



Theory about Case methodology

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*CASE METHOD TEACHING: "THE
ART OF ASKING THE RIGHT
QUESTION, OF THE RIGHT STUDENT,
AT THE RIGHT TIME – AND IN THE
RIGHT WAY"*

- C. Roland Christensen

Agenda for this workshop

1. Case methodology at Sjölins Gymnasium
1. Case - history and theory
1. The case period vs the case
1. The case and the case seminar
1. TLA and your assignment





Case – history and theory

- HBS was created in 1908 & established its case study method in the 1920s.



Since the 1920s, the case method has been the foundational teaching practice at Harvard Business School (HBS).

The first case, “The General Shoe Company,” was published in 1921.

Based on participant-centered learning, the instructional approach facilitates discussions about real-life problems encountered in business, to prepare students for roles as leaders, managers, and decision makers.

The case method encourages students to plan a course of inquiry—analyze, listen, compare other perspectives—and choose a course of action.

The case methodology has spread..

Not only for studies of economics, also for

- medicine
- law
- engineering
- other

Why Case Methodology?

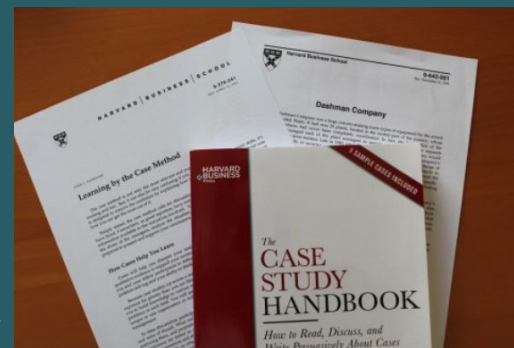


Case – history and theory

The case methodology has been shown to give the students opportunities for –

- creativity
- stimulation for independent thinking
- practice in problem solving skills
- training in decision-making, leadership and argumentation for taking a stand
- an open, positive and motivating learning
- empathy and experience
- to assume different identifications, as well as different role positions – to be able to see different alternatives
- to feel responsible for their own educational situation
- an increased communication within the teaching group as well as between teaching group and teacher.

(Kjellén, Lundberg, & Myrman, 1994, Kjellén et al., 2008)



Case – history and theory

Benefits of the case methodology



- It has been shown that case methodology is good for **learning** and for **storing knowledge in the long-term memory** and thus maintaining knowledge over time.
- In order to be able to solve problems or cases, it is not only required that you know the facts and context, you must also demonstrate a certain processing ability - a metacognitive ability.
- The metacognitive ability leads us to be able to analyze and gather information relevant to a problem, and to come up with and try different solutions to problems that are presented to us.
- Studies have also shown that if you yourself seek and use knowledge to e.g. solve a problem, this leads to deep learning that has connections between both the abstract and the concrete, which then leads to learning that you can benefit from in the future.

(Egidius, 1999)

Sjölins Gymnasium Sweden

- five schools
(Malmö,
Göteborg,
Stockholm)
- 16-18
year-old
students
- National case
group





Christian Lagström, rektor Sjöins Vasastan, tillsammans med professor Alexandra Sedlovskaya och Ingrid Crabo, rektor Sjölings Nacka.

Case Methodology at Sjölings Gymnasium in Sweden

- Sjölings har omarbetat the HBS case methodology till en version anpassad för upper secondary school (16–18)
- Sjölings har ett flerårigt samarbetet med professor Alexandra Sedlovskaya, Harvard Business School.
- The collaboration should aim to develop and deepen our (the teachers) knowledge of the case methodology.

Case methodology at Sjölins Gymnasium



The case period vs the case



The case period

- Six weeks
- Integrated subjects
- Dilemma

The case

- A lesson
- The case
- Seminar
- A component to solve the overarching dilemma

Sjölinscase

CASEUPPSTART

Intresseväckande

Presentera casestoryn
gärna i form av ett fall

Caselogg

UTFORSKA
OCH
UNDERSÖKA

Föreläsningar

Prov

Grupparbete

Fall

Fallseminarium

Ämnesintegration

Gäster

Inläsningsmaterial

Labbar

Studiebesök

Seminarium

Caselogg

CASEAVSLUT

Summera

Utvärdera

Gult är obligatoriskt
Vitt är icke-obligatoriskt



**During the TLA and in
your following
assignment you will
focus on THE CASE
(and NOT the case
period)**



The case and the case seminar

THE CASE

The case is a narrative, a written story, where you are presented with an authentic dilemma.

You follow the story from a specific perspective, usually a person who has to make some kind of decision. The case has an open ending.

THE CASE SEMINAR

In the case seminar the teacher will lead the students in an organised discussion. Starting with an opening question the teacher will then use probing questions to lead the students through different pastures and analyze the dilemma together.

The purpose of case and case seminars

The purpose of a case seminar is to create a learning situation with a high level of commitment and active students.

By discussing possible solutions and changing perspectives, the students also become learning resources for each other.





Discuss: What did you observe?



TLA and your assignment

What will happen these three days in Stockholm:

- lectures & theory
- participation & observations
- workshop

What you will do the coming year:

- test one (or more) case/-s
- evaluate the methodology
- attend zoom meetings
- förmedla resultaten

Time for your first case seminar!

- Read and analyze the case.
 - Your job is to sift through the information, incomplete by design, and decide what you would do.
- Discuss the case (10 minutes)
- Engage in class (30-40 minutes)
 - Be prepared to change the way you think as you debate with classmates. The highly engaged conversation is facilitated by the teacher, but it's driven by your classmates' comments and experiences.

Short reflection!

Exit ticket



Casemetodik symboler

