



*Supporting Dynamic Case-based
Learning (CBL) Discussions in
Online Marketing and Business
Courses that are Comparable to
Face-to-Face Engagement*

Online Learning Consortium 2022 Accelerate Conference, Virtual

Agenda



(45 Minutes)

- 1. Introduction, Case-based Learning Virtues (5 min.)**
- 2. Online Case-based Learning Discussions: Example Application (15 min.)**
- 3. Break-out Groups - Application (18 min.)**
- 4. Groups Report Back –Plenary (7 min.)**
- 5. Adjourn**

Introductions

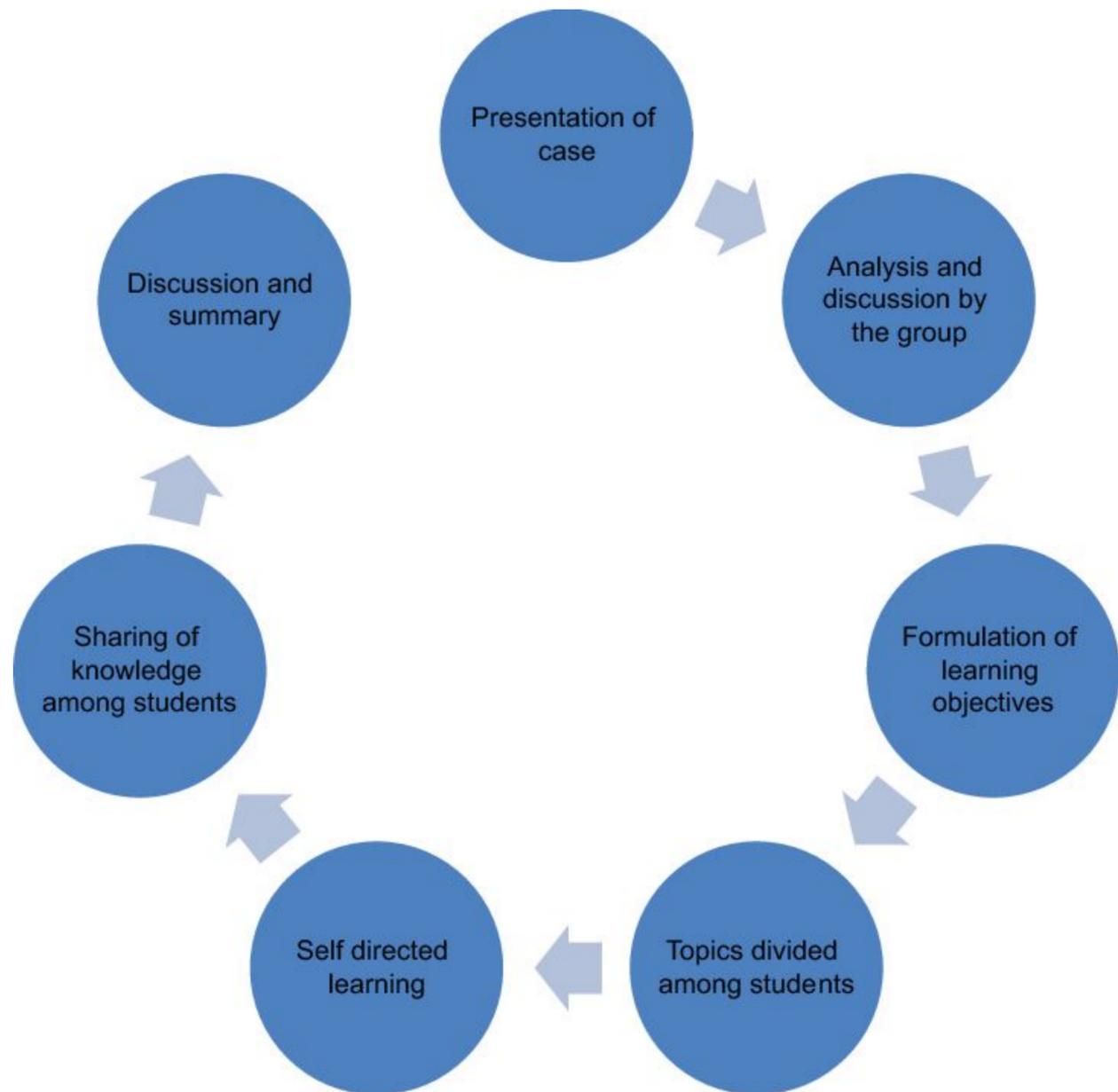


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Case-based Learning Virtues



What is case-based learning?

