies of successful rural development can be analyzed to let students think about how to promote rural revitalization in practice. Stimulating innovative thinking: Case teaching can guide students to think about problems from different perspectives and cultivate their innovative thinking. For example, when analyzing "science and technology innovation drives development", case studies can be used to show how science and technology innovation promotes industrial upgrading, thus stimulating students' interest in science and technology innovation and their spirit of exploration. Case-based teaching can help students analyze and judge in specific situations, thereby fostering the development of correct values. For example, when analyzing cases of social hot topics such as cyberbullying and lack of integrity,

guiding students to think about the harm and solutions can help them develop a strong sense of morality and social responsibility[2]. By integrating theory with practice, ideological and political case teaching can effectively enhance the appeal, persuasiveness, and effectiveness of ideological and political education. It helps students better understand and apply ideological and political theories, improve their ideological awareness and moral qualities, and develop their analytical and practical skills. This method is an important approach and effective means of ideological and political education in the new era. Ideological and political theory courses serve as the foundation for cultivating students 'political literacy, values, and moral character. They also play a crucial role in disseminating the country's mainstream ideology and guiding young students to form correct worldviews, outlooks on life, and values. Among these, the course "An Overview of Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era" (hereafter referred to as "New Overview") is one of the core courses in ideological and political education in the new era, highlighting its undeniable importance.

2. The Current Situation of Case Teaching

Case teaching has achieved some teaching results in recent years, but there are still some problems in case teaching, which can be summarized as the following problems, which can be summarized as the concept, content and method level.

2.1 Conceptual Level

The specific issue is the unclear goal setting: some teachers view case-based teaching as a supplement to traditional methods, or overemphasize case-based teaching while neglecting the role of traditional methods. Other teachers equate 'case' with 'example' or 'story,' leading to a classroom environment where teachers dominate the lecture, students passively absorb information, and there is a lack of interaction. Outdated teaching concept: some teachers have insufficient understanding of the New Overview course, lack of innovation spirit, still use the traditional teaching method, lack of interactivity and interest.[3]

2.2 Content Level

Case resources are scarce, the number of high-quality case resources is insufficient, the development and utilization methods are single, mainly relying on reference books or network search, and there are few original cases creatively developed by teachers. The presentation mode of case resources is relatively simple, and the text case is relatively boring. The video case has no relevant content without processing. In addition, there are few resource sharing platforms for case teaching, and the update is slow. The teaching cases are not typical and appropriate: the selection of teaching cases is relatively single, teachers have heavy task burden, it is difficult to invest enough time and energy to develop high-quality cases, and some teachers have limited ability in case development. The teaching content is single: the ideological and political education course is mainly based on the textbook content, which lacks the connection with real life and is difficult to arouse students' interest.

2.3 Methodological Level

Case teaching is in form: there is a disconnect between the case and the textbook, the selection and interpretation of the case deviates from the theoretical point of the textbook, and the theoretical point is not clear. Some teachers confuse case studies with examples, leading to disorganized and chaotic case-based teaching. Moreover, the teaching environment is poorly designed; large class sizes limit students' opportunities for discussion and interaction, and the time allocation is unreasonable, preventing students from engaging in deep reflection. Additionally, the teaching methods are monotonous and have not been integrated with other approaches, such as online teaching or practical training. The class time is not allocated reasonably: it is difficult to allocate the time of case introduction, independent analysis, group discussion and class communication within the limited

class hours, resulting in the application of case teaching method being formalistic. Single teaching evaluation: the course assessment mainly focuses on the final examination, and lacks attention to students 'performance in ordinary times, so it is difficult to comprehensively evaluate students' learning results. The main reasons for the above ideas, contents and methods can be summarized as follows; The course content of "New Overview" covers a wide range of fields such as politics, economy and culture, which requires teachers to have interdisciplinary knowledge reserve, so that they can comprehensively analyze and interpret various social phenomena and problems. Ideological and political teachers should also have certain practical experience and social insight, and be able to combine theoretical knowledge with actual situation to provide students with practical guidance and suggestions. In other words, today's requirements for ideological and political teachers in colleges and universities are not only "knowledge transmission" but also "all-knowing". Compared with other courses, the teaching content of "New Overview" is often affected by political sensitivity. Teachers need to handle their views and knowledge transmission carefully, which is also the main reason for the lack of case resources and boring content. Furthermore, due to the rapid changes in social development and the continuous updating of knowledge, teachers must constantly learn and update their knowledge to meet new teaching demands. Working under immense pressure for extended periods, often feeling overwhelmed, inevitably leads to a significant number of ideological and political education (IPE) teachers in higher education institutions experiencing fatigue and burnout. This outcome will have a negative impact on their students.

