Creating Cases

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Case-based learning is a way to grasp reality better and cases are like inspiring and intriguing stories that deepen understanding for complex matters.

Our pedagogical approach in Laurea UAS is called Learning by developing and I want to combine this perspective with case-based learning in describing my way of teaching cases. I especially want to emphasize authenticity in our pedagogical model as we aim at working with a current topic that needs development, for example facilitating change in organizations or creating new ways of branding. In other words, when I describe a case, it is not necessarily something that has happened in history and is written and described as a case. I want to put forward a pedagogical approach that gives birth to new cases that students themselves are involved in creating. In the next paragraph, I will shortly describe my course in "change management" for a multidisciplinary group of Master students.

First of all, our Master students at Laurea are used to developing their own organizations and very often, their theses are about this development process. Secondly, in every course, we are in a strong connection with societal changes and we aim at creating new ways of coping with this change. My course is about change management but as communicating in the appropriate way during change is crucial; we emphasize this in the assignments.

The first assignment is about analyzing resilience and perseverance during life-changing events. Every student chooses any novel or biography that describes change and they write an essay in dialogue with the story told. Their reflection is based on their individual experience.This is the starting point for finding out how change can be differently defined and understood by different individuals.

In the second assignment, this story will be analysed by using theoretical concepts and models that aim at an understanding of change on an abstract level. The third and last assignment is done in groups. The students should create a new model of communicating change and reflect upon its strengths and weaknesses. They are acquainted with two real-life change communication processes by interviewing an organization. In the analysis, they use knowledge from the earlier assignments and the reflection takes into account the individual, organizational and societal perspective.

The way students work and how we interact with them creates new knowledge that is easily written as a case.

Learning is, in this case, a process of social construction and the role of the student is active. The teacher's role is to help find the appropriate perspectives and new research of the subject. Students are updated on research and teachers on what is going on in work-life.

Together we get stronger.