

# DiTEMP

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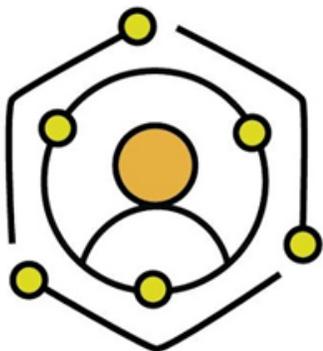


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## Using case method to reflect on digital transformation and work

Approach, methods and tools





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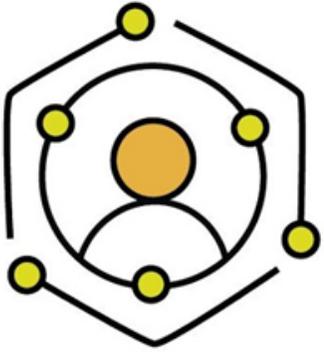
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## Abstract

The learning material is addressed at inspiring you in designing, developing and delivering modules based on case method in your course.





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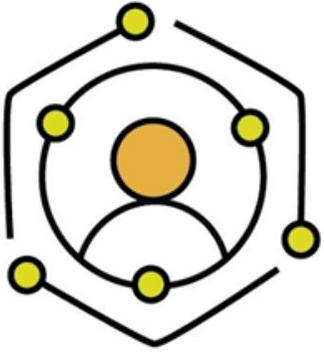
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## Learning outcomes of this learning material

- To understand the design, development and implementation of modules using case approach
- To understand how to use it to support reflection on digital transformation in the subject-field
- To understand how to better use tools for your teaching purposes





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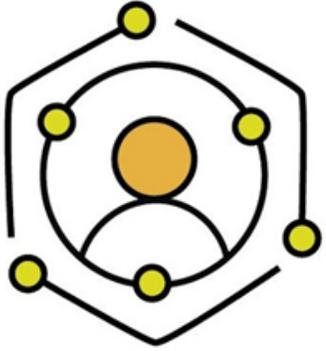
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## Introduction: teaching with cases

- The case method includes two elements: the description/presentation of the case, and the discussion of it
- Students are asked to provide the analysis of the case through discussion – this is not done by the teacher
- When consistent with the aim of the learning activity, the request could also be to find a solution to a problem, either explicit or implicit
- A case for teaching is not a research case study!





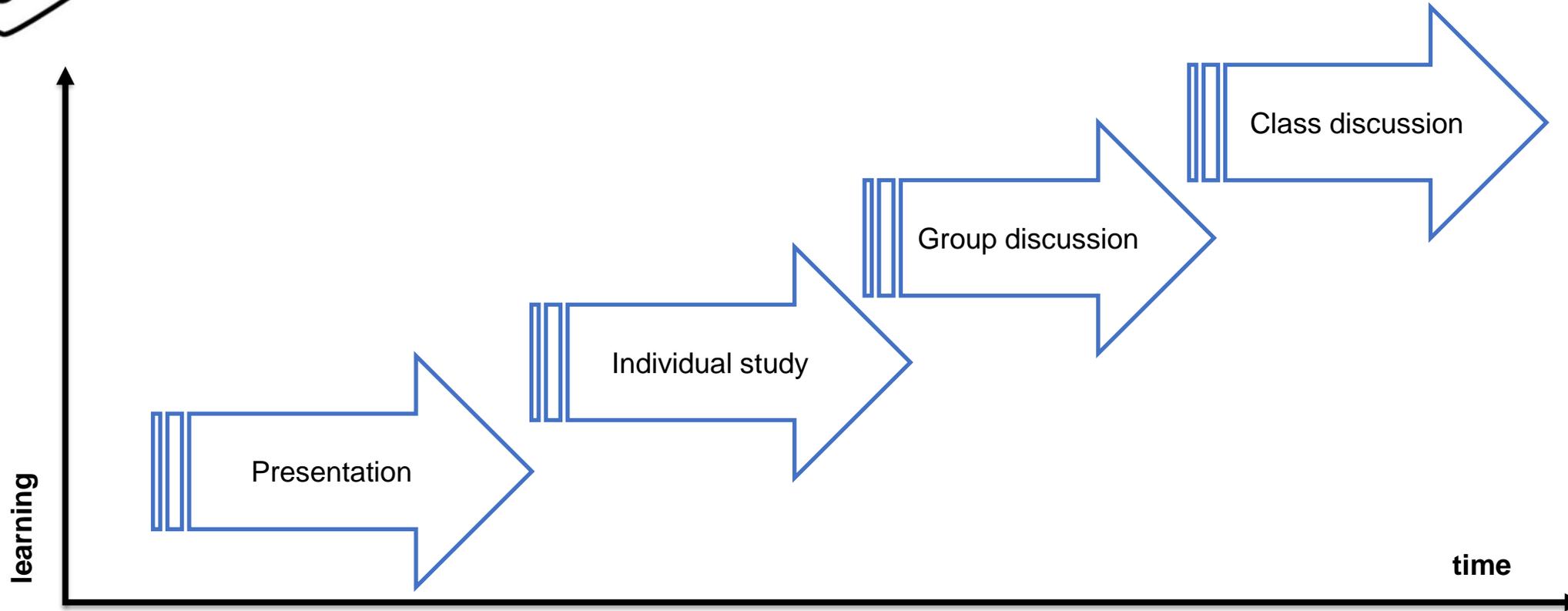
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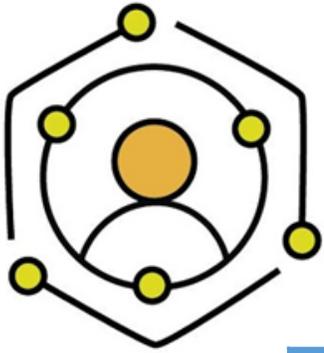
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## Introduction: main steps of case method