2.4 The Principle of Case Teaching

Case teaching should be based on the principles of authenticity, typicality, conflict, feedback and interaction. The case should be as close to the real situation as possible, reflecting the actual problems and situations. Real cases can help students better understand the complexity and diversity of problems. For example, in the course of "New Overview", the content of "social construction" can be directly taken from life examples. The case should be typical and representative, and can reflect the common characteristics of a certain kind of problem or phenomenon. Case teaching should have conflict. Conflict refers to the setting of problems in case teaching. Conflict is the key to case teaching. The so-called conflict means that the setting of problems should have theoretical depth, and at the same time, it can arouse students' discussion and stimulate their interest in learning. Feedback, teachers should give students feedback in time, point out their strengths and weaknesses, help students to sum up the experience and lessons. At the end of the case analysis, the teacher can summarize the students' performance in the discussion, point out which ideas are creative and which analyses are not deep enough, and make suggestions for improvement. In interactive case teaching, it is essential to encourage discussions and interactions among students. This can be achieved through group discussions and role-playing activities that promote communication among students. In management courses, organizing group discussions where students analyze a case of team management in a company, with each member taking on different roles (such as team leader or member), helps discuss how to resolve team conflicts. The principle of interactivity enhances student engagement and fosters their teamwork and communication skills. Case-based teaching is a method that uses real-world cases to enhance student learning through analysis and discussion. To ensure the effectiveness of case-based teaching, it is essential to follow these principles. These principles not only assist teachers in designing and implementing effective case-based lessons but also encourage active student participation and benefit from the process.

3. The Path of Combining Case Teaching with AI (Artificial Intelligence)

3.1 Relying on Accurate Portrait, Personalized Case Teaching is Realized

A term originally from the field of fine arts, 'user profiling' has since been extended to describe a three-dimensional understanding of an object's characteristics across various fields. User profiling involves collecting, organizing, and analyzing large amounts of data to comprehensively present

students' various traits and behavioral patterns.[4] This method helps us better understand students' needs, interests, and preferences, thereby providing personalized educational services and support. Marx and Engels believed that, different from the education in capitalist society, the education of the proletariat was to cultivate individuals who were free and fully developed. Education was not only to help individuals survive, but also to make them more conscious of their survival and development. The educational relationship brought about by artificial intelligence has transformed traditional, large-class, lecture-based teaching methods. It now emphasizes the holistic development of students and personalization. This shift in education is centered around big data analysis and AI-assisted personalized learning, which can provide each student with highly individualized and customized learning content, methods, and plans. This approach opens up new possibilities for learning, stimulating deeper learning desires and enhancing students' initiative and self-awareness. Students have changed from the "average individual" to the "data analysis individual", which provides a technical premise for teachers to pay attention to each student's emotional expression, behavior and spiritual growth, and customize each student's learning plan. Through artificial intelligence analysis and statistics, personalized case teaching can be realized according to the characteristics of students.

4. Relying on on-site Feedback, Flexible Case Teaching is Realized

4.1 In the Traditional Teaching of the New Overview Course, Feedback is Often Not Timely

Teaching feedback primarily involves traditional methods of information and knowledge exchange, with exams or assignments presented in paper or electronic form. This has been an essential part of daily teaching for a long time. However, this form of feedback has a certain degree of delay, which increases the time cost. With the advent of the era of artificial intelligence, instant feedback has replaced the traditional lagging feedback, and artificial intelligence provides the technical possibility for instant feedback. By collecting students 'portraits and classifying their specific expressions, the system will automatically give teachers a prompt once students' expressions in class reach the threshold of system warning, so that teachers can keep abreast of classroom situation at any time. Artificial intelligence has the ability of deep learning. At the beginning of operation, the system may still need some human intervention to mark the category of face images. However, with the operation of deep learning, the system can classify and process the images by itself, and automatically feedback the learning status of students. Relying on the immediate feedback of the present, flexible case teaching is realized.

