

# Practice and Reflection on Case Teaching Method in the Course of "Planning and Management of Leisure Sports Projects"

Cao Xi, Dong Yiting

Mianyang City College, Mianyang, China, 621000

**Abstract:** In view of the rapid development of the leisure sports industry and the continuous innovation of educational concepts, the traditional teaching model of the course "Planning and Management of Leisure Sports Projects" is no longer suitable for the needs of cultivating students' practical ability and innovative thinking. To meet the increasingly high requirements of the leisure sports industry for professionals' practical skills and comprehensive literacy, firstly, this paper focuses on exploring the important role of the case teaching method in this course, and expounds its key significance for developing students' intelligence and literacy and improving their practical operation ability. Secondly, this paper deeply analyzes the current problems in the practice of the case teaching method: the case materials are divorced from the actual situation of the industry, making it impossible for students to access true and effective industry information; the case discussions are disconnected from the course objectives, leading to vague learning directions for students; students generally show insufficient preparation before class, which hinders the in-depth development of classroom discussions; the teaching evaluation focuses on results but ignores the process, failing to comprehensively consider students' learning effects. Finally, corresponding optimization strategies are proposed to solve these problems, so as to promote students' in-depth understanding and flexible application of the course knowledge and improve their ability to solve practical problems.

**Keywords:** Case Teaching Method; Planning and Management of Leisure Sports Projects; Course Practice; Reflection

## 1. Introduction

Against the background of the continuous innovation and development in the field of education, the innovation of teaching methods has always been a key factor in improving teaching quality and cultivating talents who meet the needs of the times. "Planning and Management of Leisure Sports Projects", as a course intended to cultivate students' ability to plan and manage leisure sports projects, has become increasingly important with the vigorous development of the leisure sports industry. The traditional teaching method focuses on the imparting of theoretical knowledge. Although students can master a certain theoretical system, they are unable to start practical projects due to the lack of practical experience and problem-solving ability when facing actual projects.

As a teaching method that closely combines theory and practice, the case teaching method adopts real leisure sports project cases. It can prompt students to deeply understand and apply the knowledge they have learned in the process of analyzing, discussing and solving problems, thereby effectively improving their innovative thinking and practical operation ability. It breaks through the limitations of traditional teaching, provides students with a more realistic and interactive learning environment, enables students to exercise in simulated practical scenarios, and paves the way for their future career development. Therefore, the application and research of the case teaching method in the course "Planning and Management of Leisure Sports Projects" have crucial practical significance and have become a direction that educators strive to explore.

## 2. The Role of Case Teaching Method in the Course of "Planning and Management of Leisure Sports Projects"

In the teaching of the course "Planning and Management of Leisure Sports Projects", the case teaching method is a key bridge connecting theoretical knowledge and practical application, and plays

a key supporting role in improving the teaching quality of the course. This course is both theoretical and practical. However, the traditional theoretical teaching model makes students understand abstract knowledge in a one-sided way and fail to develop the ability of systematic project planning and management thinking. The case teaching method, by introducing project cases in the field of leisure sports, enables students to deepen their understanding of the core knowledge of the course through immersive analysis<sup>[1]</sup>.

The case teaching method can effectively train students' comprehensive thinking and problem analysis abilities. In the case discussion stage, students should rely on the theories learned in the course, such as project planning process, risk management and resource allocation, to analyze the core contradictions and key links in the cases. This process can promote students to independently integrate the knowledge system, shape a complete logical chain from theory to practice, and thus enhance their awareness of controlling the whole process of leisure sports projects.

The case teaching method focuses on teacher-student interaction and student-student communication. During group discussions, students can be exposed to diverse thinking perspectives, and gradually develop innovative awareness and critical thinking, laying a solid foundation for the operation of actual leisure sports projects in the future<sup>[2]</sup>.

### **3. Problems in the Practice of Case Teaching Method in the Course of "Planning and Management of Leisure Sports Projects"**

#### ***3.1 Case Materials Are Divorced from Industry Reality***

Some of the case materials used in the course "Planning and Management of Leisure Sports Projects" have not kept up with the development trend of the leisure sports industry. They remain in the planning and management models of traditional leisure sports projects, and do not include the current emerging leisure sports formats and innovative operation models, resulting in an obvious deviation between the case content and the actual operation of the industry<sup>[3]</sup>. This disconnection makes it difficult for the cognition and ability of students obtained through case learning to adapt to the actual needs of the current industry for the planning and management of leisure sports projects, and makes students unable to accurately grasp the core trends and key requirements of the industry development.

#### ***3.2 Case Discussions Are Disconnected from Course Objectives***

When organizing case discussions, some teachers fail to properly guide according to the specific teaching objectives of the course, leading to the discussion direction easily deviating from the core knowledge points of the course. The discussions may fall into overemphasizing case details or talking about topics unrelated to the course, and fail to conduct in-depth discussions on the core course objectives such as project planning process, management logic and key ability cultivation. This disconnection makes case discussions lose effective connection with the course knowledge system, making it difficult for students to integrate case analysis with the course theoretical knowledge during discussions, and unable to deepen the understanding and application of the core content of the course through discussions.

