

student-  
centred

high interest  
narratives

## Case Learning

interdisciplinary  
approach

complex  
situations  
(information,  
conflict, values)

problem-  
based

issues require  
'sustained  
examination'

# Teaching And The Case Method

**J Rink**



## Teaching And The Case Method:

**Teaching and the Case Method** Louis B. Barnes, Carl Roland Christensen, Abby J. Hansen, 1994 This third edition of Teaching and the Case Method is a further response to increased national and international interest in teaching teachers and learning as well as the pressing need to enhance instructional effectiveness in the widest possible variety of settings Like its predecessors this edition celebrates the joys of teaching and learning at their best and emphasizes the reciprocal exchange of wisdom that teachers and students can experience It is based on the belief that teaching is not purely a matter of inborn talent On the contrary the knowledge skills and attitudes that make for excellence in teaching can be analyzed abstracted and learned One key premise of Teaching and the Case Method is that all teaching and learning involve a core of universally applicable principles that can be discerned and absorbed through the study and discussion of cases Teaching and the Case Method Louis B. Barnes, C. Roland Christensen, Abby J. Hansen, **Teaching and the Case Method** Louis B. Barnes, Carl Roland Christensen, Abby J. Hansen, 1994 Teaching and the Case Method Louis B. Barnes, Teaching and the Case Method Harvard Business Review Staff, 1994-09-01 Extensively revised updated this edition of Teaching the Case Method helps instructors in almost any field from liberal arts to medicine the hard sciences to business administration learn the art of case method teaching The book features both case studies readings that bring real world teaching situations alive stimulate participants to learn from them The Instructor's Guide provides teaching notes suggestions for starting running case based teaching seminars *The Case Method in the Study of Teaching with Special Reference to Vocational Agriculture* Aretas Wilbur Nolan, 1927 *Teaching with Cases* James A. Erskine, Michiel R. Leenders, Louise A. Mauffette-Leenders, 1981 *Teaching by the Case Method* Carl Roland Christensen, Harvard University. Graduate School of Business Administration. Division of Research, 1982 *Teaching with Cases* William Thomas Schiano, Espen Anderson, Bill Schiano, 2014 Case method teaching immerses students in realistic business situations which include incomplete information time constraints and conflicting goals The class discussion inherent in case teaching is well known for stimulating the development of students critical thinking skills yet instructors often need guidance on managing that class discussion to maximize learning Teaching with Cases focuses on practical advice for instructors that can be easily implemented It covers how to plan a course how to teach it and how to evaluate it The book is organized by the three elements required for a great case based course 1 advance planning by the instructor including implementation of a student contract 2 how to make leading a vibrant case discussion easier and more systematic and 3 planning for student evaluation after the course is complete Teaching with Cases is ideal for anyone interested in case teaching whether basing an entire course on cases using cases as a supplement or simply using discussion facilitation techniques To learn more about the book and to see resources available visit [teachingwithcases.hbsp.harvard.edu](http://teachingwithcases.hbsp.harvard.edu) **Reframing the Case Method in Entrepreneurship Education** Wigger, Karin, Aaboen, Lise, Haneberg, Dag H., Jakobsen, Siri, Lauvås, Thomas, 2022-10-11 This is an open access title

available under the terms of a CC BY NC ND 4 0 License It is free to read download and share on Elgaronline com This book explores how entrepreneurship can be taught through case studies arguing that entrepreneurship education needs specific cases and case methods to teach students entrepreneurial skills and mindsets Providing unique perspectives and examples on how case teaching can be applied in entrepreneurship education the book draws together a wide range of real life case studies

**Introduction to Case Method Teaching** Selma Wassermann,1994 This book is for teachers at all levels and in all subject areas who are interested in exploring this pedagogy In the introductory chapters the theoretical bases of case method teaching are examined The rest of the book offers specific and practical help with the various aspects of case method instruction selecting appropriate cases organizing for instruction orienting students and mastering the art of leading a case discussion More than offering information and advice about effective classroom practices in case method teaching Selma Wassermann provides potential and practicing case method teachers assistance in their development as effective practitioners This book can be used as a companion text to Wassermann s *Getting Down to Cases*

