

Research on Case Study Design for "Sharing Economics" in the Context of the Digital Economy

Jun Yu

School of Economics, Anhui University of Finance & Economics, Bengbu, Anhui 233030, China

Abstract: *The sharing economy is characterized by rapid enterprise renewal. Many leading companies from five years ago, such as ofo, Mobike, and Liandong Cloud, are now largely unseen. This unique situation necessitates a faster update of case study design for the "Sharing Economics" course compared to other courses. Based on this, this article systematically studies the case study design for "Sharing Economics" in the context of the current digital economy, drawing on teaching practice, in order to provide valuable insights for case study design in other courses.*

Keywords: Digital Economy; Sharing Economics; Case Study Design.

1. INTRODUCTION

The report of the 20th National Congress of the Communist Party of China emphasized the need to "accelerate the development of the digital economy, promote the deep integration of the digital economy and the real economy, and build an internationally competitive digital industry cluster." The 2024 Government Work Report proposes further promoting innovative development of the digital economy. Policies should be formulated to support the high-quality development of the digital economy, actively promote digital industrialization and industrial digitization, and foster the deep integration of digital technology and the real economy. The sharing economy and the digital economy are inherently closely linked. Against this backdrop, the "sharing economy" has become an increasingly common economic phenomenon and form. The sharing economy is an economic model that leverages the internet and other information technologies, using online platforms as a medium, where owners of idle resources share access to resources with those who need them, generating revenue.

To meet market demand for professionals with a firm grasp of the theory of sharing economics, our university launched the "Sharing Economics" course in the fall semester of 2020-2021, a course that continues to this day. The sharing economy is characterized by a rapid pace of business renewal. Many leading companies from five years ago, such as ofo, Mobike, and Liandong Cloud, are now largely unseen. This necessitates a more rapid update of the case study design for "Sharing Economics" than for other courses.

Based on this, this article will systematically examine the case study design for "Sharing Economics" within the context of the current digital economy, drawing on practical teaching practices. This research aims to provide valuable insights for case study design in other courses.

2. LITERATURE REVIEW

Based on our research focus, this article intends to review existing literature from two perspectives: The first perspective addresses ideological and political education in courses. The earliest known example of ideological and political education in curriculum can be traced back to the 1954 National Conference on Secondary School Teaching. Although the term "ideological and political education in curriculum" was not used directly at the time, its requirement to integrate ideological and political education into specific knowledge-based education embodies its early concept. The concept of "ideological and political education in curriculum" was first proposed by the Shanghai Municipal Education Commission in 2014, and pilot programs in several Shanghai universities achieved some success. Many now consider 2016 the first year of ideological and political education in curriculum. Since then, scholars have conducted extensive research on this topic [1]. Many believe that it is necessary to understand the relationship between society and knowledge through the inherent connection between professional education and ideological and political education, and to identify the points of integration between society and knowledge as the vehicle for ideological and political education in curriculum. Ideological and political education in curriculum must break down disciplinary barriers and integrate the moral education of ideological and political education into

the intellectual education of other courses, providing a new path for value education in my country's new era [2-3]. The second aspect involves the cultivation of innovative talent. The report of the 20th National Congress of the Communist Party of China stated, "We must accelerate the development of a strong nation in education, science and technology, and talent, persist in educating people for the Party and the country, comprehensively improve the quality of independent talent cultivation, and strive to cultivate top-notch innovative talent." This assertion reveals the dialectical relationship between education, science and technology, and talent, and points the way forward for cultivating innovative talent in my country [4]. Strengthening the cultivation of top-tier innovative talent is both crucial for scientific and technological independence and a crucial pillar for building a strong nation through education. The key lies in aligning social values with individual development needs. Many scholars have summarized international research and development trends on innovative talent, hoping to offer insights for cultivating innovative talent in my country [5].

Existing literature explores case study design from multiple perspectives, including curriculum ideological and political education and innovative talent cultivation. However, both sharing economics courses and sharing economics textbooks are severely lacking in China, resulting in relatively few studies exploring case study design in this field. Therefore, this article explores case study design in sharing economics from the perspective of the digital economy and incorporating practical teaching practices.

3. SHARING ECONOMICS CASE STUDY DESIGN IN THE CONTEXT OF THE DIGITAL ECONOMY

Sharing economics involves the fusion of classical economic theory and digital economic theory [6]. Traditional classroom teaching methods may not allow students to fully grasp the real-world applications of these concepts. Therefore, when teaching sharing economics, case studies can effectively enhance students' learning interest and practical skills. By carefully selecting cases, properly planning and designing the teaching process, and integrating interactive and practical sessions, students can more thoroughly grasp the core theories of sharing economics and their real-world applications. Of course, teachers must continuously optimize case analysis methods to overcome challenges such as data acquisition difficulties and lack of in-depth discussion, thereby improving teaching quality.

