

Global case study usage and challenges in the Turkish context

Ankara, Turkey

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Presented by

Dr Scott Andrews





Izmir, 2013

METU, Ankara, 2013





ITU Istanbul, 2013



Istanbul, 2016

Antalya 2016





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“The best case studies for teaching learners in Turkey should be developed by scholars and practitioners here in Turkey”



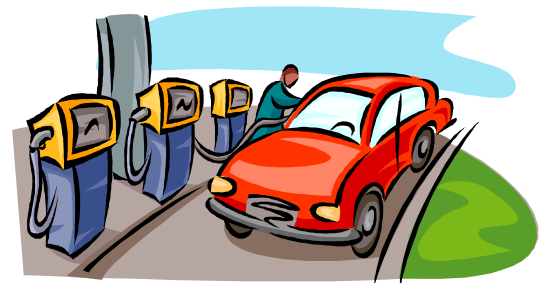


The Case Method

Student discussion of a planned sequence of events, drawn from actual situations, with responsibility for analysis and conclusions about issues within the case resting with the students.

The case “teacher’s” role is seen as one of guiding student discussion, rather than providing answers.

The focus is on student learning through their own individual and joint efforts.

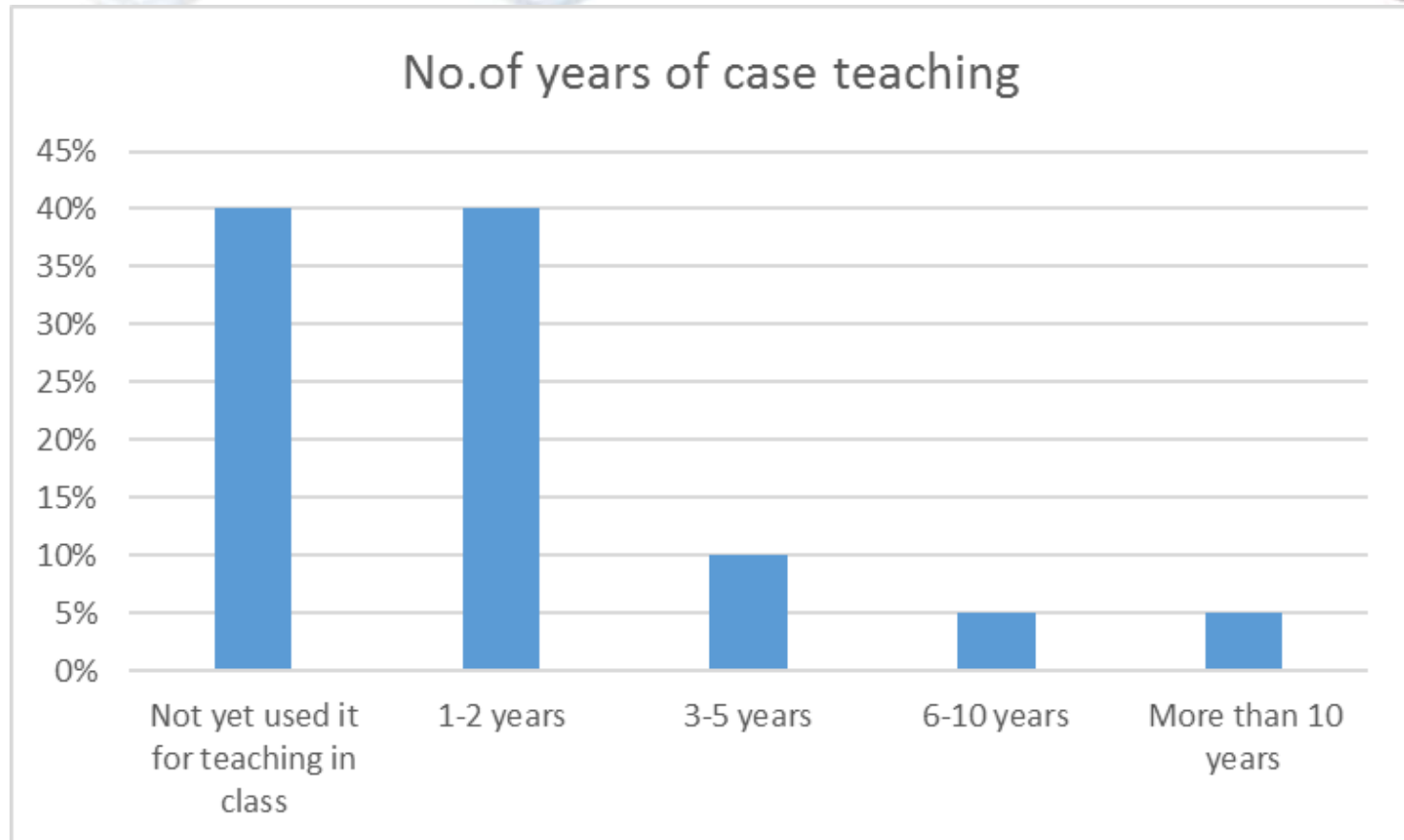


“Students learn best that which they teach themselves. Passive and mindless learning is ephemeral. Active mindful learning simply sticks. The case method makes learning sticky by placing you in situations that require intervention.”

