

Faculty Board

## **Course syllabus of “How to Teach with Cases” (Teaching and Learning in Higher Education, 3 credits)**

The course description was approved by the Dean of the School of Economics and Management on 15 April 2016. The course is scheduled to require two weeks of full-time study (3 credits).

The course can be credited towards the qualifying training in teaching and learning in higher education specified in the learning outcomes recommended by SUHF in 2016 and required for employment as teaching staff at Lund University.

### **Target group**

Teaching staff at Lund University can apply for this course and it is specifically intended for teaching staff with little or no experience of using cases in teaching. Teachers who have used cases in teaching but feel a need to refresh their knowledge are also welcome to apply. Participants are expected to have completed the introductory five-week course in teaching and learning in higher education at Lund University or equivalent training/courses in teaching and learning in higher education. The number of participants is limited to 16.

### **Scope and design**

The course is scheduled to require two weeks of full-time study (3 credits). It is mostly organised as half-days of teaching but also includes a few whole days. In order to obtain a certificate of completion, participants must have actively attended the teaching days or passed any make-up assignments, and passed the project assignment.

### **Objectives**

The course aims to introduce participants to some of the fundamental ideas of teaching and learning that case tuition is based on, thereby enabling teaching staff primarily to develop in their role as tutors in case-based teaching but also to broaden their knowledge and skills in education.

### **Learning outcomes**

On completion of the course, participants shall be able to

- define the fundamental ideas of education concerning case-based teaching
- articulate fundamental perspectives on students' learning and reflect on students' learning in relation to set outcomes for the relevant session, course or programme

- justify the choice of different forms of case to match given teaching situations and learning outcomes
- execute case-based tuition professionally and confidently and with a formulated awareness of their own role as instructor
- define and apply methods of assessment of case-based tuition
- in an informed manner, apply different methods of feedback to students with regard to the knowledge and skills generated by a case-based teaching situation

### **Course content**

The course consists of a number of components highlighting and discussing theoretical as well as practical issues of teaching and learning of case-based tuition. The three components are:

- Cases from the perspectives of learning and the specific context (teaching team, course, programme etc.)
- Cases as structures (components and properties)
- Implementation of teaching of cases (planning, execution in the classroom, feedback and assessment)

The course is based on the idea of active contributions from the participants, not least with regard to their own experiences of teaching. The teaching mainly consists of thematic introductions, discussions in small groups and the whole group, a project assignment and workshops.

### **Required reading**

Courtney, N., Poulsen, C., Stylios, C. (2015) *Case Based Teaching and Learning for the 21st Century*, Libri Publishing

Lynn, L.E. (1999). *Teaching and Learning with Cases – a Guidebook*. Sage publications, New York

*Compendium of articles*

### **Requirements for completion**

In order to obtain a certificate of completion, participants must have actively attended 80% of the scheduled teaching sessions and passed the study assignments.