#### ***3.3 Students Generally Lack Sufficient Pre-Class Preparation***

In the actual teaching process, most students fail to thoroughly study the case materials as required before engaging in case discussions, nor do they analyze them in advance based on the theoretical knowledge learned in the course. This makes students fall into a passive position in the classroom case discussion, unable to participate in the discussion scenario immediately, and difficult to put forward valuable views and analysis ideas. Such lack of pre-class preparation makes it impossible to create a high-quality interactive communication atmosphere for case discussions. The discussions can only stay on the surface and fail to conduct in-depth analysis of the core issues of the cases, thus affecting the depth of students' understanding of the cases and their ability to apply the course knowledge<sup>[4]</sup>.

#### ***3.4 Teaching Evaluation Focuses on Results While Ignoring the Process***

In the practice of the case teaching method in some sessions of the course "Planning and Management of Leisure Sports Projects", the problem that teaching evaluation ignores the process

while focusing on results makes the evaluation system unable to comprehensively and objectively reflect the actual effect of case teaching and the comprehensive performance of students. Some case teaching evaluations only target the current part of the course, and the core evaluation basis is mainly the case analysis reports submitted by students or the final exam results. The evaluation over focuses on the final outcome of students' case learning, but ignores the key links such as students' participation, thinking process and interactive performance throughout the case learning process. This result-oriented evaluation method cannot accurately understand the changes in students' thinking, ability improvement and existing problems in the process of case analysis, and cannot comprehensively consider the comprehensive literacy of students formed in case learning, such as project planning and management ability, team cooperation ability and critical thinking ability.

#### **4. Optimization Strategies for the Practice of Case Teaching Method in the Course of "Planning and Management of Leisure Sports Projects"**

##### ***4.1 Collect Actual Industry Cases to Meet Teaching Needs***

If case materials deviate from industry realities, it will lead to a disconnect between what students learn and the actual operation of real projects, resulting in a lack of ability to meet the industry's practical needs in project planning, resource integration, and risk management. This makes the collection of real cases to fill this gap particularly important.

Taking the "Planning and Management of Coastal Leisure Sports Projects" in the course "Planning and Management of Leisure Sports Projects" as an example, teachers can first establish cooperative relationships with coastal leisure sports operation enterprises, clearly state the needs for case collection, and give priority to obtaining the whole-process materials of planning and management for coastal sailing events, beach sports camps, marine sightseeing projects and other projects that have been implemented in the past 2 years. These materials include project feasibility analysis reports, market research data, site planning drawings, safety emergency plans, cost accounting forms and operation effect review documents.

Teachers should carefully screen the collected original cases, giving priority to selecting cases that have complete links of "project positioning - resource connection - risk response - benefit evaluation" and include real problems encountered in actual operation, such as the impact of tides, fluctuations in tourist flow and adjustments in policy supervision. At the same time, teachers divide the cases into four parts: "project background introduction - core planning links - management difficulty presentation - decision-making analysis", and supplement information annotations related to the cases, such as industry-specific knowledge of tide laws, sea area use approval procedures and water safety protection standards, to ensure that the cases are authentic and accurately connected to the course knowledge points. Finally, the processed cases are included in the course case database, with notes on the case source enterprise, implementation time and core teaching adaptation points for easy adoption in subsequent teaching.

##### ***4.2 Anchor Course Objectives to Clarify the Discussion Direction***

Taking the "Planning and Management of Mountain Outdoor Leisure Sports Projects" in the course "Planning and Management of Leisure Sports Projects" as an example, if case discussions often deviate from the course objectives of the "Planning and Management of Mountain Outdoor Projects" module, students will find it difficult to strengthen the application of core knowledge such as mountain project route design, emergency rescue and ecological protection through discussions. Therefore, it is necessary to clarify the discussion direction by anchoring objectives.

In the course objectives of the "Planning and Management of Mountain Outdoor Leisure Sports Projects" module, teachers can first subdivide them into three core objectives: "mastering the mountain project route planning method", "formulating mountain emergency rescue plans" and "understanding the ecological protection requirements of mountain projects". After selecting mountain outdoor cases (such as mountain hiking events and camping base operation cases), 3-4 targeted discussion questions are designed based on each core objective. For example, for the objective of "route planning", it is important to design the question: "Did the mountain route selection in the case take into account the terrain difficulty classification and the physical fitness adaptation of participants? If adjustments are needed, what mountain geographical data should be based on?" According to the objective of "emergency rescue", it is necessary to explore the question: "Did the setting of emergency rescue points

in the case cover high-risk sections? Does the reserve of rescue materials meet the needs of mountain emergencies?" In accordance with the objective of "ecological protection", it is needful to consider the question: "How did the case balance project operation and mountain vegetation protection? Do the measures comply with local ecological and environmental protection policies?"

During the discussion, if students make remarks that deviate from the direction, teachers can quickly use guiding questions such as "What is the connection between the current discussion content and the objective of 'mountain route planning'?" to bring the discussion back to the original direction. After the discussion, the discussion results are summarized according to the course objectives, and it is confirmed that each core objective has corresponding case analysis conclusions, and a discussion summary document is generated.