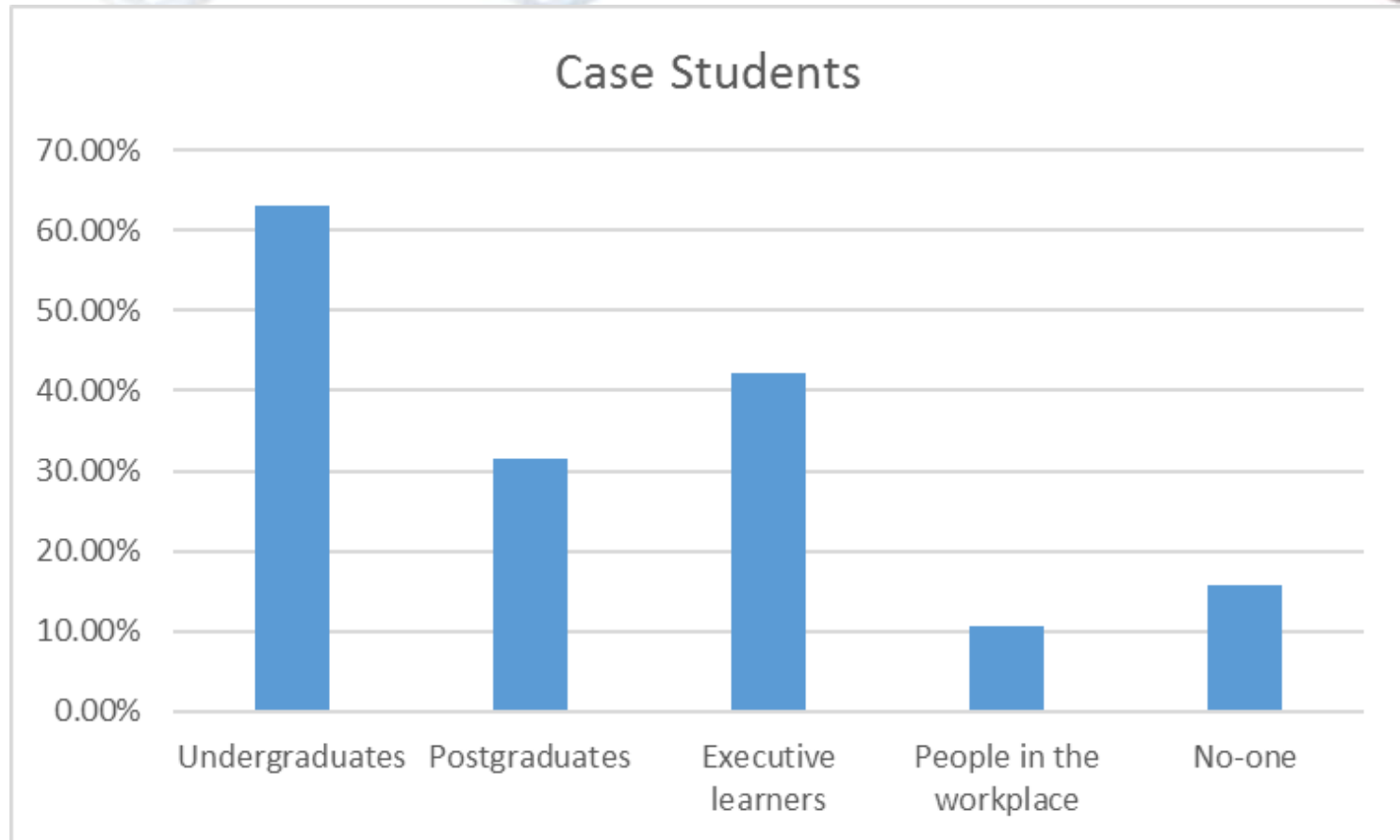
Bruner (Darden), 2001



Using Cases in Turkey – “How long have you been using the Case Study Method?”



