

The Role of One-Case-Throughout Teaching Method in the Course of E-Commerce for Media Majors

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Abstract. The One-Case-Throughout teaching method is an innovative teaching method with inspiration, participation and strong practicality. It further develops on the basis of case teaching methods, and introduces a homogenous background narrative case into teaching in the form of "one lesson, one example", in order to meet the teaching needs of e-commerce courses for media majors. The research object of this paper is non-economics and management students. Lack of economic and managerial knowledge is the core characteristic of this group. The motivation for this curriculum reform also stems from this. This paper examine the theoretical foundation and evolution of the traditional Case Teaching Approach and progress towards enhancing and altering it. More significantly, this paper tests the effectiveness of the curriculum reform project based on quantitative investigation. The results show that the One-Case-Throughout teaching method plays an important role in improving students' understanding and teaching quality throughout the teaching of e-commerce courses.

Keywords: E-commerce Teaching, One-Case-Throughout Teaching Method, Teaching Curriculum Reform, Comprehension Scale

1 Introduction

In China, "e-commerce" first appeared as a professional setting in colleges and universities. Its students can be awarded a bachelor's degree in management or economics or engineering. In general, it is an emerging major based on information technology such as the Internet and oriented to business activities in modern economic and social fields. The essence of e-commerce is the combination of economic management science and modern technology such as the Internet. Media industry to the Internet, digital integration of the development trend has been clear. We focus on training media professionals. In this context, new business models are emerging. All this puts forward an urgent demand for the development of e-commerce courses.

Due to the weak foundation of media majors in business management and economics, there is a lack of pre-training courses and systematic training opportunities. In the process of learning knowledge, students often show the characteristics of lack of foundation and understanding, and limitation of thinking mode. Therefore, if the conventional teaching mode is followed, the academic foundation of the students cannot match the bad situation of the course.

Case teaching is a method to restore theory to practical problems in order to achieve concretization. For e-commerce such a highly practical course, more innate advantages. The

penetrating case teaching method discussed in this paper is an optimization of case teaching method, which can achieve the unity of cases. The consistency of case situation and narrative can help the practical teaching mode of case teaching method to be more attractive, convenient and simple. Although there is a gap in the "One-Case-Throughout teaching method", most of the existing studies believe that "one case to the end" case teaching method is conducive to cultivating students' discipline literacy. It is beneficial to cultivate students' ability to combine theory with practice and improve teaching effect^[1]. One example to the end teaching method, "to ensure the systematic case [...] In the traditional case teaching method, the teacher chooses one or several appropriate cases to explain. In this way, although the whole theoretical system of the textbook is rigorous and complete, it may not give students the impression that it is."^[2]

After reviewing the literature, we find that relevant topics generally revolve around the application of case teaching methods. Scholars generally analyze the characteristics and advantages of case teaching methods. At the same time, relevant research combined with case teaching methods to examine the teaching effect. However, they usually lack attention to students from non-economic backgrounds. Therefore, we develop the concept of case teaching and propose the One-Case-Throughout teaching method. Based on its original advantages, case teaching corrects and improves the weaknesses of being too fragmented, non-systematic and complex.

In short, the One-Case-Throughout teaching method starts from the practical ability of students' professional background, carefully considers the dialectical relationship between teaching and learning, and creates a good opportunity for media students to understand e-commerce and actually apply e-commerce theories.

2 The case teaching method

At the beginning of the 20th century, Harvard University created the case method of teaching. The case teaching method is the theoretical basis of the penetrating case teaching method. That is, in classroom teaching, the teacher typifies real scenes in the real world to achieve the goal, and then organizes students to conduct targeted research and mutual discussion step by step. It is a teaching method that can guide students from abstract theory to concrete and practical analysis and improve students' analytical ability and problem-solving ability.^[3]

2.1 Review of case teaching method

The case approach is often used in business learning. A fundamental assumption of case teaching is that students can learn by researching and discovering these processes, recalling and applying these knowledge and skills when necessary. These characteristics make the highly practical "Electronic Commerce" course particularly suitable.

