

# Effective teaching approaches for the new normal – workshops for academic faculty

***VEVU ERASMUS+ INTERNATIONAL TEACHING  
STAFF WEEK 2021***

Facilitator: Dr. A. Zur, Cracow University of Economics



## **Dr Agnieszka Żur**

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**Academic experience:** 22 years, PhD in  
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**Area of expertise:** ExecEd, quality assurance in  
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Designer of numerous academic course  
programmes based on flipped classroom,  
personalized education and social constructivist  
theory

**Worked at:** Cracow University of Economics, IMD  
(Lausanne), Chinese University of HK, Crossroads  
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**Current research areas:** social entrepreneurship,  
co-innovation, entrepreneurial role identity

Manager of several EU projects in the area of  
corporate entrepreneurship and social  
entrepreneurship, trainer, MOOC developer, TedX  
speaker.

# Agenda

Tuesday 10:00-11:30

**Session 1: The case study method - advantages, applications and limitations**

1. Introduction – my best teaching experience
2. Effective teaching - discussion
2. Method background
3. Basic framework and stages of analysis
4. Discussion: usefulness and applications

Tuesday 12:00-13:30

**Session 2: The case study method- designing a case** (work in teams)

Wed 10:00-11:30

**Session 3: Blended learning - opportunity or threat?**

1. Collective wisdom - our own experiences combined
2. Designing for online delivery (make it entertaining)
3. Transforming offline to blended (work in teams)
4. Taking advantage of existing resources

Wed 12:00-13:30

**Session 4: Formative assessment schemes in academic teaching and learning**

1. Why do we need assessment?
2. Forms, levels and timing of assessment
3. Online assessment modes
4. Designing optimal assessment (work in teams)



# Let's get to know each other!

What is your area of expertise?

What do you teach?

What do you like to teach most?



# In teams:

What is your best teaching experience thus far?

Why?

Do you think it was also great for your students?

Why yes/no?

# What is effective teaching today?



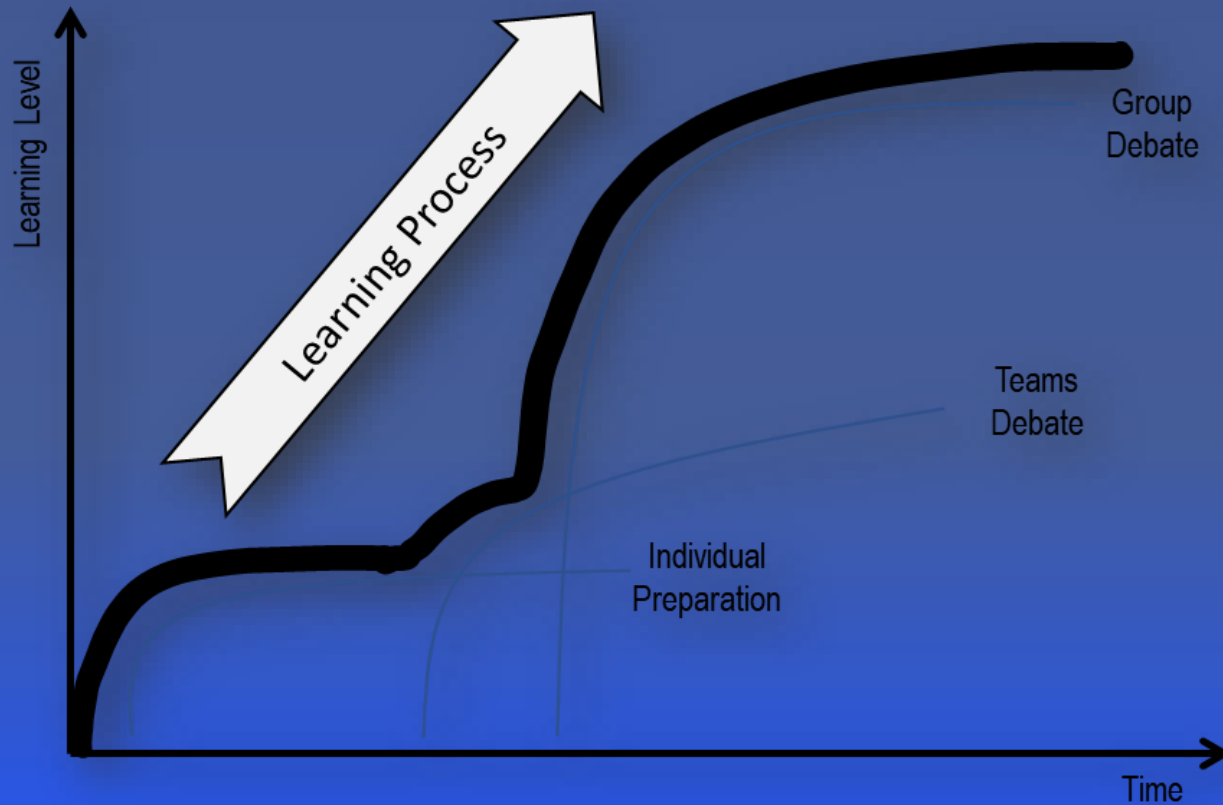
# Case Study as method of teaching and learning

“a written description of a real (or fictional) situation, normally involving a decision, a challenge, an opportunity or a problem that one or more persons face in an organization”

- created by Harvard Business School on the first decades of the 20<sup>th</sup> century inspired by the Socratic method
- moving away from monologue to dialogue
- the key are „significant questions” reaching underlying beliefs that shape the students’ views and opinions
- connecting knowledge with action like in real-life situations
- a type of simulation where students can assume roles providing real-world-like experiences in a controlled environment
- easy to combine with: flipped teaching, role-play, blended delivery



# Learning stages





# 4 steps of analysis:

- **Facts** – what we know, what we don't know and what we can assume *Ind., but Group for inexperienced learners*
- **Problems** – connectivity, hierarchy, complexity, causal relationships *Ind. first, Team later*
- **Solution(s)** – alternatives, criteria, individual vs. team decision making, compromise vs. optimize *Ind., Team, Group (learning curve)*
- **Lessons learnt** – meta analysis, general business recommendations, self-reflection *Group (deep learning)*



Limitations?  
Applications?  
Advantages?