Using Cases in Turkey – “*With what type of learners/students are you using Case Studies?*”





Using Cases in Turkey

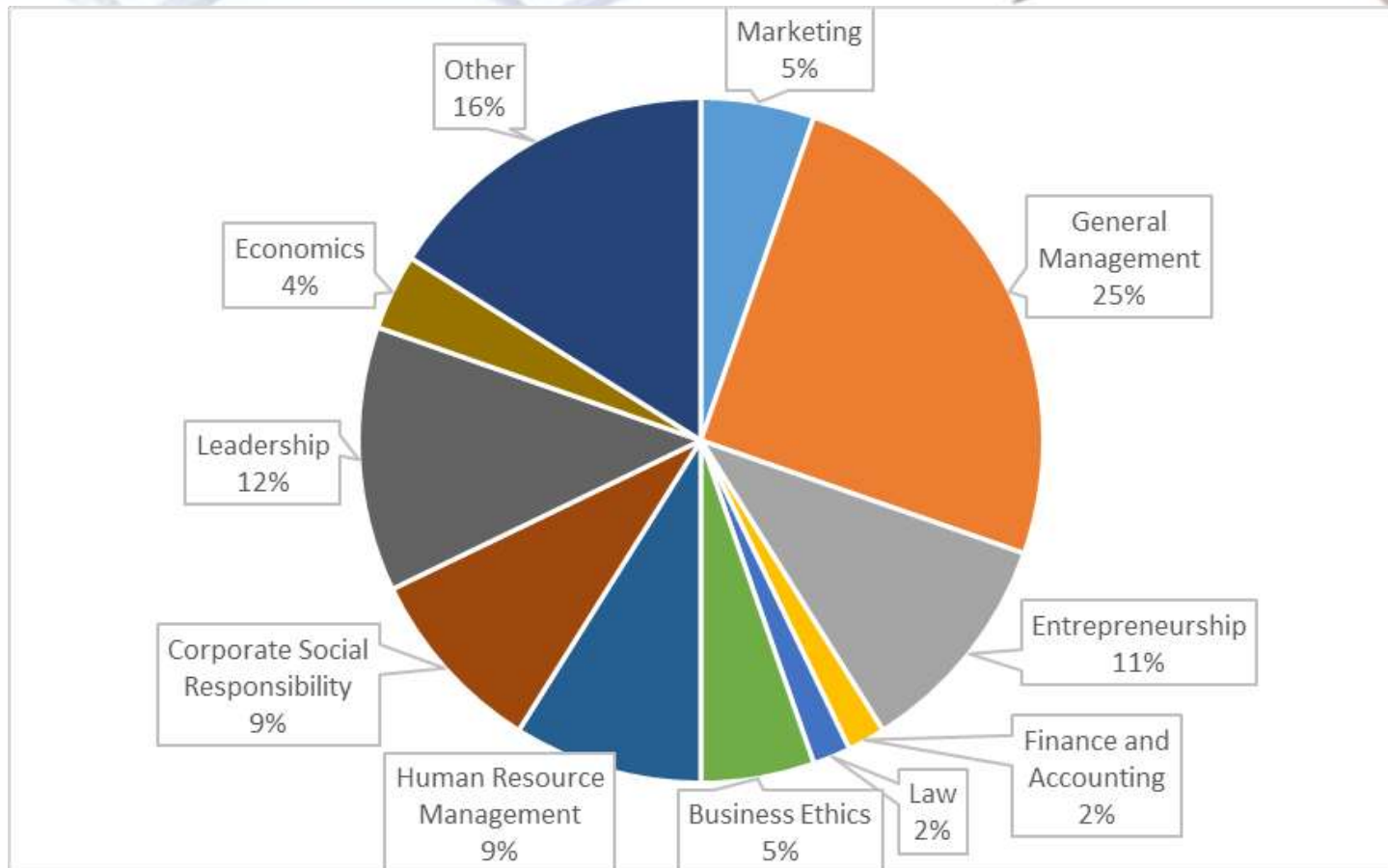
“What is the average group size of your case classes? ”

