**Teaching and Using Cases: General Considerations**

Cases can be taught in many different ways ranging from lecture cases with embedded clicker questions to guided inquiry to highly interactive formats that often involve students working in groups and researching their own learning issues. Choosing the right format for you and for your class means that you have to think about the following:

1. You:
	1. What is your own comfort level with facilitation and with classroom control – i.e., are you comfortable with students pursuing their own questions? If so, you might choose a more free-ranging style and then bring them back to your content and process objectives with facilitation questions. If not, you might want to opt for a more directed case discussion.
	2. How will you evaluate student learning and success of the case discussions?
2. Class size and logistics:
	1. How large is your class? For really large classes, guided inquiry or lecture cases may be the way to start.
	2. Do you teach in a flipped format?
	3. How much time is needed for students to discuss the case?
	4. Is the classroom structured for group work? How will you compose teams? (<https://pogil.org/about-pogil/pogil-faqs#How%20do%20I%20assign%20students%20to%20teams>? How will members in a team and different teams work together - for example, you may have a content management system that allows structured groups to work on-line?
	5. What part of the work will be completed in class or lab and what part will you expect them do on their own?
3. Student experience: What prior experience do you students come with?
	1. Do they have any experience working in groups? If they have little or no experience, you might consider setting guidelines or use group roles (<https://pogil.org/news/why-use-assigned-roles>). Roles can include manager, presenter, recorder and reflector.
	2. Sometimes it may be helpful to have students make their own “laws” about their interactions and roles.
4. Student Learning Objectives: What content and process do you want the students to learn from the case?
	1. What do they already know that applies to the case?
	2. What are the issues that may come up in discussion?
	3. What preparation is expected of students? (e.g., Do they need to read the case ahead of time? Do research? Write anything?)
	4. What directions do you need to provide students regarding what they are supposed to do and accomplish?
	5. What are the opening questions? How will students access these questions – will you give them the questions or will they have to figure these out?
	6. What concepts are to be applied/extracted during the discussion?

Resources

<http://nativecases.evergreen.edu/teaching>

<http://sciencecasenet.org/>

<http://sciencecasenet.org/why-pbl-and-case-study/>

<http://sciencecasenet.org/resources/>

<http://sciencecasenet.org/how-to-assess-cases/>

<https://bokcenter.harvard.edu/cases>

<https://www.thecasecentre.org/educators/casemethod/resources/features/teachingcases>

<https://www.thecasecentre.org/educators/casemethod/resources/books>

<https://www.bu.edu/ctl/teaching-resources/using-case-studies-to-teach/>

<https://serc.carleton.edu/sp/library/cases/index.html>

<https://cft.vanderbilt.edu/guides-sub-pages/case-studies/>