Case Study as a Teaching Method/Strategy
دراسة الحالة ـ استراتيجية تدريس
Workshop outline
مخطط ورشة العمل

Date:4/9/23

Time: 9:00 - 12:00

Targeted Participants:

5 academic staff form each faculty chosen by their deans

Time	Topic/subtopics	Content	Activities & strategies	Materials/ equipment	facilitator
	Workshop overview نبذة\ملخص الورشة ● Topic ● Objectives & ● Learning outcomes	● **Topic** ○ Case study as a Teaching method/ strategy Case Based Learning (CBL)/teaching ● **Main objectives** ○ Provide participants with useful information about the Case Study as one of SCL strategies (What, Why, When & How) ● **Mian LOs** ○ Use the Case Study as a Teaching Method effectively	Presentation Open Discussion Ask questions about the Expected Learning Outcomes	PowerPoint Oral discussion	
	Introduction مقدمة Basic concepts Teaching	● **Basic concepts** ● **Teaching** : ○ no one single definition ○ reflects roles of T & S	Presentation Ask Questions Think Pair Share	PowerPoint	

21st century learners TCL vs. SCL Meaningful learning e.g. case study	○ e.g. impart/transmit knowledge; taking notes; little feedback ● **TCL vs. SCL** ○ Focus ○ active learning vs. passive learning ○ Sage on the Stage vs, Guide on the Side ● **Meaningful learning** ○ Applying/ transferring ○ learning by doing / constructivism theory ○ Active, collaborative, constructive, authentic, and goal-directed learning ○ by using more SCL ○ E.g. Case studies ○ Three key requirements: new mind set; new skill; new tool	Discussion Experiences Other Examples	Participants share their answers orally or using their devices https://drive.google.com/file/d/1aFKgi1BsidZP4edG3CX9D69_P63i99gU/view?usp=sharing https://padlet.com/kamalbadrasawi/case-study-workshop-iyg3fifo147v85db	

What is a case study strategy ?
ما هي استراتيجية التدريس بدراسة الحالة؟
How Does Case Teaching Differ from Traditional Teaching?
كيف تختلف عن التدريس التقليدي؟
	Case study as a Teaching method/strategy
	● Also called Case Based Learning (CBL)/teaching
	● SCL strategy
	● Active form of instruction
	● Problem-based
	● Focuses on a case and involves students learning by doing
	    ○ **Cases**:
	        ■ real or invented stories; or
	        ■ recount events, problems, dilemmas, theoretical or
	        ■ conceptual issue that requires analysis and/or decision-making.
		video
		https://www.youtube.com/watch?v=h80hmEAGBbM
		Presentation
		
		Open Discussion
		
		Participants may provide examples		

		- Two main types - decision based or **evaluative**; **real or** **fictional** - Students take ownership of their learning from a case **Good cases** are based on a real person facing a real problem and seeking a solution to that problem. <mark>Are ones with no "perfect" answer.</mark>			
	Why to use the Case strategy? لماذا استخدام استراتيجية دراسة الحالة في التدريس؟	- improve student learning - Engage students in their learning - Improve skills of critical thinking, problem solving, communication, decision-making, questioning, making connections across content areas and view an issue from multiple perspectives **Put theory into practice** - Well-designed case-based learning experiences: 1) motivate student involvement, 2) have students doing the work, 3) help students develop knowledge and skills, and 4) have students learning from each other *"what would I do if I were in this specific situation?*	https://www.youtube.com/watch?v=p7iwXvBnbIE&t=48s Open Discussion		
	How to get started? How to use it? كيف نبدأ؟ كيف نستخدمها؟	**Most Common steps** Team members apply course concepts to identify and evaluate alternative approaches to solving the problem 1. Clarify your teaching purpose and	See the PDF file *https://drive.google.com/file/d/1ODdDeidpuXBplkZi-S*		

| | | learning goals for using Case Studies
2. Identify the learning task underlying problem and craft the prompt
3. Set assignment parameters for the Case Studies
4. Develop a plan for learning assessment or grading
5. Communicate assignment instructions to students
6. Implement the technique
7. Reflect upon the activity and evaluate its effectiveness | *kjIusjgM9elRno/view?usp=sharing*

Pls see questions that you can ask yourself while preparing and implementing the case study

see also

The ABCs of Case Teaching
https://drive.google.com/file/d/1dIv9_WgAgKphAsefUZRAKgvVm10r5ctn/view?usp=sharing