#### ***4.3 Design Pre-Class Tasks to Urge Students to Preview***

Taking the "Planning and Management of Ice and Snow Leisure Sports Projects" module in the course "Planning and Management of Leisure Sports Projects" as an example, to prevent students from being inadequately prepared for the "Planning and Management of Ice and Snow Leisure Sports Projects" module, which would make in-depth classroom discussions difficult, precise task arrangements are needed. These arrangements help students analyze cases in advance using course knowledge and improve their participation effectiveness. Teachers can issue structured pre-class tasks two weeks before the case teaching of the "Planning and Management of Ice and Snow Leisure Sports Projects" module.

The tasks can be divided into two parts: the first part is case preview. Teachers provide selected case materials such as ice and snow ski resort operation and ice sports event planning, and require students to mark key information in the cases, such as "ice and snow venue construction standards", "equipment maintenance process" and "personnel management in low-temperature environment", and find the knowledge gaps mentioned in the course but not clearly explained in the cases, such as "ice and snow project safety protection measures" and "seasonal operation cost control". The second part is problem analysis. Two questions are put forward: "Is the seasonal operation strategy of the ice and snow project in the case reasonable? Explain the reasons based on the course knowledge of 'regulation of peak and off-peak seasons of leisure sports projects'" and "Is there room for optimization in the ice and snow equipment maintenance plan in the case? Put forward adjustment suggestions based on the course knowledge of 'special equipment management specifications'". Students are required to write a written analysis outline of about 500 words, and the specific content in the course textbooks or industry standards must be used as the basis for analysis.

#### ***4.4 Construct Process Evaluation to Comprehensively Measure Results***

If teaching evaluation focuses on results while ignoring the process, it cannot fully reflect students' participation, thinking ability improvement and knowledge application during case learning. Therefore, it is urgent to cover the whole process of case learning through process evaluation. Teachers can decompose the case teaching process into three links: "pre-class preview - classroom discussion - after-class summary", and clearly define the evaluation indicators and weight settings for each link.

In the pre-class preview link (weight: 30%), teachers score according to the analysis outlines submitted by students, using three dimensions: "accuracy of knowledge point citation", "depth of problem analysis" and "relevance of information supplement", adopting a 100-point system. If the knowledge points are cited accurately and combined with the actual case, the score is 25-30 points; if there are minor deviations in citation but it can support the analysis, the score is 20-24 points; if there is no citation or incorrect citation, the score is below 20 points.

In the classroom discussion link (weight: 40%), evaluation is conducted according to classroom observation records, and indicators such as "frequency of speeches", "innovation of views" and "contribution to team cooperation" are established. For the "frequency of speeches" indicator: students who speak 3 times or more and whose views combine cases and course knowledge score 12-15 points; students who speak 1-2 times and whose views are reasonable score 8-11 points; students who score below 8 points are those who rarely speak or whose views are irrelevant. For the "innovation of views" indicator: students who present 2 or more innovative analysis perspectives score 12-15 points; students who put forward 1 innovative perspective score 8-11 points; students who score below 8 points have no innovative views. For the "contribution to team cooperation" indicator: students who actively coordinate division of labor and supplement others' views in group discussions score 12-15 points;

students who cooperate in division of labor but make limited contributions score 8-11 points; students who do not participate in cooperation score below 8 points. The final score of the classroom discussion link is the sum of the scores of the three indicators.

In the after-class summary link (weight: 30%), scores are given according to the case summary reports submitted by students, evaluating "accuracy of core problem extraction from cases", "integrity of course knowledge application" and "depth of self-reflection". If the core problems are extracted accurately, the knowledge application is comprehensive and there are 2 or more self-improvement suggestions, the score is 25-30 points; if the core problems are basically extracted accurately and the knowledge application is relatively comprehensive, the score is 20-24 points; if the core problems are extracted incorrectly or there is no self-reflection, the score is below 20 points.

After the completion of case teaching, teachers convert the scores of the three links into the total process evaluation score according to the weight, and enter it into the student course score system. At the same time, for each student's evaluation result, personalized feedback is generated, including "advantages" and "areas for improvement", to help students adjust their learning strategies.

## 5. Conclusion

This paper proposes measures such as collecting actual industry cases, anchoring course objectives, designing pre-class tasks and constructing process evaluation. These measures can effectively solve the problems existing in the practice of the case teaching method, such as case materials being divorced from industry reality, case discussions being disconnected from course objectives, insufficient pre-class preparation of students and teaching evaluation focusing on results while ignoring the process. They can enhance students' practical ability, innovative thinking and learning enthusiasm, so as to adapt to the development situation of the leisure sports industry.

In the future, relevant teachers need to actively explore teaching methods and strategies that are more in line with the industry development trend and students' needs, gradually optimize the implementation process of the case teaching method, strengthen teacher training and case database construction, so as to drive the continuous improvement of the training quality of leisure sports professionals and lay a solid talent foundation for the prosperity and development of the leisure sports industry.

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