In combination with the "E-commerce" course and the "One-Case-Throughout" teaching method, it means that the teacher starts from the business operation of a certain company, from the establishment of the organization on which e-commerce is implemented, the implementation of various e-commerce models classified by transaction subject, to the gradual evolution of the operation and management level of the enterprise or organization. The explanation of important events in the management process runs through the entire teaching process. At the micro level, through the progressive question setting, with the help of a core case throughout the class. The

penetrating case teaching method aims to solve the problems of case disunity, lack of systematism and lack of consistency in the implementation of traditional case teaching methods.

Kowalski pointed out that the case teaching method, as its name implies, is a teaching method that constantly trains students' reasoning, thinking and problem-solving skills on the basis of cases.^[4] At the same time, it can help teachers better impart knowledge to students. Furthermore, Merseeth considers the case teaching method to be a process in which teaching materials interact with students and teachers.^[5] Shulman defines the case method from the perspective of teaching "medium". Many scholars focus on the effect of case teaching methods. Based on the studies of B.B. Levin, Theodore J. Kovals and others, it can be seen that case teaching methods are generally recognized as follows: first, it provides students with an alternative experience; second, it is the process of simultaneous teaching and understanding. Third, guide practice; finally, it can cultivate students' thinking habits and logical ability.^[6]

Case Teaching Guide, written by Zheng Jinzhou, is an important academic achievement in case teaching. It is also a panoramic work on case teaching. Secondly, some scholars critically inherit the case teaching model from the thinking of case teaching methods combined with practice.^[7] For example, Hu Tao and Yao Shun's Reform and Practice of E-commerce Teaching Methods, Huang Hui's Analysis and Improvement of the merits of Case Teaching Method,^[8] Liu Xiaojing and Wu Haiyan's Case Teaching Method^[9] and Training of Innovative Talents, and Problems and Countermeasures of Case Teaching Method in the reform of law teaching in colleges and universities^[10] are mentioned above.

2.2 Concepts of Case

The use of the word "case" can be traced back to the medical field and the legal field. At the beginning of the last century, "cases" often ran through the teaching of both professions. Gao Jiemeng found in the literature review that "some scholars believe that cases belong to the description and reproduction of a specific situation, and some scholars believe that cases are stories composed of various factors with internal influence."^[11] Zhu Jinsheng looks at the essence of the case from a management perspective. He argues that "a case is a description of an actual management situation, which generally involves a decision problem [...] Write from the perspective of the decision maker, while allowing students to imaginatively stand in the position or perspective of the decision maker or problem solver concerned to make decisions or solve problems."^[12]

Therefore, relying on cases to bring students into the real scene, this method lays a good foundation for students to deeply understand curriculum theory and practice.

2.3 Theory of One-Case-Throughout teaching method

As mentioned above, the case teaching method takes cases as the basic teaching content and materials, and implements the operation of teaching objectives by introducing learners into practical situations. The general case teaching method is often "one lesson with many examples" or "one theory with one example". Under the guidance of this teaching method, the teacher lists a number of isolated cases or different scenarios and industries for analysis, in order to explain or verify a certain theory, so that students can deeply understand or master the purpose.

On the contrary, the essence of teaching curriculum is a synthesis of a set of theories, and systematization is an important feature of curriculum knowledge. Examples of "multiple lessons" are scattered throughout the curriculum, very scattered and unrelated to each other. Then there are problems in practice – sets of cases to explain a set of theories that are isolated from each other. This is an internal contradiction in the teaching process.