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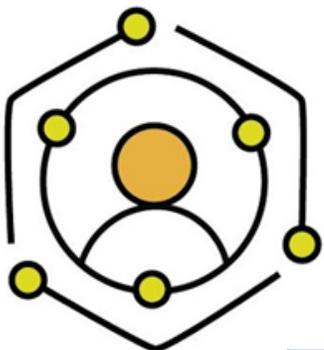


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## How it works in 3 hours

Phase	Activity	People	Average time
Preparation	Description or provision of the case	Teacher	30'
Individual study	Analysis	Individual student	30'
Group discussion	Discussion	Small groups of students	30'
Class discussion	Debate and (at the end) agreement on conclusions	All the students (the teacher moderates)	60'
Reflection	Reflection on the lessons learnt for personal and professional development	Teacher and the students	30'





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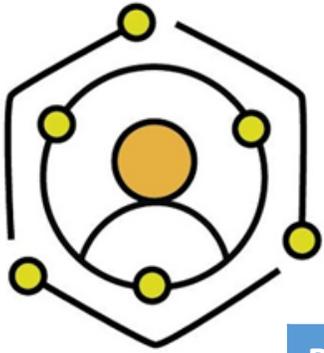
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## How it works in 10 hours

Outside the  
classroom

Phase	Activity	People	Average time
Preparation	Description (or provision) of the case(s) and of the task(s)	Teacher	30'
Individual study	Analysis	Individual student	30'
Group work	Discussion and answering to questions	Small groups of students	7 – 7,5 hours
Class discussion	Debate and (at the end) agreement on conclusions	All the students (the teacher moderates)	60'
Reflection	Reflection on the lessons learnt for personal and professional development	Teacher and the students	30'





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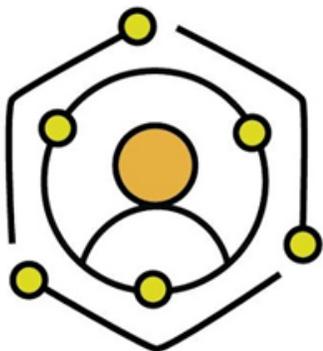
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## How it works in 15 hours – adding a problem to answer

Outside the  
classroom

Phase	Activity	People	Average time
Preparation	Description (or provision) of the cases and of the tasks	Teacher	30'
Individual study	Analysis	Individual student	From 30' to 60'
Group work	Discussion and answering to questions; proposing solutions to the posed problem	Small groups of students	12 – 12,5 hours
Class discussion	Debate and (at the end) agreement on conclusions	All the students (the teacher moderates)	60'
Reflection	Reflection on the lessons learnt for personal and professional development	Teacher and the students	30'





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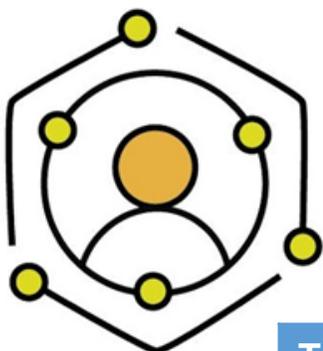
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## Process

In the following slides, you will find some inputs to design a learning activity using case method for each main step:

1. PREPARATION
2. INDIVIDUAL LEARNING
3. GROUP WORK
4. CLASS DISCUSSION
5. REFLECTION



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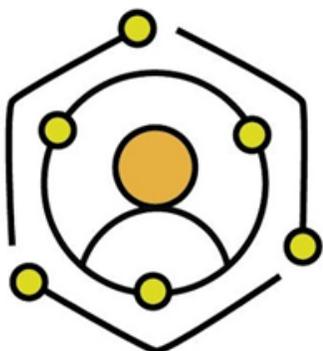


