

COLLEGES OF WORCESTER CONSORTIUM, INC.

Certificate in College Teaching

Syllabus

IDND 30520: Teaching With Cases (1 credit; .25 units)

Spring 2012

Class Meetings: 5:00 – 8:00 p.m., Wednesdays: February 1-31

Location: Clark University, 138 Woodland Street, Room 110

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OVERVIEW

The use of cases in the classroom can create a lively and engaging student experience across a range of academic and professional disciplines. Moreover, cases, particularly the “case method,” can promote problem-centered teaching and participant-based learning. Because the course pedagogy will rely primarily upon cases and discussion, we will directly experience both the challenges and rewards of teaching with cases. The course is appropriate for graduate students as well as for faculty who are interested in adding a powerful tool to their teaching repertoire.

COURSE OBJECTIVES

At the successful completion of this course, students will have created a set of case-based teaching materials to be used in their disciplines (and potentially included in a teaching portfolio). Specifically, students will:

1. Differentiate among types of cases and their uses
2. Demonstrate how cases can be used to achieve learning objectives
3. Discover and critique case resources within their specialty areas
4. Learn basic principles of case writing
5. Become skilled in helping their students learn from cases
6. Integrate cases into an existing course design

COURSE MEETINGS

The course will consist of five three-hour classroom meetings. Students are expected to come to class prepared to discuss readings and assignments for that session. Because class participation is a significant portion of the grade, students must arrange for make-up work if they miss class. A detailed course schedule is provided, beginning on page 5 of this document.

REQUIRED TEXTS

1. A course pack will be available for purchase through XanEdu, <http://www.xanedu.com>. The course title is *Teaching with Cases Spring 2012*; course number is 366828. While you can read the materials online, it is strongly suggested that you print and bring to class articles and cases that are listed on the courses schedule for use a particular day.

2. You will need to purchase two pieces from The Hartwick Humanities in Management Institute, <http://www.hartwickinstitute.org>. See course schedule for specific titles and due date.

3. There is no required text book, though you may decide to purchase a text or several, in order to complete your assignments.

COURSE REQUIREMENTS

25%	Class participation
20%	Personal case
15%	Annotated resource summary OR case teaching video and reflection
10%	Student guide
30%	Final project: Case-based learning module

Class Participation. Each class meeting will be primarily interactive, thus class participation and individual performance are of critical importance. You must read all assigned materials prior to class, and are expected to come to class ready to summarize readings and cases, able to critically discuss the various perspectives offered in the readings and cases, and prepared to outline action-steps to respond to the various issues under consideration.

Your class participation grade will be based upon attendance, punctuality, leading and contributing to class discussions, and participation in small group activities and experiential exercises.

Please notify me in advance if you will miss a class meeting, and you will be expected to submit an analysis (not a summary) of the assigned readings for that date. This may include written answers to the case discussion questions and a paragraph that synthesizes the additional readings. Because course learning is cumulative, this write-up will be due no later than one week following the absence. Expected length is 3 pages.

Class participation begins with attendance – but merely showing up only gets a "C" – and missing classes is penalized. Quantity and quality of participation are more subjective. I expect everyone to make an oral contribution during every class (that boosts the grade to a B). Acceptable comments include answering a question, asking a question, summarizing case facts, and so forth. Your contribution must be supported with data (from cases, other readings, other courses, and/or personal experiences). Credit is lost for repetitive comments and irrelevant questions. Expectations are very high for "A" level participation: I look for the ability to ask questions of each other, comments that move the discussion along, analyses that build and refine earlier points, disagreement [respectfully phrased, w/supporting evidence], attempts to reframe the discussion, or comments on the group process itself. Furthermore, the "A" contributor has to be aware of his/her influence in the classroom situation, and manage that with care. Please see me early in the course if you have any concerns about this important aspect of your grade.

Annotated Resource Summary. You will develop a list of case resources for teaching in your academic discipline, relying upon the web, subject matter experts, and other bibliographic references. Each case resource should be fully described, and annotated with a 3-5 sentence paragraph explaining what type of cases are available, appropriate educational level, the nature of any teaching notes and/or supplementary information, and an assessment of the strengths and weaknesses of the collection. An example will be discussed in class, and together we will devise a rubric for grading. This assignment may be completed individually or in a group of up to three people. Your goal should be to create a product that could be easily used by others in your discipline. Expected length: 2-3 pages.

(As an alternative to this assignment, you may video tape yourself teaching a case and write a critique of your performance according to the guidelines set forth in *Guidelines for Observing an Instructor's Case- Teaching Approach and Behavior* found in the XanEdu case packet. For further details on this option, please see the instructor.)