In the study of the One-Case-Throughout teaching method, the closest approach is the "one case to the end" method. An example is a case teaching method in which the teacher selects an appropriate case according to the knowledge points contained in the course before teaching a particular course, and runs the case through subsequent teaching. By analyzing the case, the teacher can basically include all the knowledge points involved in the course.^[13]

However, the "one case at a time" approach has fatal shortcomings. "One example" cannot cover all the theories of a course well. The essence of the case is practice. Practice is the application of theory. In practice, the application of theory is sporadic and not systematic. In *The Logic of Science in Sociology*, Wallace^[14] proposed the logical process of scientific research, in which the concept of scientific circle explains the relationship between theory and practice.¹ It follows that a theory is a highly generalized statement that conforms to the principles of objectivity and universality of the law. A case is a description of an event – a singular statement. The sublimation from practice to theory is an inductive process from special to general. From this perspective, it is not theoretically feasible and rigorous to explain systematic and logical theoretical clusters in the curriculum with an "example".

Therefore, in view of the defect of "one case to the end", The One-Case-Throughout teaching method seeks flexible improvement on the idea of case system construction.

First, the common point between the One-Case-Throughout teaching method and the case to the end is the use of "case". But that's where the difference comes in. The connotation of "one case" in the One-Case-Throughout teaching method has changed. The change from a fixed case narrative to a stable case background. We believe that the "penetration" of the case is not only reflected in the "case", but also reflected in the unity of the background narrative of the case itself.

Second, the One-Case-Throughout teaching method focuses on the development context of the field referred to in the case. In this case, the manifestation of the theory has been accompanied by the progressive characteristics of the case narrative. Under the linear development of case narratives, different stages reflect different theoretical backgrounds. This kind of through-teaching can ensure that the rich theory is developed under the same case narrative, but with as little repetition, limitation and rigidity as possible.

Third, the consistent operation of the case narrative in the One-Case-Throughout teaching method allows us to get rid of the structural shackles of the traditional "case-to-end" method: since the case cannot cover all theories, a large number of unrelated cases need to be added in detail. In the final analysis, it is because the "one case" of the One-Case-Throughout adopts the logic of grand narrative, and the concreteness of the case is greatly dissolved. Add rich case

¹ Cf. Wallace, Walter L. (1971), researchers generate hypotheses from theories, select observation objects according to hypotheses, and then form empirical generalizations from observations to support, overturn or revise theories and form new theories. And vice versa.

background factors to make it as convergent and unified as possible in form, while not compromising its urgent need for a rich detailed narrative.

To sum up, we believe that the One-Case-Throughout teaching method refers to a case teaching method in which an appropriate case narrative should be selected according to the theories contained in a certain course, and the case narrative should be carried through in the subsequent teaching. Theory and case teaching complement each other. The content of the case narrative is highly consistent with the theoretical point of the course, and has a complete theoretical framework. Therefore, this study aims to describe and apply the degree of promotion of "penetrating case teaching method" to students' mastery of the structure of the knowledge system, and whether students' mastery of important knowledge points has improved compared with that before adopting this teaching method, and to find out the degree of improvement.

3 The application practice of One-Case-Throughout teaching method

Under the background of preliminary research, this topic hopes to find out the method and solve the problem. Therefore, we work on the One-Case-Throughout teaching method based on the theoretical framework of existing teaching materials. Its core principles are:

First, cases are the dominant way to help explain theories. To minimize speculative, paradigm, or theoretical logical derivation. Second, the case selection must be an institution with the same narrative framework or industry background. One case, throughout. The requirement for it is multi-level, multi-oriented, and has the characteristics closely related to various theories in this field. Third, this penetrating case exists as a subjective status, so it must be carefully planned and generalized. It is necessary to prepare the case syllabus layout in advance and fix the case narrative backbone to reduce randomness and uncertainty.

This topic is an introduction to E-commerce, selected by Bai Dongrui and Yue Yunkang, published by People's Posts and Telecommunications Press "Introduction to E-commerce (fifth edition)".^[15] Relying on the theoretical framework of textbooks, we have compiled teaching cases that combine the core concepts of chapters.