*The Case for Cases in Teacher Education* Katherine Klippert Merseeth,1991 This monograph argues that the case method of instruction used effectively in legal and medical education offers unique potential for revitalizing the field of teacher education A description of the use of the case method in two different teaching sessions demonstrates how the method can exemplify the way a teacher frames and solves a dilemma and encourage students to diagnose justify and reflect on alternative action plans In arguing the potential of the case method several key questions are addressed 1 What is meant by the case method and what purposes has the case method served in other professional fields 2 How do the capabilities of the case method match up with the necessary components of the teacher education curriculum and 3 If the case for cases in teacher education is compelling as this monograph argues that it is what will it take to move ahead and build the case method into existing teacher education curriculum and instruction For institutions recognizing education as a professional field the case method of instruction offers one effective pedagogical method by which to operationalize this belief JD

*Case For Cases, The: Teaching With Cases - How To Teach Using The Case Method* Philip Zerrillo,2018-08-24 This book is intended to support faculty in designing and conducting case teaching The book is a practical how to guide for faculty setting up and delivering a case based class It can be used by instructors of all levels as it discusses issues such as class culture teaching pace grading board usage etc

**Case Method Research and Case Method Application** Hans Emil Klein,1989

**A Phenomenological Inquiry into Science Teachers' Case Method Learning** Sye Foong Yee,2018-10-04 This book illustrates a practical application of the Case Method as a teaching technique in teacher education and examines how learning takes place in a teacher professional development activity It also describes teachers lived experience of the activity based on Clark Moustakas 1994 guidelines for organizing and presenting a phenomenological study

**Informing with the Case Method** T. Grandon Gill,2011 There are a number of marvelous books that address the topic of the case method If you are interested in facilitating cases you can look

to the classic book *Teaching and the Case Method* by Louis Barnes C Roland Christensen and Abby Hansen 1994 The collection of essays on the subject *Education for Judgment The Artistry of Discussion Leadership* by C Roland Christensen David Garvin and Ann Sweet 1991 is a wonderful and inspiring read as well If your interest is case based research it would be nearly impossible to find a more authoritative source than Robert Yin s 2009 4th Edition *Case Study Research Design and Methods* which at last count has been cited nearly 29 000 times according to Google Scholar There is even a new entry to the field William Ellet s 2007 *The Case Study Handbook How to Read Discuss and Write Persuasively about Cases* that is specifically aimed at the student At first glance then the topic of case studies in education and research seems to be pretty well covered Do we really need another book on the subject I write this book believing the answer is yes While I have great affection for the classics there are a number of issues facing most business faculty not to mention faculty members from disciplines outside of business that these books simply do not address In writing this book my intention is to offer some thoughts on some of these Paradoxically these omissions arise from the very fact that the authors of the classics are undisputed masters of their craft Why this is a problem should become clear as I identify the three areas of focus for this book The first issue that I feel must be considered is using the case method with a novice audience Consider the following When I was enrolled in the MBA program at Harvard Business School HBS in the early 1980s the curriculum consisted of nearly 900 case discussion 15 per week and perhaps as many as 20 class periods given over to lecture style presentations When I teach a case method graduate course at my own institution on the other hand I am constrained to 11 case discussions a 12 week semester As it happens I am also the only course in the entire program that employs pedagogy reasonably faithful to the case method as it is normally defined The math is very simple By the last day of my semester my students have as much experience discussing cases as I did on Thursday afternoon of the first week of my two year MBA program at HBS With the exception of faculty teaching at those rare institutions that have chosen to widely adopt the case method the situation I face is commonplace The second concern that existing books raise for me is their tendency to focus on isolated topics Specifically case facilitation case writing and case research are treated as separable activities I would argue that these three aspects of the case method which I define quite broadly are inseparable For institutions that wish to achieve the full set of benefits provided by the case method all three activities must be pursued in parallel Perhaps this is why so few institutions have achieved success through the case method In this book I will argue that achieving such integration is precisely why those rare institutions have been so successful Once you start believing that the case method can be a key to institutional success how you get there becomes a real challenge At leading institutions featuring the case method such as HBS the philosophy is largely learned through a period of apprenticeship For example I did not encounter any of the references mentioned in the first paragraph excepting Yin at any time during my 5 year doctorate at HBS Instead I went out and wrote cases facilitated discussions and did research under the guidance of faculty members who were masters of the craft How can

someone without the benefit of such an experience acquire such mastery While I cannot offer any promises in this regard I will at least provide some examples and easy to follow checklists that may be of service to individuals getting started

**Cases on the Law of Partnership** Eugene Allen Gilmore,1908      *Cases and Other Authorities on Legal Ethics* George Purcell Costigan,1917      **Cases on the Law of Torts** Charles McGuffey Hepburn,1915      Introduction to the Law of Real Property Harry Augustus Bigelow,1919

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