



Erasmus+



# Case Teaching Curriculum

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**Scott Andrews**

**Tao Yue, Kutay Güneştepe, Nazlı Wasti, Hilal Terzi, Deniz Tunçalp, B.A.S. Koene**

Erasmus+ Programı kapsamında Avrupa Komisyonu tarafından desteklenmektedir. Ancak burada yer alan görüşlerden Avrupa Komisyonu ve Türkiye Ulusal Ajansı sorumlu tutulamaz.

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## 1 Target Audience and Learning Objectives

A teaching case is a description of an actual (or true-to-life) business situation or an account of a sequence of events, which raises issues for discussion and/or problems for analysis and solution. It is often a problem, a challenge, or a dilemma that a decision-maker has to address within an organisational context. But how should a case be delivered in the classroom, how does the case tutor prepare for the case class, and how can cases be used for assessment? This case teaching curriculum is prepared for case tutors in Turkey looking to develop their case teaching curriculum. It may also be of use to those who 'train the trainers,' aiming to promote future case teaching programmes in departments and faculties at universities in Turkey. This brief document is designed to provide an explanation for a set of accompanying curriculum training slides, which are segmented into seven sections as follows:

A – What is the case method?

B – What makes a good case study learning session?

C - What types of case study are there and how are they classified?

D - What different roles and functions does the case tutor play?

E – Developing a Case Teaching Plan

F – The case discussion

G – Using cases for assessment

## 2 Format for Delivery

These materials can be used as part of a 1-2 day training programme for case tutors, or as a self-training programme on 'developing your approach to case teaching.' There are some suggested exercises which accompany the slides. Whilst the slides contain examples and suggestions, they are by no means exhaustive and the participant is invited to consider how they might add additional ideas to those represented in the slides that are more specifically aligned to their own experiences of teaching in the classroom with their students.

It is recommended that a case study that has already proved to be a successful learning tool in class should be used as an example or illustration as part of the delivery of the programme and that this can then be referred to throughout each section of the programme.

An example of a format for the programme is presented in Appendix 1.

### **3 Materials for Curriculum Training**

The programme is broken down into seven sections. Each section contains different challenges and invites the participant to consider how the themes raised can best be interpreted into their own context. There are a range of slides to accompany each section as follows:

#### **Section A – What is the case method? – see slides 2-15**

There are many different definitions of what makes a case study, so this section unpacks what is meant by a management case study that can be used with a group of learners for in-class or remote learning purposes. The following slides can be used to provoke a conversation about ‘what is a case’ and ‘how does the case method promote learning.’

#### **Section B – What makes a good case study learning session? – see slides 16-19**

Now that the participants have considered the case method and how it contributes to learning, it is worth considering whether there are some common principles of the case method that contribute to a good learning experience. This section contains some suggestions, which include ideas generated by some well-established case users.

#### **Section C - What are the different types of case study and how are they classified? – see slides 20-25**

There are different kinds of case study that can be used in different contexts to test different skills and evoke different contributions from the learners. The slides in this section examine three different ways of classifying case studies.

#### **Section D - What different roles and functions does the case tutor play? – see slides 26-29**

Now that the participants have looked at the different types and uses of the case method, it is important to consider what different roles the case tutor should or should not employ in the classroom. Remember, a case tutor is there to ‘facilitate learning,’ not to teach or to control classroom delivery. The slides in this section examine different functions of the case tutor.

#### **Section E – Developing a Case Teaching Plan – see slides 30-33**

Now that the participants have looked at the different roles of case tutors, this section explores issues related to case preparation. Classroom preparation is essential. The first thing

a class of students can spot is an ill-prepared tutor. The slides in this section consider multiple things you could consider before embarking on the class case discussion.

### **Section F – The Case Discussion – see slides 34-44**

Having completed pre-class preparation, this section provides some thoughts about guiding the case discussion and capturing the tutor's own reflections afterwards. This section invites participants to consider how to frame different types of questions to elicit different responses from the learners.

### **Section G – Using Cases for Assessment – see slides 45-50**

This final section explores how the case method can be used as an assessment tool, whether this is in-class, during the discussion, or as an examination case. The slides in this section provide some ideas and raise questions for consideration when selecting and implementing cases for assessment purposes.

At the end of the seven sections, readers are invited to reflect on what they have learnt from the programme and how they are going use this to inform their future teaching practice.

## **4 Exercises to accompany the Case Curriculum**

Throughout this programme, readers are invited to draw insights from the additional materials provided in the CAT Case Teaching Coursebook<sup>1</sup> and Case Teaching Guidelines Book<sup>2</sup>, which provide opportunities to reflect on case choice and case preparation. In addition, further case exercises are presented in Appendix 2 and Appendix 3 which encourage a case review/evaluation exercise and a case preparation exercise.

