Problem-Based Learning: Drafting a Case Study

This assignment is intended to: 1) introduce the concept of problem-based learning (PBL); 2) identify ways to incorporate PBL into your curriculum and 3) experiment with inquiry-based / case-study pedagogy.

Most PBL case studies and online resources use authentic, real world problems. Not all of them are sufficiently complex or engaged with that authentic contex. For this GEDI assignment you will begin / continue your exploration of PBL, with attention to integrating an ethical dilemma and cultural diversity issues (domestic and/or global) into your case study example.

The assignment gives you the opportunity to explore how a case study approach can facilitate students' problem-solving (and problem-posing) skill sets at the same time that they are acquiring (and learning to apply) domain knowledge(s) within a context that engages course content. Our collective seminar conversation should help you move from general information about PBL and inquiry-based / case-study pedagogy toward application in your own discipline / course.
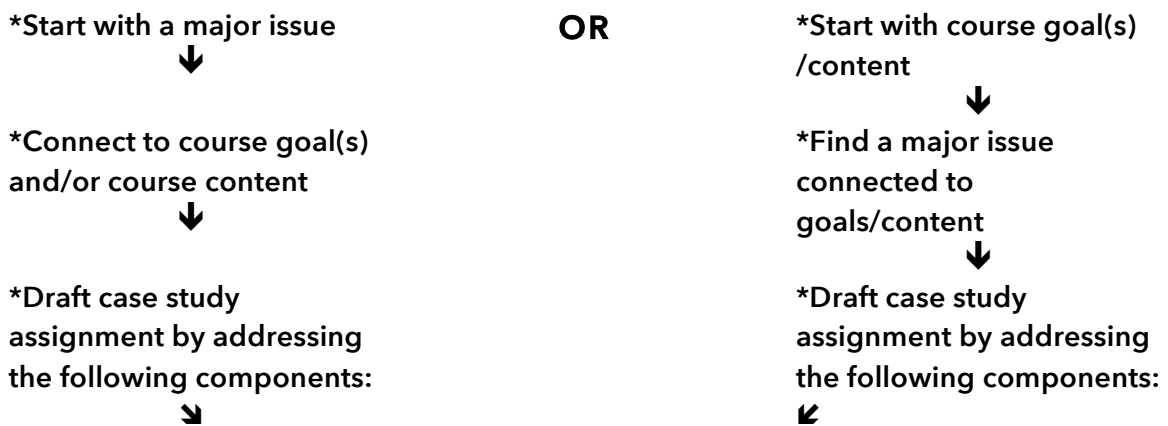
Instructions:

1) <u>Read</u> the items marked with an asterisk (*) under Week 13. Then consult some of the additional resources that are most relevant to your particular field.

2) Review the process outlined below and use the outline to draft a case study or PBL assignment.

3) **Assignment components**:
   a. Describe the (current or future) course or curriculum in which you would use the case study.
   b. Write a brief, descriptive paragraph for each of the steps (#1-6) outlined in the process below (page 2).
      i. **Use each step as a heading to organize your assignment as you address each of the questions. Your final GEDI assignment should have six headings or sections with brief answers to the questions in each step.**
   c. If your case study is designed around a current or historical issue or event, please include links to provide context for this in your answer to step #2
   d. If you are expanding on a case study from a database, please provide proper citation to the original case study and include a link or URL to the study in step #2.

4) This doesn't have to be long – one or two pages will be plenty. You are outlining a plan to use a case study rather than creating the fullblown PBL-case study itself. The most important part of the assignment is the quality and innovation of your idea and how it relates to your teaching.

Due Date #1) Put a copy of your Case Study in the appropriate folder on our Drive at the beginning of class on April 19**.** Please bring your laptops to class as well.

Final Date: Submit the final version of your Case Study on Canvas on or before **Wednesday, May 3** (the due date for your Final GEDI Portfolio)

PBL / Case Study Design Process, by Dr. Shelli Fowler and Dr. Kipp Herreid
According to Kipp Herreid, in addition to telling a good story and being relevant to the curriculum, the well-conceived case study may also include: a recent setting (ideally within the last five years), empathetic characters, dialogue, close-ended or open-ended questions to answers (and problems or dilemmas to solve). Herreid suggests that there are two ways to begin the process of creating an original case study: 1) you can **start with a major issue** that you think might be relevant to the class, research it, and then decide with which of the course goals it aligns; **or** 2) you can first **decide which specific course goals you would like to address**, and then find a major issue that would be suitable.

*Start with a major issue ↓	**OR**	***Start with course goal(s) /content** ↓
*Connect to course goal(s) and/or course content ↓		***Find a major issue connected to goals/content** ↓
*Draft case study assignment by addressing the following components: ↘		***Draft case study assignment by addressing the following components:** ↙

1. What are the objectives of the case study or PBL assignment?
2. What is the specific issue/event and what is the story you will create to make the issue or event compelling?
What ethical and diversity issues are integral to the story (the issue/event)? Why and how is the event compelling? (Keep in mind: 'messy and wicked'; 'complex and ill-structured'; and, ambiguous with several potential paths toward a solution' are phrases often used to describe issues and events that foster real-world problem-solving / problem-posing skill development.)
3. How will you introduce students to PBL:
How will you form teams and how will you help team members be accountable to each other? How will you facilitate the "what we know"; ''what we need to know"; "how we find out" PBL process?
4. What will students produce / turn in?
5. What assessments will be used?
6. What kind of demonstration of potential solutions should be done with the class / learning community?