Case-Based
Teaching Workshop

NOSPA
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Why do you teach?
Why do you teach?

- Convey to students knowledge, facts
- Improve students’ mastery of theories and their applications
Why do you teach?

- Enhance students’ decision making skills
- Improve students’ critical, analytical, reasoning skills
- Enhance students’ confidence, willingness to speak up
- Increase students’ desire to promote change and reform
- Stimulate student interest or curiosity
Teaching methods

- **Traditional approach**
  - Lectures (planned, formal presentations)
  - Critical incident analysis
  - Exercise, problem sets
  - Dialogue and debate, small–group discussions

- **Innovative approach**
  - Role play
  - Internships, field experiences,
  - Case teaching
When not to use case teaching

- Traditional approach works best for
  - Mastery of facts
  - Mastery of technical processes
  - Formal logic of models and concepts
  - Content of literature
  - Idea of experts
Case teaching in Asia

- **Asian values?**
  - Harmony and courtesy
  - Discipline and order
  - Respect for elders and loyalty

- **“Western” values?**
  - Power of reason
  - Value of argument
  - Importance of self-expression
  - Skepticism toward authority
What is a case?

- Story describing, or based on, actual events
- Story worth careful study and analysis
- Teaching case vs. research case
  - No “right answer”, no “appropriate solutions” for teaching cases
- Working on a teaching case simulates real-world experiences
Traditional pedagogy and case teaching

- **Traditional**
  - Lecture-based
  - Knowledge flows one way
  - Teacher at the center
  - Students passive, compliant, obliged to be attentive
  - Situation in control

- **Case teaching**
  - Discussion-based
  - Knowledge flows in all directions
  - Teacher as a facilitator
  - Students responsible for their own learning
  - Class fluid, full of surprises
In other words, case-teaching

- Is a creative preoccupation of creative minds
- Means more work but more fun
- Puts a premium on skill in discussion, persuasion, willingness to experiment with ideas and solutions
Preparation—teacher

- Mastering the facts, issues, and other materials in the case
- Anticipating questions that might arise
- Visualizing how you want the discussion to proceed and where you want it to end
Preparation—students

- Who is the decision maker in the case?
- What are the decision maker’s objectives?
- Are there other important actors?
- What are their objectives?
- What are the key issues and questions?
- What is the environment: constraints and opportunities?
- What specific alternatives are there? With what consequences?
- What would I do? And why?
Case-teaching session outline

- Student reading/preparation
- Small group discussions among students
- Plenary session or actual case discussion, facilitated by the teacher
- Reaching conclusions or closure (in class or in a written assignment)
Plan for the remaining day

- Case teaching demonstration
  - Dashman company
- Lunch break–preparation
- Case teaching exercise
  - A change of leadership at the Local Education Authority
  - To be led by a volunteer faculty member
- Wrap–up
References and resources


[www.hallway.org](http://www.hallway.org)