

# USING CASES AT DIFFERENT STAGES OF THE LEARNING PROCESS



**CENTRE FOR TEACHING AND LEARNING**  
AARHUS UNIVERSITY

INSPIRATIONSDAG  
9 NOVEMBER 2017

KAREN M. LAURIDSEN  
ASSOCIATE PROFESSOR



# WORKSHOP

---

- What is a case?
- Why and when do we use cases?
- Wrap up: Cases as a didactic choice in small group teaching.

# WHAT IS A CASE?

---



# WHAT IS A CASE?

---

A depiction or simulation of a real world situation

- A business case (a Harvard case; written; multiple steps)
- A business case (live; Helle's example this morning)
- A law case
- A brief case (business or other; description of a concrete situation/ a problem to be solved)
- A patient case (video; written)
- Mini-cases (vignettes)
- .....

# WHY AND WHEN DO WE USE CASES?

---



Case-based teaching is most appropriate as a teaching format when students are expected to bring together several aspects of what they have learned, and to identify and discuss solutions to problems (i.e. at a high taxonomic level).

Carlos has just started supervising master students in his department at Business and Social Sciences. This semester he has two students. One of them is progressing according to schedule, but the other one, Student D, keeps coming up with bad excuses for not having made enough progress since Carlos last met with her (she had not got the book she had ordered from the library; she could not reach one of the persons she was supposed to interview). Carlos is very much aware that the university expects students to complete their degrees within the given timeframe of one semester. In his situation, what would you do?

[Example from a set of supervision dilemmas]



Protesters raised questions at a rally outside the Supreme Court - where the case may end up



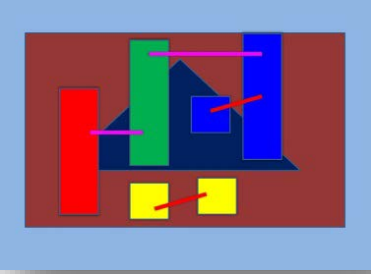
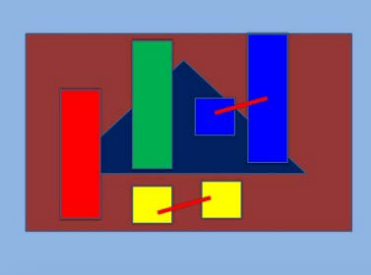
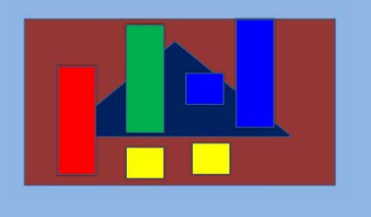
Attention grabber



# SOLO Taxonomy levels

Biggs & Tang (2011)  
After [www.learningandteaching.info/learning/solo.htm](http://www.learningandteaching.info/learning/solo.htm)



		Quality	
	Abstract		Making connections not only within the given subject area, but also beyond it; generalizing and transferring the principles and ideas underlying the specific instance.
	Relational		Appreciating the significance of the parts in relation to the whole.
Quantity	Multistructural		Making connections, but missing the meta-connections between them as well as their significance for the whole.
	Unistructural		Making simple and obvious connections, but not grasping their significance.
	Prestructural		Acquiring bits of unconnected information, with no organisation and not making sense.

# VERBS INDICATING THE TAXONOMIC LEVELS

---

<b>Extended abstract</b>	Theorise, hypothesise, generalise, reflect, generate, create, compose, invent, originate, prove from first principles, make an original case, solve from first principles, ...
<b>Relational</b>	Apply, integrate, analyse, explain, predict, conclude, summarise, review, argue, transfer, make a plan, characterise, compare, contrast, differentiate, organise, debate, make a case, construct, review, rewrite, examine, translate, paraphrase, solve a problem, ...
<b>Multistructural</b>	Classify, describe, list, report, discuss, illustrate, select, narrate, compute, sequence, outline, separate, ...
<b>Unistructural</b>	Memorise, identify, recognise, count, define, draw, find, label, match, name, quote, recall, recite, order, tell write, ...

# VERBS INDICATING THE TAXONOMIC LEVELS

---

<b>Extended abstract</b>	Theorise, hypothesise, generalise, reflect, generate, create, compose, invent, originate, prove from first principles, make an original case, solve from first principles, ...
<b>Relational</b>	Apply, integrate, analyse, explain, predict, conclude, summarise, review, argue, transfer, make a plan, characterise, compare, contrast, differentiate, organise, debate, make a case, construct, review, rewrite, examine, translate, paraphrase, solve a problem, ...
<b>Multistructural</b>	Classify, describe, list, report, discuss, illustrate, select, narrate, compute, sequence, outline, separate, ...
<b>Unistructural</b>	Memorise, identify, recognise, count, define, draw, find, label, match, name, quote, recall, recite, order, tell write, ...

# WORKSHOP WRAP UP

---

- Cases reflect/depict/simulate a real-world situation.
- Case is a small-group teaching format – a didactic choice.
- Case is a variation of Problem Based Learning.
- The choice of case theme and case format must be fit for purpose.
- Cases can be used at different stages of the students' learning process – and aim at outcomes at different levels of the SOLO taxonomy.
- Case is a means to engage and activate students during and between classes.



**CENTRE FOR TEACHING AND LEARNING**  
AARHUS UNIVERSITY