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## PREPARATION

Task	Questions to answer	Output	Options and critical points
Define the case(s)	Which are the key points the students should discuss? Which are the relevant areas of analysis?	Case(s)	Identifying the case is very important, as there is a specific area that you should address. Take your time and explore/anticipate all potential bottlenecks in discussion phase
Decide the extent of the work	How much time do we need to reach the expected learning outcomes?	Activity organisation	You can opt for a case-based short activity, or include a problem-based learning activity in the process
Prepare tools for the activity	How should I present the case and the task? Do they need a reference document to guide them?	Presentation Reporting tools (if any) Activity Guide (if needed)	Time consuming task, if you plan to include an analysis part and a proposal drafting (answering the analysed problem), as you need to prepare several tools





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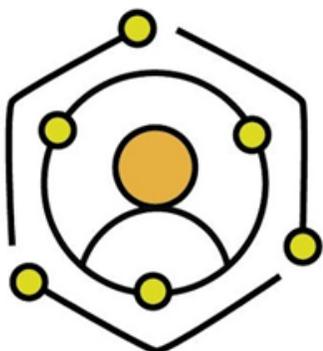
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## Individual study

Task	Questions to answer	Output	Options and critical points
Prepare guiding questions	What do I want students to analyse in the case?	Individual study	Individual analysis can be very successful or very unsuccessful depending on the understanding of the task by student. Be clear and formulate precise questions on the analysis area



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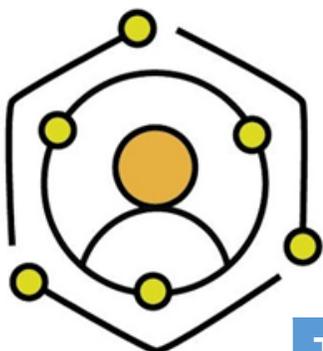
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## Group work

Task	Questions to answer	Output	Options and critical points
Prepare guiding questions	What do I want students to analyse in the case?	Group work	As for individual study, group discussions can be unsuccessful. Recall the topic under analysis and look at the working groups if they are in the classroom. However only if you detect a difficulty in exchange and debate.
Manage groups	Are they working? Are they experiencing problems?	Group work	On longer activities, devote some time every week to update on progress. On longer activities, provide feedback upon request, take action if you detect major problems ('vanished' students, under performing group, etc.)



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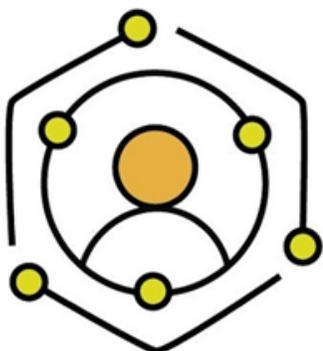


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## Class discussion

Task	Questions to answer	Output	Options and critical points
Introduce the discussion	What do I want students to analyse in the case?	Focused debate	On longer activities, you will probably need to also plan a presentation of 'answers' to the posed problems
Manage the discussion	Are all of them involved? Is there any 'dominant' speaker? Is the debate focused?	Fruitful debate	To manage discussions, have a look at <a href="#">some tips</a> from the Harvard Kennedy School
Support conclusions	Are they reaching an agreed conclusion? Should I manage the discussion toward conclusion?	Agreed conclusions	It could be critical to reach agreed conclusions, if there are opposite views on the problem – however, conclusions can also include both points of view (particularly on difficult problems)





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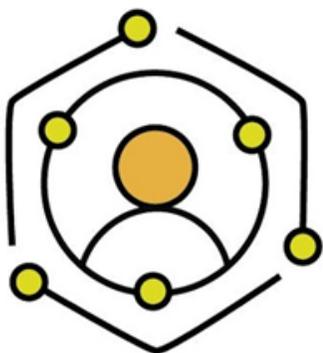
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## Reflection

Task	Questions to answer	Output	Options and critical points
Introduce the self reflection exercise	Which is the students' reflection on their own development after the activity?	Focus group evaluation	Avoid 'what you have learnt' questions, and try to focus on sense-making for the students regarding their personal and professional development.
Administer a self-reflection questionnaire/report	Same as above	Individual self-reflection	Optionally, you can also administer a set of questions to invite the student, individually and at home, to reflect on the same topic.