- Case-based learning (CBL) is an approach where students apply their knowledge to real-world scenarios, promoting higher levels of cognition (see Bloom's Taxonomy).

Characteristics of effective case-based learning

- Tells a story
- Is about an engaging issue
- Creates empathy with central characters
- Is relevant to the learner
- Contributes to learning objectives
- Is conflict provoking
- Is Decision forcing
- Is generalizable and relatively short
- Accommodates flexibility on the use of the case

Case-based Learning Virtues

Why Use Case-Based Learning?

- *Opportunity to see theory in practice.*
 - Authentic contexts expose students to viewpoints from multiple sources and see why people may want different outcomes. Students can also see how a decision will impact different participants, both positively and negatively.
- *Requires students to analyze data in order to reach a conclusion.*
 - Since many assignments are open-ended, students practice appropriate analytic techniques.
- Supports student engagement, interest, and involvement.
- *Develops analytic, communicative and collaborative skills along with content knowledge.*
 - In their effort to find solutions and reach decisions through discussion, students sort out factual data, apply analytic tools, articulate issues, reflect on their relevant experiences, and draw conclusions they can relate to new situations. In the process, they acquire substantive knowledge and develop analytic, collaborative, and communication skills.
- Provides opportunities for students to put themselves in the decision maker's shoes.



Virtual CBL Case Study

How one School Does it:

Context of Prescott College Students:

- Tier III School
- Busy Working Adults
- First time experience with intense team-based work/projects
 - coordinating a team in multiple time zones
 - deciding leadership strategies to accomplish task
 - issues with workload balancing
- Limited to no experience with CBL
- Varied background of knowledge so we must meet the learner where they are
- Multiple time zones



Virtual CBL Case Study



Teaching Strategies for Virtual Case-Based Learning

Why adopt a HBS Case study to teach Sustainable Marketing 100% Asynchronous?

- Expose students to real life marketing situations
- Develop Teamwork and group problem solving skills
- Simulate a marketing department work environment by providing more information than can be digested at the 100% level and forcing a diverse team to make a recommendation within a time constraint.
- Gain first hand team leadership experience
- Develop Conflict resolution and negotiation skills
- Post COVID remote team based work is now norm

Challenges

- Many of the cases originally were authored to be done face to face
- Limited cases that have sustainable marketing content

Virtual CBL Case Study



Adapting 4 Cases

- Chose cases that focus on sustainable marketing approaches and fit the week's objectives
- Developed Rubric and suggested case approach
 - Organization/Situation Context
 - Addressing Analysis Questions about the Case
 - Recommendations/Conclusions
- Chose 3-4 analysis questions/Case

One key tool: Team Charter

- A document that lays out a teams agreed upon members' expectations related to behavior, project management processes, roles, assignment goals, how decisions will be made and how work will be allocated
- Developing a well defined charter early in the team formation process can help improve team performance
- Common components of a team charter include: members names and contact info, purpose, goals, ground rules, roles, responsibilities, work processes, behavioral norms

Virtual CBL Case Study



Student Approach

Week 1

- Students are asked to form case study teams (3-4 Students); recommended that teammates have similar time zones.
- Teams create a team charter laying out weekly case approach
 - Decide weekly meetings and deadlines
 - Team roles (rotating leadership role)
 - collaboration platform

Weeks 2,3,6,7

- Work through the case following agreed Charter
- Submit case review at the end of the week
- Submit evaluation of teammates

Virtual CBL Case Study



Results

Students Gain:

- Management skills
- Marketing Subject matter expertise from real world examples
- Leadership experience
- Team working experience
- Conflict resolution and negotiation skills
- experience of working on a marketing project that simulates a real work environment
- Experience deciding key facts of a situation that are relevant to the task

Challenges:

- Coordinating schedules
- Team workload balance (e.g., free rider problem)
- Different perspectives on quality level/approach
- Team assignments require more time than individual assignments (communication time)



*Transition to
BreakOut Group
Work*

Break-Out Groups

Let's shift gears now to share challenges, opportunities, and approaches of your current CBL use in your online program -or CBL pros and cons if you don't yet use CBL in your online program.

- Breakout rooms
- Designate a note-taker who will report back your group's results in the plenary session (60-90 seconds)
- For the next 15 minutes, please discuss:
 - i. Do you use CBL?
 - ii. What's been your experience with its benefits and challenges?
 - iii. Brainstorm in your group about ways to overcome challenges
 - iv. If you don't use CBL, what courses / parts of courses do you believe it may be effective?
 - v. Identify any questions you still have about CBL?

Groups Report Back

- Please summarize insights from your group discussion that may help others in this session (60-90 seconds)



Thank you!

Questions????

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