

# Using Case Studies

To Assess Learning Outcomes

For Effective Teaching

1:00- 4:00 pm CUE 518

Part 1: *Effective Teaching* on November 13 by Dr. Lori Carris

**Case studies can teach students how the process of science works in addition to teaching the content of science. Case-study teaching also fosters the development of higher-order learning skills. By the end of the workshop, you will learn about different types of case studies, how to run a case study in the classroom, and how different types of materials can be used to develop cases.**

*Seating is limited so please RSVP Dr. Laura Lavine [lavine@wsu.edu](mailto:lavine@wsu.edu) or 335 7907*

## Using Case Studies Workshop Series

Are you interested in using the case study teaching method to strengthen learning outcomes in your classroom? Learn techniques to create, deliver, and assess learning outcomes using case studies with two workshops. Participation and incorporation of experiential learning techniques such as these significantly enhance your broader impacts for federal agencies such as NSF and USDA. Anyone in CAHNRS may attend the workshops, however seating is limited.

These workshops will provide an opportunity for you to engage students in activities that stimulate retention and comprehension of your course content as well as provide important feedback to you on student learning outcomes.

### Part 1: Using Case Studies for Effective Teaching

Case studies can teach students how the **process** of science works in addition to teaching the **content** of science. Case-study teaching also fosters the development of higher-order learning skills. By the end of the workshop, you will learn about different types of case studies, how to run a case study in the classroom, and how different types of materials can be used to develop cases.

Expected outcomes of the workshop include:

1. Experience in the case study method as a participant.
2. Learn specific strategies and tips for managing an active classroom and fostering interactive learning.

Seating is limited to the first 30 registrants, so please sign up early.

Date: Friday, November 13, 2009

Time: 1 p.m. to 4 p.m.

Location: CUE 518

Seats will be filled on a first-come, first-served basis. The workshops are open to faculty, graduate students, and staff from CAHNRS who are involved in student instruction and mentoring. Please RSVP to Laura Lavine at [lavine@wsu.edu](mailto:lavine@wsu.edu) or 509.335.7907 to reserve your seat.

## Part 2: Using Case Studies to Assess Learning Outcomes

The intention of the workshop is to support instructors with mechanisms to appraise learning outcomes beyond traditional grading and to provide tools for developing assessment methods that provide frequent feedback to the student and instructor within the framework of the case study teaching method. The approach you learn about has been developed to meet and exceed growing accountability and accreditation expectations without compromising curriculum to the *no child left behind*, *college edition* pressures.

Expected outcomes of the workshop include:

1. Hands-on experience in using the WSU Critical Thinking Rubric applied to the case study format in both a small class and large class format.
2. Interactive feedback on how the case study method provides an active learning environment that promotes and engages student learning.
3. Familiarity to the changing accountability landscape and key aspects of the new accreditation standards (Released in November 2009) that will influence our work.

We will use case study essay assignments turned in by students in two radically different types of science courses in order to explore how to practically apply the WSU critical thinking rubric to this activity in your classroom, lab or work environment. Dr. Gary Brown will actively lead participants through the assessment format based on these student artefacts.

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