



Student-Developed Case Studies

A BRIEF INTRODUCTION

Anna Dębicka, PhD

Exemplary Course Description

<i>Exemplary Topic of Case Study:</i>	The problems does not concern us (does it?)
<i>Length:</i>	15 hours tutorial (Introductory e-lecture, online group sessions and a final presentation session)
<i>Group Size:</i>	3 - 4
<i>Aim:</i>	<p>The main goal of the task can be presented in two levels.</p> <p>First, increase student involvement in the course program by creating their own case study.</p> <p>Second level results from the course principles.</p> <p>For the exemplary course, the most important are 1) encouraging students to think creatively, 2) encouraging students to seek additional knowledge in the field of enterprise functioning, with emphasis on processes occurring in each enterprise and problems that a selected enterprise may encounter.</p>
<i>Key skills:</i>	Group work, creativity, problem-solving skills
<i>Assessment:</i>	Online presentation, online discussion, etc..
<i>Methods of Distance Learning:</i>	eLearning software, webinar, e-mail, chats

Course description - Step 1

The students' task is to create their own case study based on the initial guidelines given by lecturer.

The subject of the case study can be either a selected enterprise or enterprise created by students.

Depending on the course, students should create a case study, with a brief description and history of the company (business description, mission and vision, etc.).

Course description - Step 2

Then, students are asked to describe the selected topic.

For example, presenting a production or service process.

This part requires that students learn about the characteristics of the various stages of production. At the same time, it mobilises them to search for additional information through e.g. website analysis of selected companies and / or scientific articles.

Course description - Step 3

In the next part, students should present selected (potential or real) problems and suggestions for their solution.

This part requires proactive thinking from students.

The solution to given problems can be implemented based on various methods (requires presentation of selected theories in the introduction part by the teacher).

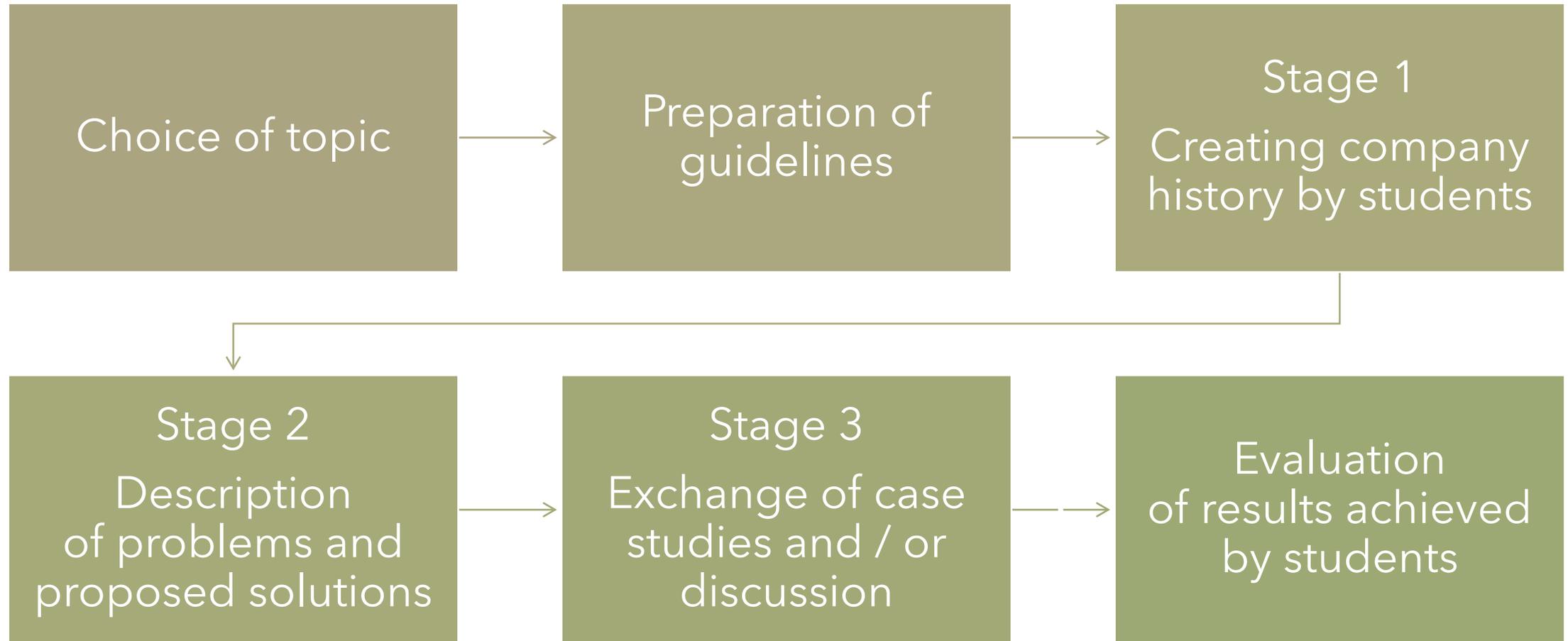
Course description - Step 4

Case studies prepared by one group of students can be analyzed and discussed online with all course participants depending on the availability of selected digital communication tools, such as e-Learning software, chats, webinars, video conferences, etc..

Another option is to exchange case studies between two groups.

This time, each group learns and analyzes their colleagues' case studies. The project ends with a discussion. Afterwards students' case studies are evaluated by the lecturer.

Course description - Summary



Course description - Benefits for Lecturers

This method provides a number of benefits that give the teacher great freedom in choosing the issues and scope of case studies developed by students.

Let students engage in case study,
it can be a challenge that brings many benefits 😊