Average = 27 learners

Lowest average group size = 5

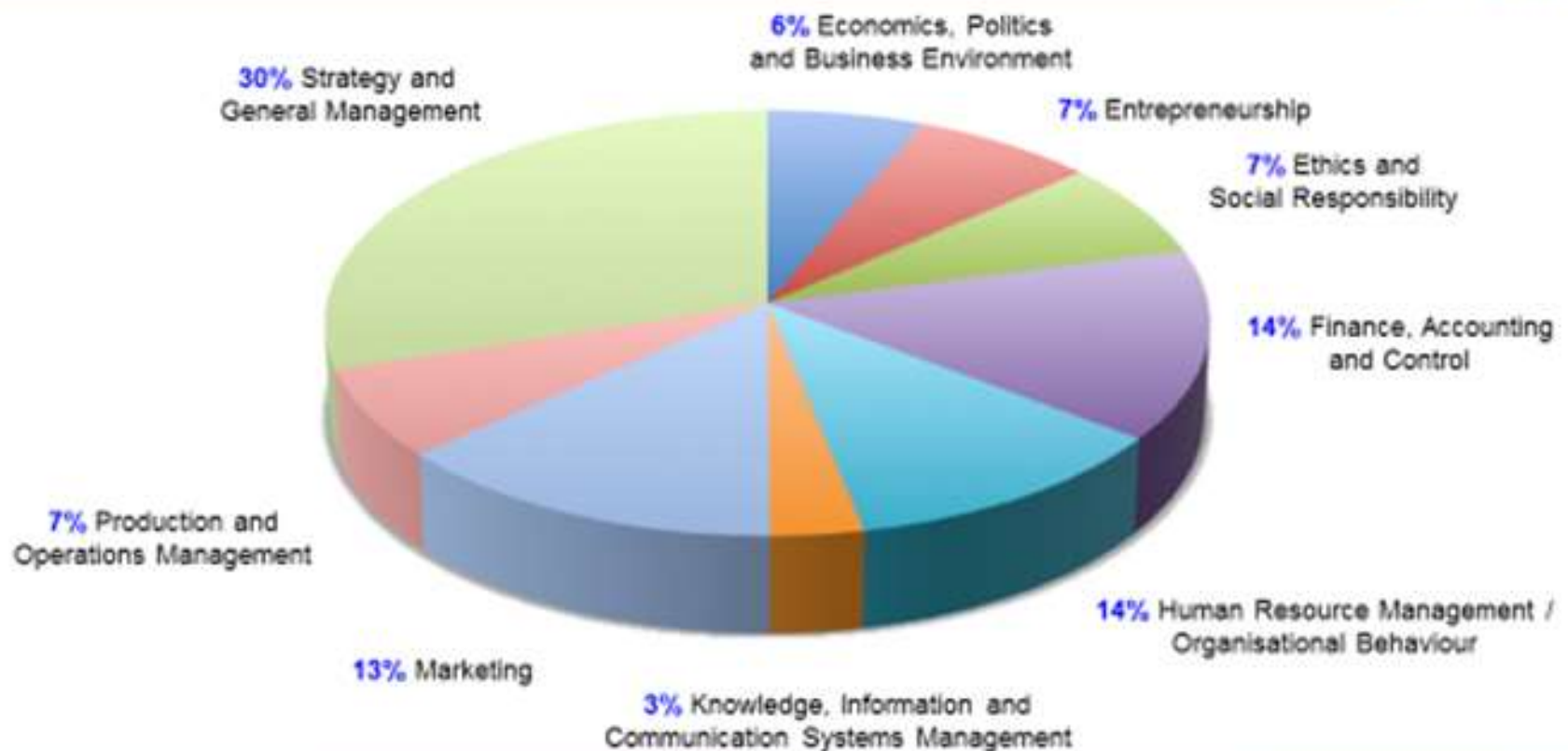
Highest average group size = 60

Using Cases in Turkey – “With which subjects would you normally use the Case Study in class?”





The case collection: subjects



Using Cases in Turkey – “*What is the main benefit of using the Case Method for you and your learners/students?* ”

- It brings dynamism to courses both for students and instructors
- Making clear links between theory and practice
- Jumping into the shoes of the entrepreneur or the professional
- It is very useful for practice based learning
- It gives an opportunity of solving real life problems
- Contributes to analytical thinking
- Enhances decision making skills
- Maintains interest and participation in the class



Using Cases in Turkey – “*What is the hardest thing about using Case Studies in Turkey?*”

- They're not used properly to make in depth analysis
- Establishing the links with firms to get the information
- Not a lot of experience - both students & teachers
- There are very few good cases which focus on Turkey
- Students prefer a more directed approach
- Hardest thing is students are lazy they do not prepare before the class.

Future Considerations



Future Considerations

1. Developing clearly defined collaborative partnerships with organisations to support management education - working with existing relationships within organisations
2. Develop tailored case teaching skills
3. 'Coaching' learners in the art of participant centred learning – education contract/permission granting
4. Manufacture the 'quick wins'





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