3.1 Case Study Teaching and Ideological and Political Education in Courses

Ideological and political education in courses refers to the integration of ideological and political education into professional course instruction, combining knowledge transfer with value orientation. Case study teaching is a relatively practical teaching method and has a natural advantage in ideological and political education. Integrating ideological and political education into case studies can, on the one hand, strengthen students' sense of social responsibility. After all, case studies aren't just about imparting knowledge; they should also guide students to consider issues such as corporate ethics, social equity, and environmental protection. For example, when analyzing cases related to the sharing economy, one can explore how to balance platform profits with driver rights, thereby cultivating students' understanding of fairness and justice. Furthermore, it can foster students' patriotism. By analyzing cases, one can demonstrate how Chinese companies have risen in global competition, thereby enhancing their sense of national pride. For example, during teaching, one can introduce cases like Huawei's international development to help students understand the importance of independent technological innovation. Furthermore, case studies can strengthen students' understanding of the rule of law and moral ethics, allowing them to understand the importance of laws and regulations in real-world situations. For example, in a business management course, analyzing Didi Chuxing's data compliance issues can help students understand the importance of data security and user privacy protection. Of course, when integrating ideological and political education into case studies, careful attention must be paid to the methods and approaches, considering both the natural integration and student acceptance. Incorporating ideological and political elements too bluntly may diminish teaching effectiveness. Therefore, teachers should select cases that closely align with professional knowledge, allowing ideological and political education to naturally integrate. In summary, the application of ideological and political education in case teaching is an effective way to organically integrate knowledge transfer and value orientation. Through carefully selected cases, interactive discussions, and role-playing, students can enhance their sense of social responsibility, legal awareness, and patriotism while learning professional knowledge. Going forward, teachers should continuously optimize case teaching designs to make ideological and political education more vivid, natural, and effective, thereby cultivating high-quality individuals with both professional competence and social responsibility.

3.2 Case Teaching and the Cultivation of Innovative Talents

Innovation is undoubtedly the primary driving force of social development, and cultivating innovative talent has become a key to enhancing national competitiveness. Case teaching is a highly effective teaching method. By analyzing real-life cases, it stimulates students' thinking and inspires their innovative abilities. It is playing an increasingly crucial and important role in cultivating innovative talent.

In an era of increasingly fierce global competition and rapid technological advancement, innovation has become crucial to a country's overall strength. Cultivating innovative talent is not only a crucial task for higher education but also a pressing need for business and society. Innovative talent requires not only solid professional knowledge but also critical thinking, interdisciplinary integration, practical skills, and a spirit of teamwork. Therefore, building a scientific and efficient system for cultivating innovative talent has become a common concern in both the education and business communities. Cultivating innovative talent aims to equip them with independent thinking, innovative thinking, and practical skills. Specifically, innovative talent should possess the following core competencies: First, critical thinking and problem-solving skills. Innovative talent must be able to discern problems with keen awareness and develop innovative solutions through systematic analysis. This requires critical thinking, not blindly following authority, but the ability to independently judge and analyze problems. Second, interdisciplinary integration capabilities. Innovation often stems from the intersection and integration of knowledge across different disciplines. For example, the integration of artificial intelligence with medicine, finance, and big data has spawned numerous new applications. Therefore, innovative talents need to possess interdisciplinary learning and application skills, able to integrate knowledge from different fields to solve complex problems. Third, practical and hands-on skills. Innovation cannot be achieved with theoretical knowledge alone; true innovation must be tested and refined through practice. Therefore, innovative talents should learn through practice, improving their hands-on skills through experiments, project research, and corporate internships. Fourth, teamwork and communication skills. Innovation is generally not the result of individual effort, but rather the product of teamwork. Innovative talents need to possess excellent communication and teamwork skills, able to effectively collaborate with team members from diverse backgrounds to jointly promote innovative projects. Fifth, continuous learning and adaptability. Technology and the market environment are constantly changing. Innovative talents need to maintain a lifelong learning habit and continuously update their knowledge base to adapt to new challenges and changes.