Personal Case, Discussion Questions, and Learning Objectives.

1. You will write a short case, either describing a personal experience with a teaching issue or an issue germane to your discipline. Ideally, leave the reader with a decision to be made. If inspired, you may also write a B (follow-up) case.

- Use the two case writing guides that we have read, and/or others that you have found to be useful.
- With regard to level of detail and written format, the cases should be modeled after the cases that we have been and will be reading in class.
- Length 2-5 pages.

2. Identify the learning objectives that might be achieved through this case.

3. Come up with a set of discussion questions that you would use to guide someone in teaching your case.

This writing assignment will be graded on completeness, relevance of issue, quality of questions and of learning objectives, and clarity of writing.

Student Guide. Working individually or in disciplinary teams, you will create a handout for your students to use in order to learn how to learn from cases. This guide should include advice about reading a case, participating in a case discussion, and writing a case analysis. Expected length: 1-2 pages. You will present these orally to the group during the final class. Half the grade will be based on the handout, the other half on your presentation.

Final Project: Case-Based Learning Module. You will create a learning module using cases, with the goal of inclusion into your teaching portfolio. This module should include a case (one that is available from the resources you identified for the **Annotated Resource Summary** or one you have written), learning objectives, rationale for type of case, student assignment, class plan, assessment and rubric, and teaching notes. If the case you select has a teaching note or instructor's guide, include this and explain how you will adapt it for use in your class. Expected length: 8-10 pages. Due date and delivery details to be announced.

ACADEMIC INTEGRITY

There are no tests in this course, only take-home assignments, both individual and collaborative in nature. Thus, many of the traditional concerns about academic honesty are not relevant here. However, the collaborative nature of the work in this course does require that clear guidelines about collaboration be set.

- When an assignment is done individually, you may consult any people you wish during the thinking and planning phases of the assignment. At the point at which you begin to write, your work is expected to be your own (or cited appropriately). However, it is always a good idea to have a trusted colleague read over your work. If that peer is a student also in this course, please make a note of it on the cover page of the assignment.
- When an assignment is done collaboratively, all group members are expected to contribute approximately equally to the planning, execution, and reporting of the work. The inclusion of your name on a piece of submitted work is interpreted as your certification that you did your fair share of the group work.

When making use of external sources such as books, published papers, web resources, etc., you are expected to cite sources of ideas and information that are not your own, and to enclose in quotation marks and properly attribute any material that you take verbatim from other sources. Such quotations should generally be brief, a few sentences at most. Please use the citation format that is the norm in your discipline.

Consult Clark University's "College Board Procedure for Dealing with Accusations of Violation of Academic Integrity" at <http://www.clarku.edu/offices/aac/integrity.shtml> for additional details and for penalties and procedures in case of violations.

STUDENTS WITH DISABILITIES

If you believe that you may need accommodations in this course, and if you have not already done so, please contact Jane Daigneault, Coordinator of Disability Services at Clark University (508-793-7468).

Also, consult "Disability Services at Clark" at <http://www.clarku.edu/offices/aac/ada/>. If you would like to discuss how your accommodations will be implemented during this course or if you would like to share information unrelated to accommodations, please make an appointment to see me as soon as possible.

Course Schedule

Reading assignments are to be read before class meeting. The instructor reserves the right to modify as necessary.

Day/ Date	Topics	Readings	Assignments Due
1	<p>Introductions</p> <p>Overview</p> <ul style="list-style-type: none"> • What is a case? • Why use cases in class? • What is the case method of teaching? <p>Case discussion:</p> <ul style="list-style-type: none"> • "A Disservice to Students" <p>Teaching techniques</p> <ul style="list-style-type: none"> • Case classroom basics • Teaching notes • 1-minute paper 	<p>Article: <i>From Teaching to Learning: A New Paradigm for Undergraduate Education</i> by Robert B. Barr and John Tagg</p> <p>http://ilte.ius.edu/pdf/BarrTagg.pdf</p> <p>(Those who have taken IDND 30501, Seminar in College Teaching, may already be familiar with this article and its argument.)</p>	<p>1. Think about and be prepared to discuss:</p> <ul style="list-style-type: none"> • What is the new paradigm? • How do teachers' and students' roles change in the learning paradigm? <p>2. Purchase and bring to class: "A Disservice to Students" case from XanEdu (instructions above).</p>

