

Faculty Board

## **Course syllabus of “How to Write Cases” (Teaching and Learning in Higher Education, 1.5 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 one week of full-time study (1.5 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 having completed the course “How to teach with cases”. Furthermore, participants are required to have good access to case data. It is possible to take this course and “How to teach with cases” in the same semester. 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 one week of full-time study (1.5 credits). It is organised as one full day and two half-days of teaching. 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 enable participants to develop knowledge of and skills in writing cases for teaching, including instructions for tutors. It is hoped that the knowledge and skills will enable the participants to develop in their role as instructors in case-based tuition but also to broaden their knowledge and skills in education.

### **Learning outcomes**

On completion of the course, participants shall be able to

- write a case for teaching, including instructions for tutors
- 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

### **Course content**

The course consists of a number of components mainly highlighting and discussing practical issues of writing cases. The four components are:

- The different parts of writing a case
- Data collection and drafting a case and instructions for tutors
- Feedback seminars on completed cases and instructions for tutors
- Teaching including the participants' cases

The course is based on the idea of active contributions from the participants, not least with regard to their own experiences of teaching.

### **Required reading**

Courtney, N., Poulsen, C., Stylios, C. (2015) *Case Based Teaching and Learning for the 21st Century*, Libri Publishing (also included as required reading of the course "How to teach with cases").

Lynn, L.E. (1999). *Teaching and Learning with Cases – a Guidebook*. Sage publications, New York (also included as required reading of the course "How to teach with cases").

#### *Compendium of articles*

Examples of further reading;

Hattie, J. (2011). *Visible Learning for Teachers - Maximizing Impact on Learning* Oxford: Routledge.

Robert J. Sternberg and Li-Fang Zhang (eds), 2001. *Perspectives on Thinking, Learning, and Cognitive Styles*. Routledge.

### **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.