First, the main body of this cross-cutting case is Alibaba Group. Alibaba Group was chosen as the lead agency for the penetration case due to its inherent advantages. Alibaba Group has been engaged in the development of e-commerce since its inception in 1999. Today, it is a huge economic entity with a large number of subsidiaries, subsidiaries and related companies. In the specialized field of e-commerce, almost all overview theories can be found in Alibaba Group's practical "projection". Secondly, Alibaba Group has strong core values and exists as a solid whole. It is convenient for us to develop the layout of the homogeneous narrative required by the penetrating case. Even in some theoretical areas, Alibaba Group's practice helps the research community summarize and summarize a set of theories in line with the development characteristics of The Times.

Therefore, our case teaching syllabus is based on this, using Alibaba Group's businesses, subsidiaries, affiliates or business partners to build a large case system (see the score sheet for details). In this set of penetration cases, a large number of brands or business subjects in the main case units are collected, which plays a key teaching role in guiding students to understand e-commerce and various models and theories of e-commerce..

4 Effect evaluation of One-Case-Throughout teaching method

To assess the effect, we developed *comprehension scales*. Our basic idea is to fix two groups of experimental subjects and evaluate three levels of teaching: *curriculum framework understanding*, *knowledge point understanding* and *comprehensive practical ability* by using the ten-level measurement method. These three levels have their own emphasis, but they are interdependent.

4.1 Comprehension scales

Under the three-weight structure, effects were evaluated using the settings of the control group and the experimental group. In the two-group control, the control group was the class using the traditional teaching method, while the experimental group was the class using the One-Case-Throughout teaching method. The scale classifies ten levels of comprehension for each subchapter and examines feedback from two random groups. The order from "not understanding at all" to "fully understanding" increases from 1 to 10. Finally, we find the mean value (see Table 1).

In the process of assigning value to the project, in addition to the important part of the final exam, we also make judgments based on the usual classroom questions and answers, homework and student initiative, and even divergent questions and ideas. All surveys are conducted in accordance with teaching experience and closely related to the key areas of knowledge of the textbook and syllabus. Make it scientific, rational and representative.

In addition, it must be explained that the significance of the distinction between the three teaching levels is as follows: First, for theoretical courses, the knowledge framework is particularly important. Only on the basis of mastering the knowledge framework can students have an accurate understanding of this course in the whole logic. Each knowledge point is for the common theme – e-commerce service. Therefore, the core meaning of each knowledge point must be closely related to its background, environment and subject theory in order to explain its precise meaning and function. Students must pay attention to and be good at grasping knowledge in general, in essence and in the trend of development. Second, knowledge is the relationship between the part and the whole. We need to understand the whole, and we need to understand the part. Each theoretical point has its own characteristics, adaptability and specificity. The Knowledge Point contains many theoretical points and difficulties. In order to understand the theory of e-commerce, we must firmly promote and improve at the micro level. Third, comprehensive practical skills are closely linked to e-commerce courses. Electronic Commerce is a very practical course of study. At the same time, case teaching is designed to help students understand the business environment and familiarize themselves with the characteristics of e-commerce, so as to better guide future media e-commerce practitioners.

According to the mean value of the comprehension scale, both the control group and the experimental group had some improvements in the understanding of the curriculum framework, the understanding of knowledge points and the overall practical ability (see Figure 1, 2). Specifically, the understanding of the curriculum framework increased by 24.39%, the understanding of knowledge points increased by 9.89%, and the comprehensive practical ability increased by 32.31%. This overall improvement indicates that students have made substantial

improvements in the learning process of e-commerce courses, from knowledge point memory to understanding, or from business theory to business practice.

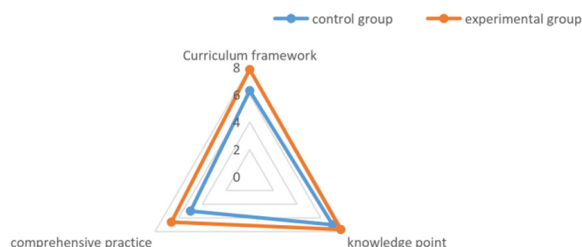


Fig. 1. Two-group control results of comprehension scale

4.2 Conclusion

We compare the results of the traditional e-commerce teaching method and the One-Case-Throughout teaching method to judge the effectiveness of the project according to the results of classes and teaching records.