A Methodology for Case Teaching: Becoming a Guide on The Side
https://drive.google.com/file/d/1xIEZ7GjRRkrZc62gmMwH3ut2_oOFAs0F/view?usp=sharing | | |
| | **What are examples of case method teaching techniques?**
ما هي بعض الامثلة المناسبة في تنفيذ استراتيجية دراسة الحالة؟ | These examples could be used in the implementation stage
● Case discussion
   o Starters | | | |

		o Facilitators o Recorders o wrappers ● Strategies for Engaging Students in Case-Based Learning o Jigsaw			
	Practice: الجانب العملي **Sharing experiences:** تبادل الخبرات\والتجارب University level = Academic staff Other Universities = e.g. Harvard Kennedy School https://case.hks.harvard.edu/teaching-with-cases/ videos	**hands-on experiences**	Examples cases Examples : ONE & TWO in Groups		
	What are the challenges/factors you might face ? ما هي التحديات \العوامل التي تواجه المدرس في تنفيذ هذه الاستراتيجية؟		open discussion		
	Additional Resources مصادر أضافية				
	References المراجع				

	1. https://ctl.columbia.edu/resources-and-technology/resources/case-method/			

Case Study as a Teaching Method/Strategy

Workshop outline

1. **Basic Concepts**
   - Teaching   (use Polleverywhere.com)
   - Student centred learning class vs. Teacher cantered learning class
   - Meaningful learning: What & How?
     - o   Characteristics: active, collaborative, constructive, authentic, and goal-directed.
     - o   How: applying more student-centred learning and digitally-enhanced approaches/strategies e.g. case study)
     - o   Learning by doing (prior knowledge and current knowledge)
     - o   Three key requirements: new mind set; new skill; new tool
2. **What is Case Method Teaching?**
   - Active form of instruction
   - Focuses on a case and involves students learning by doing
     - o   Cases: real or invented stories; or
     - o   recount events, problems, dilemmas, theoretical or
     - o   conceptual issue that requires analysis and/or decision-making.
   - Students take ownership of their learning from a case
3. **Why use the Case Method?**

- improve student learning
- Engage students in their learning
- Improve skills of critical thinking, problem solving, communication, decision-making, questioning, making connections across content areas and view an issue from multiple perspectives
- Put theory into practice
- Well-designed case-based learning experiences: 1) motivate student involvement, 2) have students doing the work, 3) help students develop knowledge and skills, and 4) have students learning from each other
- *"what would I do if I were in this specific situation?"*

4. **What Examples of case Method Teaching Approaches/strategies**
   - Case discussion
     - Starters
     - Facilitators
     - Recorders
     - wrappers
   - Strategies for Engaging Students in Case-Based Learning
     - Debate or Trial
     - Role play or Public Hearing
     - Jigsaw
   - "Clicker case" 15 / Audience Response Systems (ARS

5. **How Do I Get Started?**
   -Designing a case-based learning experience should centre around the learning objectives for a course.
   - **Identify learning objectives, determine scope, and anticipate challenges**.
     - Why use the case method in your course? How will it promote student learning differently than other approaches?
     - What are the learning objectives that need to be met by the case method? What knowledge should students apply and skills should they practice?

- What is the scope of the case? (*a brief activity in a single class session to a semester-long case-based course; if new to case method, start small with a single case*).
- What challenges do you anticipate (e.g., student preparation and prior experiences with case learning, discomfort with discussion, peer-to-peer learning, managing discussion) and how will you plan for these in your design?
- If you are asking students to use transferable skills for the case method (e.g., teamwork, digital literacy) make them explicit.

- **Determine how you will know if the learning objectives were met and develop a plan for evaluating the effectiveness of the case method to inform future case teaching.**
  - What assessments and criteria will you use to evaluate student work or participation in case discussion?
  - How will you evaluate the effectiveness of the case method? What feedback will you collect from students?
  - How might you leverage technology for assessment purposes? For example, could you quiz students about the case online before class, accept assignment submissions online, use audience response systems (e.g., PollEverywhere) for formative assessment during class?

- **Plan for the case discussion and an active role for students**
  - What will your role be in facilitating case-based learning? How will you model case analysis for your students? (e.g., present a short case and demo your approach and the process of case learning)
  - What discussion guidelines will you use that include your students' input?
  - How will you encourage students to ask and answer questions, summarize their work, take notes, and debrief the case?
  - If students will be working in groups, how will groups form? What size will the groups be? What instructions will they be given? How will you ensure that everyone participates? What will they need to submit? Can technology be leveraged for any of these areas?
  - Have you considered students of varied cognitive and physical abilities and how they might participate in the activities/discussions, including those that involve technology?

6. Practice/
   - **Sharing experiences:**
     - University level = Academic staff

- Other Universities = Harvard Kennedy School   https://case.hks.harvard.edu/teaching-with-cases/
- videos

7. Additional Resources

8. References

https://ctl.columbia.edu/resources-and-technology/resources/case-method/