

**CENTER
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LEARNING**

Case-Based Learning: A Guided Inquiry Framework



**ALBANY COLLEGE
OF PHARMACY
AND HEALTH SCIENCES**





Overview

- What is Case-Based Learning (CBL)?
- When and why to use it
- Building or choosing a case
- Scaffolding learning with levels of inquiry
- Assessing student participation



What is Case-Based Learning?

What is a case study?

A story where the students find the ending (or the answer)



Activity #1 – Reflection & Discussion



Think about the best story a parent, teacher or professor ever used to explain something to you. How long has it been since you learned it? How clear is the memory?



The Why

Why?

Objectives and Alignment

- “Demonstrate basic problem-solving processes, including observation, inference, measurement, prediction, use of numbers, classifying and use of space and time relationships in life sciences.”
- “Apply psychological principles and theories ... to specific examples of behavior”
- “Select evidence-based treatment regimens for prevention and management of CVD based on assessment of patient factors.”

Consider this:

CBL can be used...

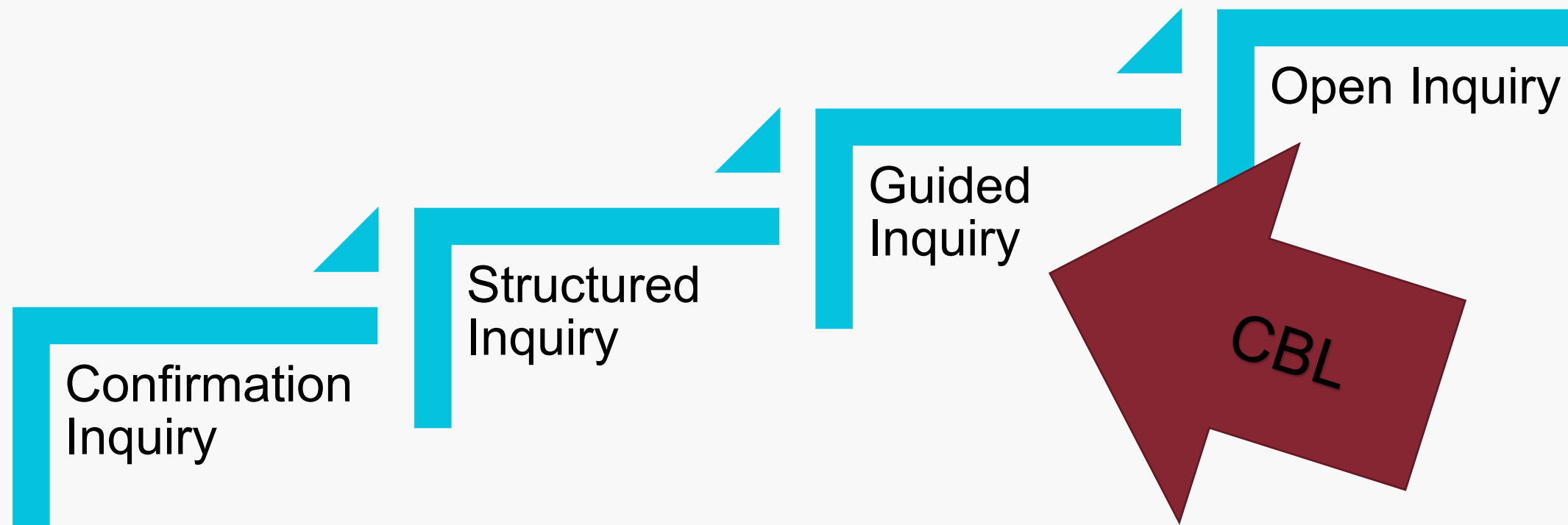
- To provide students with a relevant opportunity to see theory in practice.
- To require students to analyze data in order to reach a conclusion.
- To develop analytic, communicative and collaborative skills along with content knowledge.

From [Queen's University Centre for Teaching and Learning](#)