Time for coffee break 😊



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# What makes a great case?

- The main hero
- The plot
- The setting/context
- The decision to be made
- The knowledge it develops
- The skills that need to be engaged
- The reflection it requires
- The emotions it evokes

# Designing a case study

1. Start with the knowledge and skills that you want to teach through the case
2. Identify and establish an issue/problem which can be used to teach that concept or theory
- 3. Then work out the details which should come in the first paragraph:**
  - Who the main protagonist is
  - Who the key decision maker is
  - What the nature of the problem or issue is
  - When and where the case took place
  - Why the issue or problem arose
- 4. The body of the case should:**
  - Tell the whole story in a chronological order
  - Contain general background on the environment, organization/people background, and the details of the specific issue(s) faced by the organization, data
  - Tell more than one side of the story so that students are exposed to multiple perspectives and can think of competing alternatives
- 5. The concluding paragraph is a synthesis, wrap up and cliffhanger**



Work in your thematic teams to  
design an interdisciplinary case



Let's share our cases!





Thank you for today  
and see you tomorrow!

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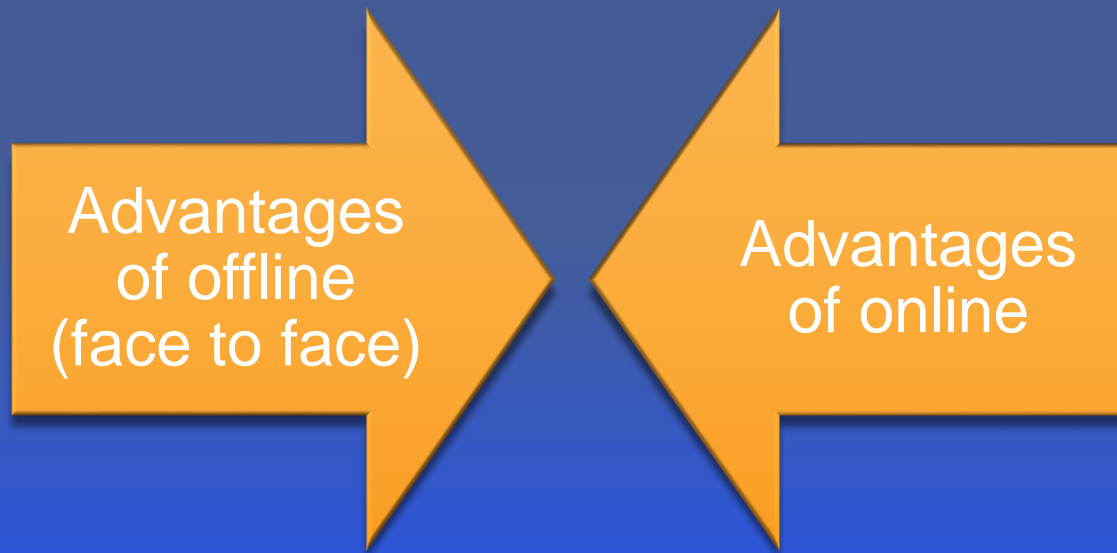
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What was/is YOUR experience  
with online delivery?  
advantages, challenges, lessons learnt

Advantages of blended over fully online -  
opportunity to get the best of both worlds





# Teamwork:

How would you design the delivery of your case to get the best of both worlds?

Using available online resources – where, how and why?

Suggest online tools, platforms, resources that will add value to the learning experience

Time for coffee break 😊



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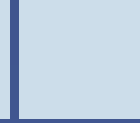
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Do we need student assessment?

Do our students need assessment?



# Types of assessment

- Tests and quizzes (single/multi choice, open-ended questions)
- Open book exams, oral exams
- Written work (essays, case studies, reports, reviews, blogs, mind-maps...)
- Recorded work (speech, presentation, discussion, debate...)
- Project based work
- Research based work
- Formative/interim/summative
- Self assessment, peer assessment, teacher, expert, observer...



Which types of assessment  
worked well online?



# Teamwork:

Design an optimal assessment scheme for your case study journey for students.

Make it effective: timely, diverse, polyphonic

# Useful links

- L. A. Mauffette-Leenders, J. A. Erskine, M. R. Leenders, Learning with Cases, 3rd Edition, Canada: Richard Ivey School of Business / University of Western Ontario, 1997
- E. Andersen, B. Schiano, Teaching with Cases: A Practical Guide, USA: Harvard Business Press Books, 2014
- <http://www.materials.ac.uk/guides/casestudies.asp>
- <https://www.ucl.ac.uk/teaching-learning/case-studies?collection=drupal-teaching-learning-case-studies&facetsort=alpha&>
- <https://www.tandfonline.com/toc/caeh20/current>
- <https://journals.flvc.org/assessment>



Thank you for your contribution!