As the times continue to advance, innovation has become a crucial driving force for social progress and economic development. In the field of education, cultivating innovative and practical individuals has become one of the core goals of universities. Against this backdrop, incorporating innovative talent cultivation concepts into case teaching has become a highly effective approach to fostering students' innovative abilities. Case teaching, as a teaching method based on real-life scenarios, can effectively stimulate students' interest in learning while also promoting the development of their critical thinking and problem-solving skills. Incorporating innovative talent cultivation concepts into teaching not only strengthens students' practical skills but also helps them better adapt to the rapidly changing social and economic environment. Firstly, case teaching is highly realistic and practical. It simulates complex real-life situations to help students develop critical thinking and problem-solving skills. Integrating innovative talent cultivation concepts into case teaching can encourage students to propose solutions that depart from conventional thinking during case analysis by designing innovative cases. For example, in case studies conducted in business schools, teachers can use cases involving innovative themes such as cutting-edge technologies, cross-border collaboration, and globalization to encourage students to think from multiple perspectives and dimensions, ultimately proposing innovative solutions that meet the needs of the times. This teaching approach can stimulate students' creative thinking and cultivate their problem-solving skills when faced with unknown challenges, thereby empowering them to address complex future challenges. Furthermore, incorporating innovative talent development concepts into case studies can also enhance students' overall quality and teamwork skills by encouraging cross-disciplinary and cross-field collaboration and interaction. In real-world innovation processes, relying solely on knowledge and skills from a single discipline is often insufficient to solve complex practical problems. Interdisciplinary integration and teamwork are crucial drivers of innovation. During case studies, teachers can foster the exchange of ideas and the sharing of wisdom among students through group discussions and interdisciplinary collaboration. For example, when designing a case study on corporate innovation, students from diverse academic backgrounds can be invited to participate, allowing them to draw on their expertise and perspectives to offer innovative ideas. Such collaboration and exchange not only broadens students' knowledge but also helps them develop a diverse range of problem-solving approaches. Furthermore, incorporating innovative talent development concepts into case studies can also focus on fostering students' independent learning abilities. In traditional teaching models, teachers often act as knowledge transmitters, while students are recipients of knowledge. However, in innovative education, students should become active explorers

of knowledge. In case studies, teachers can encourage students to independently gather background information, analyze key issues within the case, and propose innovative solutions. This independent learning approach not only enhances students' independent thinking and innovation abilities but also strengthens their self-confidence and inspires an interest in pursuing knowledge and exploring unknown areas. Finally, cultivating innovative talent requires more than just classroom teaching content and format; it also requires close integration with real-world social and industry developments. Therefore, when designing cases, teachers should prioritize connections to industry developments and select cases that are forward-looking and relevant. For example, they can incorporate current, hotly debated issues such as technological innovation and social change to guide students in exploring how to innovate within these changing circumstances. This kind of case-based teaching, combined with real-life examples, can help students better understand the practical applications of innovation and lay a solid foundation for their future careers. In short, incorporating innovative talent cultivation concepts into case-based teaching is a highly effective educational reform initiative. This approach not only stimulates students' innovative potential and enhances their comprehensive abilities, but also helps them better adapt to the demands of future society and the workplace. Future educational practice should continue to explore and refine this teaching model, thereby cultivating more high-quality individuals with innovative spirit and practical skills. Cultivating innovative individuals with these core competencies requires innovation in educational models, curriculum design, and practical teaching. Case-based teaching is an effective way to cultivate innovative talent. Through the appropriate selection of cases, meticulous instructional design, and active discussion, it can stimulate students' interest in learning, cultivate analytical and practical skills, teamwork, and innovative thinking, and ultimately cultivate more innovative individuals for the country.

4. CONCLUSION

This paper systematically studies the case teaching design for "Sharing Economics" within the context of the current digital economy, drawing on practical teaching practices. The goal is to provide valuable insights for case teaching design in other courses.

First, case teaching must be closely integrated with ideological and political education. Case teaching is a teaching method based on real-life case analysis, aiming to cultivate students' critical thinking, practical application skills, and teamwork. Ideological and political education emphasizes integrating ideological and political education into professional instruction, achieving a balance between knowledge transfer and value guidance. This integration not only improves teaching effectiveness but also helps students develop a correct worldview, outlook on life, and values, fostering the coordinated advancement of knowledge, skills, and moral character. Traditional case teaching often focuses on understanding and applying knowledge points. However, incorporating ideological and political elements can help students develop a focus on social responsibility. When presenting case studies, teachers can use guided questions and interactive discussions to encourage students to reflect on the social value underlying the cases from a professional perspective. The close integration of case teaching and ideological and political education in courses not only strengthens students' understanding of professional knowledge but also unconsciously cultivates correct values. Teachers should carefully design cases and deeply explore ideological and political elements, ensuring that teaching is both profound and engaging, truly achieving the goal of cultivating moral character and cultivating people.

Secondly, case teaching must be closely linked to the cultivation of innovative talent. The key to cultivating innovative talent lies in enhancing students' creativity, critical thinking, practical skills, and interdisciplinary integration. Case teaching, a problem-oriented and practice-driven teaching method, is highly consistent with this talent development goal. By analyzing and discussing real cases, students not only acquire professional knowledge but also hone their innovative thinking in complex situations, thereby enhancing their problem-solving skills. Therefore, case teaching must be closely integrated with the cultivation of innovative talent. Only in this way can it meet the demands of modern society for high-level, multi-faceted talents. Case teaching is not merely a tool for imparting knowledge; it is also a crucial path for cultivating innovative talent. By carefully selecting cutting-edge cases, optimizing teaching methods, and strengthening practical collaboration, case teaching can effectively promote students' creativity, practical skills, and interdisciplinary integration. Through the completion of these efforts, case teaching will cultivate more talents with innovative spirit and practical problem-solving skills for society.

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