Chapter 9
Teaching With Case Studies in Higher Education

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ABSTRACT

Case-based instruction is one method of active learning that has proven to be beneficial in many educational settings. This chapter will provide a background in the use of case-based instruction in various settings across higher education, discussing the benefits and the limitations. Instruction on how to write case studies, how to introduce the use of this instructional method to students, and how to implement case-based instruction with excellence will be offered. Every educational setting has a slightly different set of expectations and parameters. The information contained in this chapter will include how to write and implement case studies in higher education. Information concerning the medical fields, business education, and teacher preparation courses will be included.

INTRODUCTION

Best practices in the field of higher education, focus on the need for experiential learning opportunities. Scholars and educators believe that the most beneficial education is when a student can be involved in connecting theory to practice (Gade & Chari, 2013; Llamas, 2010; McLean, 2016). Case teaching has a long history in several higher education fields. Case-based instruction (CBI) first appeared in the

1870s in law, 1900s in medicine, and 1920s in business and teacher preparation education (Doyle, 1990; Gunn, Peterson, & Welsh, 2015).

CBI is a teaching method that incorporates experiential learning and allows students to learn in a safe environment (Bano, Arshad, Khan, & Aqeel Safdar, 2015). Students can see themselves as practitioners when real-life cases are used to reinforce learned material. The use of CBI encourages the student to step out of the student role and think as a professional when they are presented with scenarios that cause them to think analytically and solve problems (Hemphill, Richards, Gaudreault, & Templin, 2015; Newton, Bettger, Buchholz, Kulak, & Racey, 2015).

Even though CBI has been shown to be an effective method of instruction, making the change from lecture-based instruction to CBI can be difficult (Gade & Chari, 2013). Cases are time consuming to write, presenting lessons with excellence takes skills that are not natural to all, and students are not always anxious to change their way of learning (Mostert, 2007). Instructors need instruction on how to write cases or find appropriate lessons which are already produced. Learning how to present the lessons and how to be the "guide on the side" takes practice (Guess, 2014). Moreover, learning how to make sure students are ready to participate fully is essential. In the following pages, the authors will present ideas on how to accomplish each of these skills.

As with any form of instruction, positive and negative aspects have to be considered. This chapter will present a more in-depth look at CBI in the areas of medical education, business education, and teacher preparation courses. The reader will gain insight into the history of CBI, will be informed of the perceived pros and cons of using CBI, and will learn how to design and implement cases in higher education.

BACKGROUND

To establish a firm background in CBI, the following information is presented to discuss the beginnings of its uses in the medical field, in business education, and in teacher preparation programs. To give the readers a fair evaluation of CBI, research comparing the success of students taught using traditional lecture-based instruction to those taught using CBI methods has been summarized, as well.

Historical Perspective of Case-Based Instruction

CBI was initially developed because students lacked the needed skills for today's job market (Williams, 1992). Christopher Langdell, dean of Harvard Law School, first developed the CBI method (Hunter, 2015). Previous instructional methods

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