Enriching career perspectives in Behavioral Science: A case study approach

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BACKGROUND

Unique challenges in a MSc program

- Duration of programmes is short and placements not possible
- Diverse student cohorts
  - International students from different cultures
  - Students from different study degrees
  - Students with and without professional experience

➜ Level of prior knowledge and skills varies
➜ Interest in domains and later career goals vary widely

Why might case-based teaching enhance learning and career perspectives?

- Successful approach across leading business schools
- Case-based learning with medical cases improves exam scores and motivation (Maia et al. 2023)
- Prepares students for leadership and difficult decisions (Harvard)
- Builds confidence
- Improves teamwork and communication (Puri, 2020)
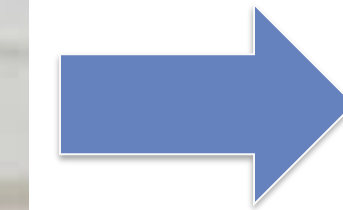- Case-based, problem-based- and project-based learning boost motivation (Wijnia et al., 2024)

Goals of the project

- Develop a database for case studies
- Trial a case-based teaching approach in seminar sessions
- Develop a blueprint for designing future case studies and measuring their effectiveness
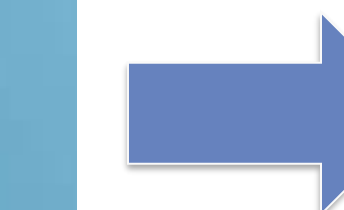
PROJECT LAYOUT

Scoping Review → **Expert interviews** → **Case Database** → **Career seminars** → **Case studies**

RESULTS: SCOPING REVIEW ON CASE STUDY DESIGN

1 Ideation
Idea based on learning objectives.
Gather information about that case

2 Purpose & Objectives
Create message to deliver
Match case to objectives for each section

3 Audience & the 'puzzle'
Difficulty and length of case
What is the narrative?

4 Developing 'Scenes'
Splitting case into scenes –each contributing to an objective.

5 Create Manual
Develop instructor's manual including synopsis, intended use, objectives

RESULTS: QUALITATIVE INTERVIEWS

Motivation
- Reduce boredom
- Interaction in class
- Active student learning
- Improve intra-team and inter-team learning

Do's: Case design
- Significant: matter to students
- Same cases for each team
- Messy problems, but break them into parts
- Specific answers: solutions are easy to compare
- Provide guidance for analysis

Implementation
- Shift to pre-learning and engaging class quizzes
- Prerequisite is accountability
- Group diverse students into one team
- Debriefing is done by students
  ➜ students can find answers

Effectiveness indicator
- Attendance
- Motivation in class
- Quality of student essays
- Criticality and diverse perspective in comments
- Student assessment survey

DISCUSSION

Team-based learning as a combination of flipped classroom, case studies, and problem solving in teams

- Accountability, preparation, and pre-learning is key to success
- Effectiveness measures are clearly under-developed and would benefit from standardization

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