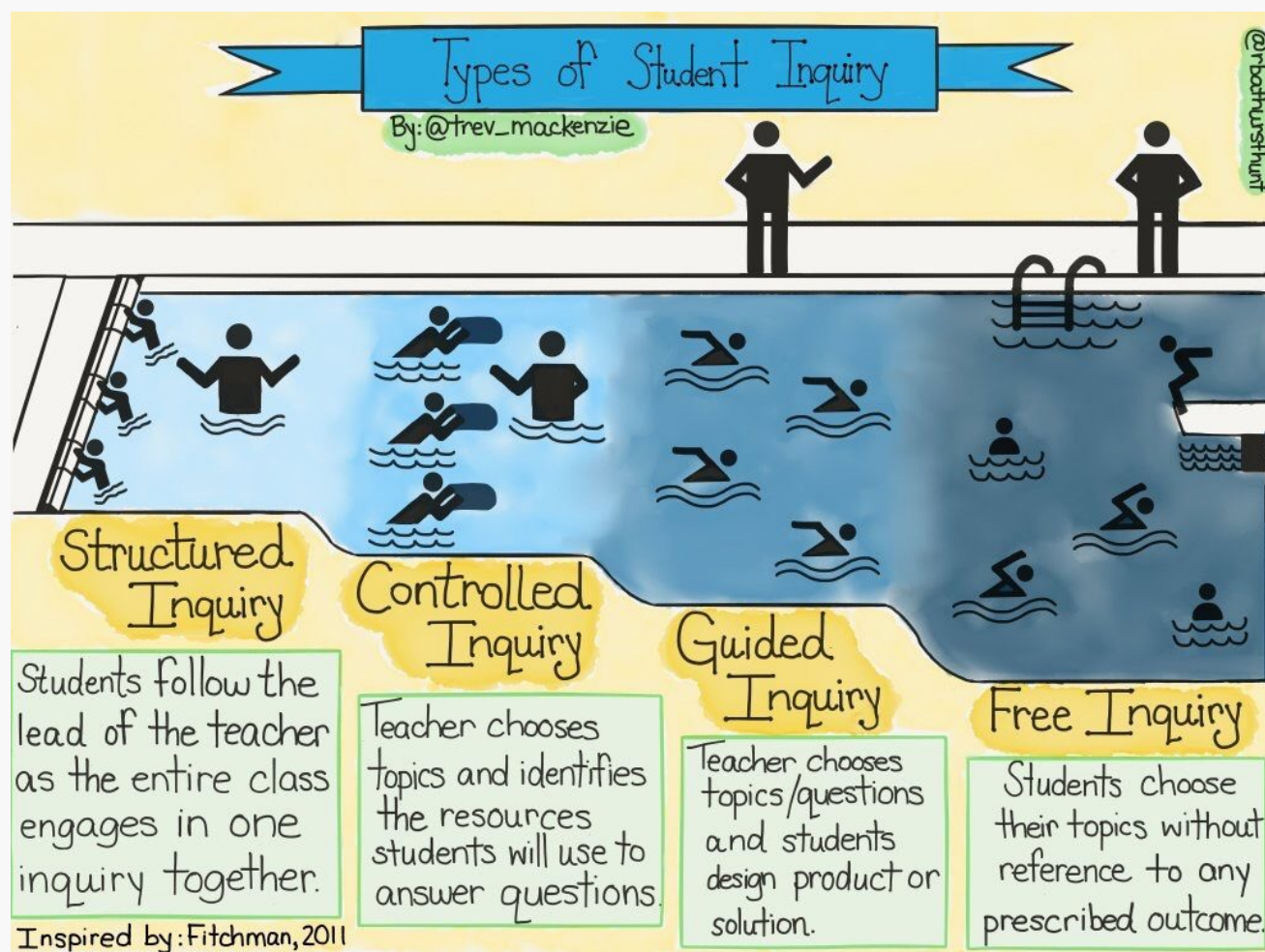


The When: Scaffolding Learning

Stepping Up Learning



Types of Inquiry



From "[Personalized Learning Using the Types of Student Inquiry](#)" by Trevor MacKenzie

The background features a horizontal band with a gradient from dark purple on the left to bright blue on the right. Overlaid on this are several thin white circular lines of varying radii, creating a sense of depth and movement. The overall aesthetic is modern and scientific.

Creating (or finding) Cases

The Rules of Cases

- 1. Tells a story.**
- 2. Focuses on an interest-arousing issue.**
- 3. Set in the past five years.**
- 4. Creates empathy with the central characters.**
- 5. Includes quotations.**
- 6. Relevant to the reader.**
- 7. Must have pedagogic utility.**
- 8. Conflict provoking.**
- 9. Decision forcing.**
- 10. Has generality.**
- 11. Is short.**

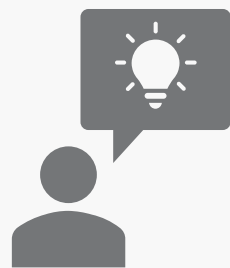
Finding Cases

- **Textbook resources**
- **Personal experiences**
- **Published cases from journals**
- **Open Educational Resources**
 - **National Center for Case Study Teaching in Science**
 - **MERLOT II**



Assessment

Assessing Student Learning

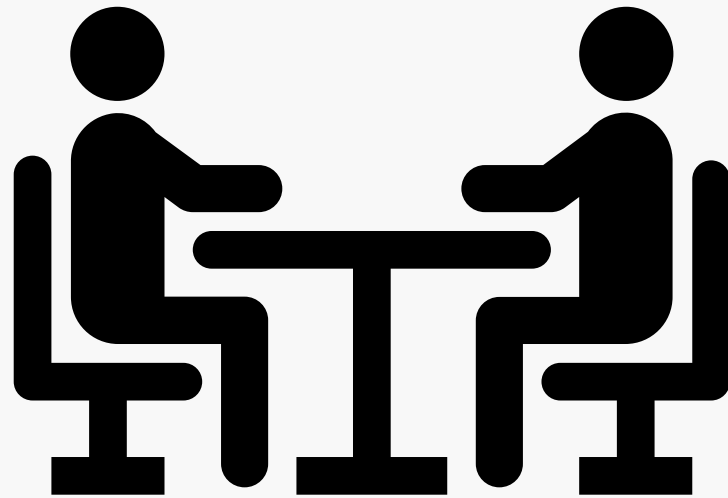


Formative



Summative

Activity #2 – Discussion



Resources

- Herreid CF. (2013). Start with a Story: The Case Study Method of Teaching College Science, edited by Clyde Freeman Herreid. Originally published in 2006 by the National Science Teachers Association (NSTA); reprinted by the National Center for Case Study Teaching in Science (NCCSTS) in 2013.
- [Publications](#) from the National Center for Case Study Teaching in Science
- [Case Collection](#) from the National Center for Case Study Teaching in Science
- [Case-Based Learning](#) from Yale's Poorvu Center for Teaching and Learning
- Zak, PJ (2013). How Stories Change the Brain. Retrieved from: https://greatergood.berkeley.edu/article/item/how_stories_change_brain

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Thank you!

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