

Case Study to define a problem statement



Module IV



Course 3



T1



L2

Activity

- **Short Description:** Case studies may be a good way to state a common problem for the students at class with the same assumptions and frame.
- **Methodology:** critical thinking process to define the statement of a problem posed in a case study
- **Duration:** 2 hours
- **Difficulty (high - medium - low):** medium
- **Individual / Team:** Teams 5-10
- **Classroom / House:** Classroom
- **What do we need to do this activity?**
 - Flipchart
 - Internet Connection
 - Paper, pen, markers, post-its

Description:

Through the 'case study', students are presented with a real or hypothetical example from the field of the subject that is dealt with in the classroom in order to analyse in depth and to explore either the solutions to the problems that emerged or the factors that shaped it specific case. The students:

- adopt a positive attitude towards a theory or practice, knowing the usefulness of its implementation
- understand the consequences of wrong actions and judgments,
- realize the criteria for making specific decisions,



- constrain the conditions for the application of laws, regulations and actions
- gain experience and critical thinking.

Case studies can be used as:

- Problems to be solved, where students are placed in a problematic situation and encouraged to solve it by first analysing it and then making decisions and proposing concrete actions to resolve it, and
- Reference examples where students, on a case-by-case basis, are called upon to solve another, similar problem
- Exploit cases within activities, both as problems to be resolved and as examples, it has a number of advantages, such as student-centred activities that engage and activate students, development of problem analysis and problem solving skills and foster students' critical and analytical thinking
- Help students learn to deal with complex and multi-dimensional problems, such as real-world and professional problems can be used to achieve stance level goals

Use the space you need to make a clear description of the activity.

Instructions

The teacher will come up with a Case study related with cultural heritage through slides, videos or a document explaining the problem.

Students might be challenged in how to preserve Ancient monuments and culture through the creation of multimedia solutions. As an example, the teacher could present this case study:

Ancient wonders captured in 3D . TeDglobal 2011 in.
https://www.ted.com/talks/ben_kacyra_ancient_wonders_captured_in_3d#t-720998

Pro/Pro and Pros/cons charts could be useful to put in common causes, consequences to define the statement to be solved.

1. STEP 1: Presentation of the issue (video and comments from the teacher) 20'
2. STEP 2: Individual reflexion 15'
3. STEP 3: Sharing of ideas in group 30'
4. STEP 4: Achieving and writing a common statement by group 10'
5. STEP 5: Panel session and conclusions 45'

At the panel discussion session, the teacher will ask students to define the problem statement by answering these questions:

- What is the real question?
- Who are the stakeholders?
- How will the measurement of the success be done?
- What is the scope of the problem?
- What are the causes?



- What are the constraints?
- What could be the consequences after applying the recommendations?

Drive the responses looking from different point of views and perspectives and taking into account different contexts. Encourage. The students to use logical thinking and make connections between causes and effects (consequences) to better visualize the problem.

Taking into account that:

A problem statement should have:	<ul style="list-style-type: none"> • Outline goals • Map boundaries • Define success • Acknowledge constraints • Articulate assumptions • Identify stakeholders • Establish timelines
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The main objectives of this exercise is to provide students with the opportunity to generate their own new key ideas. Through this motivation process, the students will be encouraged to freely express and explain their ideas and judge the ideas of their classmates in order to reveal multiple aspects of the subject and enriching their knowledge.

Expected outcomes

- Clear and bounded problem statement

Illustration:

It can be an image, graphic, template, etc., that helps explain the activity or that is necessary to develop it

This activity can be used in other (module, course, topic, lesson):

- Course IV. Critical thinking / L1: What is critical thinking

REFERENCES:

- BU Center for Teaching & Learning. Using case studies to teach, available in <https://www.bu.edu/ctl/teaching-resources/using-case-studies-to-teach/> [accessed Jan 2021]
- 2.2.2. Case study (partner UTH) in R5.1. Creativity and Soft skills for XXI Century (Student to Practice Report)