We found that while there were fewer students with high scores overall, there was a 68.26% increase in the normal distribution. The central tendency is obvious. Failure rates dropped precipitously. The reason is that high scores may be related to the way the test is taken. This means that hard recitation may be reflected in high school grades, but it does not necessarily represent an understanding of the theory. The increase in the number of secondary school groups means that the One-Case-Throughout teaching method has a generalizing effect.

As the author works in a media professional college, the knowledge needed in the field of "e-commerce" is to guide the development of the media industry. Therefore, teachers are required to explore and innovate in the teaching method of electronic commerce. The research shows that the "One-Case-Throughout teaching method" can produce strong adaptability for non-business students, so that they can quickly master curriculum theory knowledge and thinking logic. To enable students to quickly grasp the integration of e-commerce knowledge and professional media content, so as to achieve the teaching effect of familiarizing with the mode and calmly facing the future integration of the media field.

Table 1. Comprehension scales

Explanation: 1. The control group was the class that did not adopt the One-Case-Throughout teaching method; The experimental group was the class using the One-Case-Throughout teaching method. 2. Each "understanding" item is rated from 1 to 10, in the order of "Not understanding at all" to "understand completely."			curriculum framework understanding		knowledge point understanding		comprehensive practical ability	
Number	Major Case unit	Knowledge unit	control group	experimental group	control group	experimental group	control group	experimental group
1	Alibaba Group founded	Overview of e-commerce	7	9	8	8	5	8

2	Ali cloud, DINGding, Xunxi, Damoyuan, Center of data	Base of e-commerce technology	4	7	6	9	1	4
3	Taobao, T-mall	Online retailing	9	9	8	8	6	9
4	Hema, Eleme etc.	New retailing	6	8	9	9	4	8
5	Chinese Supplier, Alibaba China Marketplace, 1688	B2B	7	7	7	7	6	7
6	Alimama	Online marketing	6	8	7	5	7	9
7	Online Taobao, etc.	New dedias	8	8	6	6	9	9
8	Yitian710	E-commerce security	2	6	5	7	1	3
9	Taobao Secured Transactions, Alipay, Luohan Tang, Ant Group	Electronic payment and Internet finance	5	7	6	7	5	6
10	Rookies, Gaode, Box horse, hungry me, Gao Xin, Tao dishes	E-commerce logistics and supply chain management	6	8	7	7	5	6
11	Aliwangwang, Dingding, "Spring Thunder Plan"	Customer relationship management	6	7	6	9	2	3
12	"all-in Wireless" strategy	Mobile e-commerce	9	9	8	9	6	6
13	eWTP, AliExpress, Daraz, Koala, Lazada	Cross-border e-commerce	7	9	8	9	8	8
Mean value			6.3077	7.8462	7.0000	7.6923	5.0000	6.6154

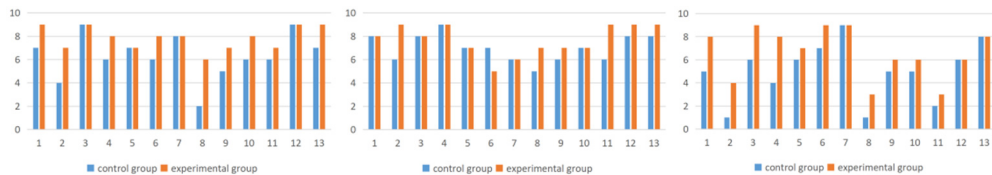


Fig. 2. :three levels of teaching of Two-group control results of comprehension scale: curriculum framework understanding, knowledge point understanding and comprehensive practical ability

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