4.2 Based on Data Construction, Scenario-Based Case Teaching is Realized"

Scene" refers to the background and environment of events or behaviors that occur in a specific time and space. It usually includes elements such as characters, objects, atmosphere, etc., which can provide more vivid and realistic background support for stories or plots. In the realm of commercial marketing, the term 'scenario marketing' first emerged. It refers to the practice of creating specific scenarios that closely align products or services with consumer needs, thereby enhancing consumers' desire to purchase and their loyalty. Scenario marketing transforms traditional face-to-face persuasion into a more focused and engaging approach to consumer attention and guidance. This method facilitates effective communication, reducing the stiffness often found in product promotion, and thus enhances consumer trust and satisfaction. In the field of education, scenario-based teaching has emerged. It means that knowledge and scenarios are unified as the main way of information representation and content organization. Learning objectives and content can be sorted out through possible learning activities or scenarios, and specific educational methods for specific scenarios can be designed according to students 'individual needs. It can improve students' participation and learning effect. The 'New Overview' course features highly theoretical and timely content. The advancement of artificial intelligence technology has provided technical support for scenario-based case teaching. The development of technologies such as natural language processing and speech recognition has enabled machines to better understand human language and intentions, thereby

enhancing scenario-based teaching. The application of big data technology offers data support for scenario-based teaching. By analyzing students' learning behaviors, interests, and other data, we can gain a deeper understanding of their needs and characteristics, thus enabling more personalized scenario-based case teaching. For example, the school VR virtual classroom and AI science park project will be used to carry out the course of "New Overview" on the construction of economic thought.

4.3 Relying on Quantitative Evaluation, The Case Teaching Quantitative Evaluation is Realized

Traditional case teaching lacks quantitative evaluation, and the evaluation of traditional ideological and political course case teaching in colleges and universities mainly relies on behavior evaluation Price, or knowledge assessment and evaluation, these assessments are difficult to be accurately described by numbers. Case teaching assessment is the core of improving teaching effect. Assessment cannot be quantified, and to some extent, it does not use the improvement of teaching effect. Artificial intelligence technology provides the possibility for quantitative evaluation of case teaching. The New Overview course is aimed at a diversified group of students, and different students have different acceptance ability and interest points. Through data analysis of artificial intelligence technology, students are subdivided into different types, such as theoretical type and practical type, so as to formulate more personalized and accurate evaluation standards.

4.4 Relying on Resource Advantages, We Will Establish Case Resources of School-Enterprise Cooperation and Practice Base

Private colleges and universities often have close ties with businesses, which can be leveraged to select real-world business cases for teaching. For instance, when discussing the 'innovation and entrepreneurship spirit,' alumni entrepreneurs can be invited to share their entrepreneurial journeys, analyze the challenges and difficulties they faced, and discuss how they overcame these obstacles and maintained their perseverance, thereby enhancing students' entrepreneurial awareness and innovation capabilities. Private colleges and universities typically have a wealth of practical bases, which can be utilized to integrate real-world cases into ideological and political education. For instance, at rural revitalization practice bases, by analyzing the success stories of local farmers in poverty alleviation and wealth creation, the concept of 'common prosperity' can be explained. This allows students to experience firsthand the impact of national policies, thereby deepening their understanding and appreciation of ideological and political theories. Private colleges and universities can develop distinctive ideological and political education courses through case-based teaching. For example, by leveraging the school's professional strengths and local cultural characteristics, they can create specialized courses such as' Local Culture and Ideological and Political Education 'and' Industry Ideological and Political Case Analysis.' Through case-based teaching, these courses integrate local culture and industry spirit into ideological and political education, thereby forming a unique educational brand.

5. Conclusion

With the advent of the era of artificial intelligence technology, the 'New Overview' course integrates case teaching with AI technology. This integration makes case teaching more personalized, flexible, scenario-based, and quantitatively evaluated. The education driven by AI will inevitably lead the educational field towards greater intelligence, promoting the precise integration of AI with university courses. This has become an inevitable trend in the innovative development of the 'New Overview' course. In private colleges, case-based teaching in ideological and political education is not only a crucial method to enhance the effectiveness of such education but also an effective approach to cater to the characteristics, educational goals, and resource advantages of students at these institutions. By carefully designing and implementing case-based teaching in ideological and

political education, private colleges can better cultivate students' ideological and political literacy, improve their overall quality, and produce more outstanding applied talents for society.

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