2	<p>Exploring the "case method"</p> <ul style="list-style-type: none"> • Instructor preparation • Using cases to teach content • Using cases to teach skills <p>Alternatives to the case method</p> <p>Cases across the disciplines</p> <p>Teaching techniques</p> <ul style="list-style-type: none"> • Pairing readings with cases • Using discussion questions • Grading participation • Feedback to students 	<p><u>Case:</u> <i>Henk Learns to Swim</i> by James Clawson & Niklas Myhr (XanEdu)</p> <p><u>Articles:</u></p> <ol style="list-style-type: none"> 1. <i>Mapping Case Pedagogy</i>; by Sherwood Frey & James Clawson (instructor will provide) <p><u>HBS multi-media tutorial:</u> "A Case Study Teacher in Action":</p> <p>http://harvardbusinessonline.hbsp.harvard.edu/b01/en/files/pcl/pcl_index.html</p>	<ol style="list-style-type: none"> 1. Think about and be prepared to discuss: <ul style="list-style-type: none"> • What are the main challenges facing Henk? • What are his options? • What should he do at the end of the case? • How does this case compare to the advice given in the "Mapping" article and the HBS tutorial? • What are the disadvantages of the mapping approach? 2. Compile an Annotated Resource Summary for case teaching in your field. See details above. 3. Obtain and preview several cases that you might use in upcoming assignments.
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3	<p>Learning from cases – student perspectives</p> <p>Teaching techniques:</p> <ul style="list-style-type: none"> • Cases and role playing • Using case series • Challenges associated with student-created cases • Over-preparation/adjustments to class plans • Issues surrounding participation 	<p>Read:</p> <p>Cases: <i>Assistant Professor Graham and Ms. Macomber (A)</i> by C. Roland Christensen (XanEdu)</p> <p>Articles:</p> <ol style="list-style-type: none"> 1. <i>Twenty Five Questions to Ask as You Begin to Develop a New Case Study</i> by Mary Gentile (XanEdu) 2. <i>What Makes a Good Case?</i> <p>http://www.nhchc.org/wp-content/uploads/2011/10/What-Makes-a-Good-Case-XXVII-3.pdf</p>	<ol style="list-style-type: none"> 1. Think about and be prepared to discuss: <ul style="list-style-type: none"> • What are the issues for Professor Graham? • What are the options? • What should he do and why? 2. Write a Personal Case and bring three copies to class. See details above.
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4	<p>Alternatives to text cases</p> <p>Using cases to educate for judgment and wisdom</p> <p>Teaching techniques</p> <ul style="list-style-type: none"> • Questioning, listening, responding • Adapting cases for different learning objectives • Using films – in class, out of class • Small group case work • Using cases cumulatively 	<p>Case (film): <i>Mr. Holland's Opus</i> (obtain and view)</p> <p>Articles: Participant Guide for <i>Mr. Holland's Opus</i> (Hartwick)</p> <p>Teaching Notes for <i>Mr. Holland's Opus</i> (Hartwick)</p> <p>Multi-media tutorial: <i>Teaching Techniques: Questioning, Listening, Responding</i> (select two segments and prepare to describe to classmates)</p> <p>http://www.hbs.edu/teaching/case-method-in-practice/leading-in-the-classroom/questioning-listening-and-responding.html</p>	<p>1. Think about and be prepared to discuss:</p> <ul style="list-style-type: none"> • What teaching mistakes does Holland make? How does he recover? • What three lessons about teaching in general can be derived from the case? • What does this case have to imply about teaching with cases? • How necessary is the "Participant Guide"? What would you change for use in this class? • What elements of the "Teaching Notes" are useful to you? Why? • How does the fact that Mr. Holland's problem is resolved affect the usefulness of this case (compare with prior cases, <i>Henk</i> and <i>A Disservice to Students</i>)? <p>2. Submit your Personal Case discussion questions and learning objectives. See details above.</p>
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5	<p>Evaluating case teaching</p> <p>Helping students learn from cases</p> <p>Using cases for assessment</p> <p>[Other topics to be determined based on student interest.]</p>	<p>Read: 1. Two "Lorenzo's Oil" Teaching Guides http://www.accessexcellence.org/AE/AEPC/WWC/1994/adreno.php and http://www.teachwithmovies.org/guides/lorenzos-oil.html .</p> <p>2. <i>A Framework for Student Case Preparation</i> by Craig C. Lundberg (XanEdu).</p> <p>3. <i>Guidelines for Observing an Instructor's Case-Teaching Approach and Behavior</i>, by Renato Tagiuri (XanEdu)</p>	<p>1. Think about and be prepared to discuss:</p> <ul style="list-style-type: none"> • What are the differences between the two teaching guides? • What are the strengths and weaknesses of each? • What are the most important of Rank Tagiuri's guidelines for you in your discipline? Why? <p>2. Present your Student Guide for learning from cases. See details above.</p>
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