## **5 Adapting to The Turkish Context**

There are many different guidebooks that provide insights into how to use the case method in the classroom. These have all been written with different classrooms in mind compared to the class that you are going to be teaching. The important thing to consider as you develop your approach to the case method is to ensure that your own class' culture, behaviours, aspirations, and expectations are taken into account. Each class is different, so it follows that the 'Turkish' classroom will be different to the 'American' classroom or the 'Chinese' classroom. Everyone is shaped by their own cultural experiences and their taught schooling structures. The 'Harvard Way' works well in Harvard but it is important to consider the approach that is most appropriate for your classroom and that respects the traditions of

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<sup>1</sup> [http://cat.ba.metu.edu.tr/en/system/files/case\\_teaching\\_coursebook\\_0.pdf](http://cat.ba.metu.edu.tr/en/system/files/case_teaching_coursebook_0.pdf)

<sup>2</sup> [http://cat.ba.metu.edu.tr/en/system/files/cat\\_project\\_-\\_case\\_teaching\\_guidelines\\_book\\_cat-o13\\_final.pdf](http://cat.ba.metu.edu.tr/en/system/files/cat_project_-_case_teaching_guidelines_book_cat-o13_final.pdf)

learning that your students have experienced to date. In other words, it is appropriate to take the best practices highlighted in these guidelines and adapt them to your own cultural context, and if this means adapting your case teaching approaches, then this is perfectly acceptable!

## 6 Further Materials

The CAT Project has produced a range of different supportive outputs to accompany this curriculum guide. In particular, there are the following two documents developed for case teaching purposes. Access to these free documents can be found at:




<https://ginova.itu.edu.tr/cat>

[www.cat.ba.metu.edu.tr](http://www.cat.ba.metu.edu.tr)






**Appendix 1 – Example of a Workshop Programme**

**Day 1**

<b>09:30-09:45</b>	Welcome and Introduction
<b>09:45-10:45</b>	<p><b>Exercise 1:</b> Evaluate Case Studies from pre-workshop pack (from the Pre-Course Reading)</p> <ul style="list-style-type: none"> <li>-Learning and the case method</li> <li>-Setting the ground rules</li> <li>-Preparing the environment</li> </ul>
<b>10:45-11:00</b>	<p><b>Coffee break</b> </p>
<b>11:00-11:45</b>	<p><b>Exercise 2:</b> The role of the instructor</p> <ul style="list-style-type: none"> <li>-Learning and the case method</li> </ul>
<b>11:45-12:30</b>	<b>Case Exercise 3:</b> Case A - Holmesafe
<b>12:30-13:30</b>	<p><b>Lunch</b> </p>
<b>13:30-14:45</b>	<p><b>Exercise 4:</b> Case delivery – The Teacher’s Approach</p> <ul style="list-style-type: none"> <li>-The case map</li> <li>-Types of case study</li> </ul>
<b>14:45-15:00</b>	<p><b>Coffee break</b> </p>
<b>15:00-16:30</b>	<p><b>Case Exercise 5:</b> Case B - Meadows Machinery</p> <ul style="list-style-type: none"> <li>-Preparation of a teaching plan</li> <li>-Preparing to lead a classroom</li> </ul>

**Workshop Programme**

**Day 2**

<b>09:00-09:45</b>	Review of 'local' cases (rankings)
<b>09:45-10:30</b>	<b>Exercise 6: Introducing Teaching Notes</b> -Analysis of teaching notes (MAPS)
<b>10:30-10:45</b>	<b>Coffee break</b> 
<b>10:45-12:00</b>	<b>Exercise 7: Developing your own classroom style (group work)</b>
<b>12:00-13:00</b>	<b>Lunch</b> 
<b>13:00-14:00</b>	<b>Exercise 8: Using cases for assessment</b>
<b>14:00-15:00</b>	<b>Exercise 9: The final polished and enhanced case</b> -Viewpoint – presentation typology -Using video, CDROM and web-based multimedia technology
<b>15:00-15:15</b>	<b>Coffee break</b> 
<b>15:15-16:30</b>	<b>Multimedia Case Exercise 10: Multimedia Case C - Enron</b>



Appendix 2 - Getting started – Case Review Exercise

Case title:.....

Author: .....

You are invited to comment on the case:

1. The aspects of the case that appeal to me most are:

a).....

b).....

c).....

2. The aspects of the case that I find less appealing are:

a).....

b).....

c).....

3. For me, the main issues addressed by the case are:

a).....

b).....

c).....

4. Plot structure

Difficult

Easy

1----2----3----4----5



## Appendix 3: Case teaching planning exercise

For your chosen case, please work through the following questions:

1. What would you consider to be the main teaching/learning objectives of this case for the target learner group?
2. How would you prepare learners for the case session? What would you ask them to do prior to the session? What additional material might you bring to the session to enhance the learning experience?
3. How would you open the session? With what question would you begin a class discussion of the case?
4. What would be the main issues upon which you would wish to focus discussion? How would you manage the session to encourage participation? How would you establish links with academic theory/past and future lectures?
5. How would you close the session?
6. How would you know that the learning objectives for the session have been achieved? How would you assess that learning has effectively taken place?

As a group, prepare a Case Teaching Plan for a 60-minute class discussion. Provide the agenda and timings for each session (introduction, middle, and closing), identifying the key issues you would wish to explore/develop.

Prepare a poster of your Case Teaching Plan and be prepared to present the plan to the larger group.



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