The University of the South Pacific

From the SelectedWorks of Dr Deogratias Harorimana

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Using the Case Study Methodology in Teaching

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Available at: https://works.bepress.com/knowledgeispower/12/
Introduction to the Case Study Methodology at USP MBA

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Professional educators must be able to make transparent how they have made student teaching possible ..... there can be no ‘teaching’ without evidence of ‘learning’; (Martin, 1998:12)
Objectives

- To explain to you how Case Study methodology works and give some orientation and advise on how to gain the most out of it.

- Background Reading
  - You can read more about case study methods on Harvard Business School website, especially here -
    http://www.hbs.edu/mba/academics/howthecasemethodworks.html
Massachusetts' Competitive Position in Life Sciences: Where Do We Stand?
Why the Case Study

- For Universities (also true for the Graduate School of Business at USP)
  - Largely in business of training practitioners (Brown 2007)

- For the Learner/Student
  - A simulation of a real world place – you will identify the problem, make use of concepts, theories, or Frameworks acquired elsewhere in their course to solve the problem
  - Analytical skills are developed through Practice
  - Open new window for creative thinking
  - An opportunity to test and share own knowledge with colleagues
  - Makes learning fun and enjoyable
You are treated as individuals with different styles and needs so is your Learning styles----
Kolb, 1984:21; Honey and Mumford, 1986

It is often the case that students shift from one style to another depending on type of the topic, the time of the day and their temperament at the same time (Biggs, 1999)
Guidance for you to benefit from the case study

- **Research the Background** – To ensure you understand all the case facts before they make any attempt to solve it.
- **Define the Problem** - It is critical that you know exactly what you are being asked to solve or do, or else you set on the wrong track from the beginning.
- **Brainstorm Solutions** - Generate a number of possible solutions, even the ones that might sound odd.
- **Select Solutions** - Evaluate the pros and cons of the alternatives and select the best fit.
- **Develop the Action Plan** - Work to develop a viable action plan to implement the solution you have chosen.
References

- Biggs, J. (1999). Teaching for Quality Learning at University, SHRE and Open University Press
End......

- Thank You
- Murakoze
- Merci Beacoup
  - Any Questions?