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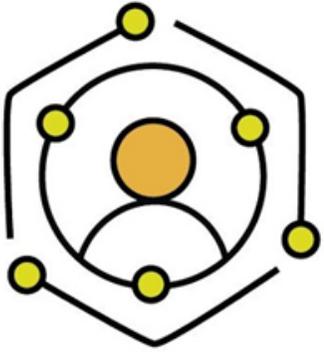
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## Target

- Bachelor students
- Master students
- Post-grad students
- Adult education students

Other staff/professionals involved in the process:

- (optional) company employees/owners presenting their case to students



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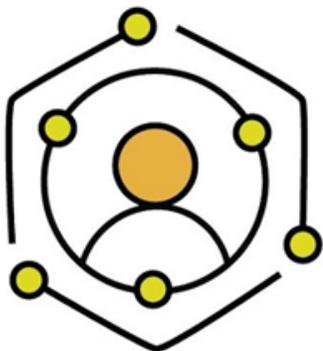


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## Recruitment/Dissemination/Engagement

- Usually this activity is implemented within a course, and there is no need for recruitment activities.
- Engaging students in teamwork is very important to stimulate acquisition of transversal skills, and group work should be promoted, even if some of them feel uncomfortable and prefer individual study.
- Students are in general happy to work on 'real cases': attention should be given to sense-making of the learning experience, therefore promoting self-reflection on implications of digitalization of work for their professional life (not the 'external case').





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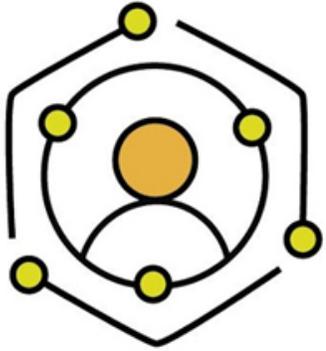
## Costs

There are no special costs related to this activity.

Tools used can be those adopted by the university, or free tools, in case of need.

The staff involved is the university staff.





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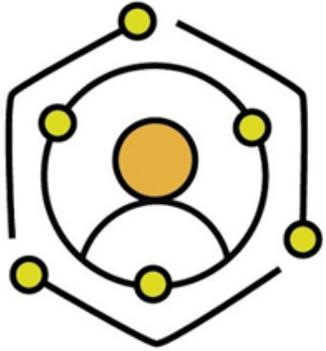
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## Advantages of case method

- Real-world cases are usually engaging for students and promote links between theory and practice.
- Case method supports acquisition of analytical, problem solving, and critical thinking skills.
- Debates support acquisition of communication skills.
- If carried out in groups, the case method supports acquisition of teamwork, leadership and negotiation skills.





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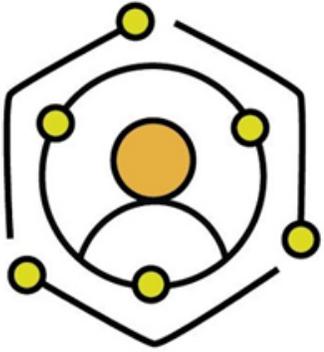
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## Most common critical issues

- Unclear expected output: for this reason, if you design complex and long pathways, it is suggested to provide a reference document, including deadlines, templates, roadmap to delivery, etc.
- Problems in working groups (if the activity is carried out in teams): this can be also an opportunity to acquire transversal skills, such as teamwork, leadership, communication, etc., but sometimes groups don't work appropriately. However, the difficulty in groups should be detected and addressed early on by the teacher, to provide support and ensure an appropriate and useful outcome of the activity.





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## Further resources

Here you can find some further information and guidance on how to use cases for teaching:

[The Emerald Guide “Writing teaching cases”](#)

[The Kennedy School of Government Case Program](#)

[University of British Columbia – wiki Open Case Studies](#)

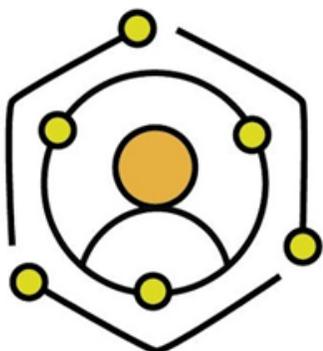
[Guess, A.K. Teaching With Cases: Becoming a “Guide on the side”](#)

Examples:

[Cases in teaching and testing \(in Health\)](#)

[Cases examples from the University of Central Florida](#)





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## Tools/examples that you can use

Here below, are some examples of tools that can be used as reference, or input – feel free to use, remix, and modify them.

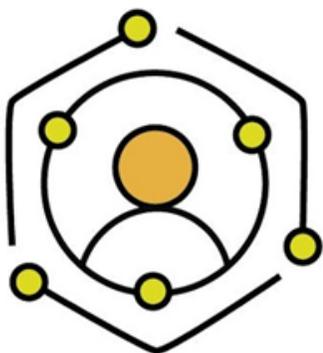
Roadmap and templates

Group reflection

Individual reflection

If you wish to add a problem-based or project-based part, have a look also to the [Online Project-based Learning](#) material of DiTEMP.





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## Contacts & Community

Check the field-subject learning modules in the DiTEMP section to see how teachers have used the case method in real settings.

You can also contact them to ask for further details and to exchange additional teaching materials, now and in the future.

