**Case Study Teaching Online Learning Tips**

Online learning has jumped to the forefront with the recent COVID pandemic. We reached out to some seasoned case study teachers about their experiences with online case study teaching. Here are some tips they offer:

1. Divide the case file into several different parts. Convert each mini-file into HTML (easy through WORD, for example). Give access to each file in sequence as the case proceeds. In many instances downloading WORD or PDF files takes time, which can limit the flow of a case. HTML files simply display when clicked. Control availability to release each part in sequence. This usually takes one click for each student to see the file.

2. You control group enrollment ("breakout groups") in LMS. This can easily be done by listing students alphabetically so each group is the same every meeting.

3. Visit each breakout group during their discussion; vary which one you visit first.

4. Set a short time to return to the room from breakout groups. Nothing worse than waiting for a few stragglers to come back for class discussion. It interferes with the flow of the case.

5. Pray that your LMS doesn't crash - like mine did today! Good to have a backup; I went from Zoom to BlackBoard Collaborate. Essential that you know how to use both!

6. Sychronous vs Asynchronous:

* Dont be afraid to use asynchronous activities. Every teacher I know seems to try to teach online synchronously but not a single course I have ever taken as a student in two distance education degree ever did a live class. That's not what we know to be effective in distance education. Distance learning is more student centered than faculty centered, when done right. Set up discussion boards, put students in smaller discussion groups, and give students time to participate. Set up clear expectations for participation and incentives for participating.
* This fall with a couple of my classes I've scheduled required synchronous time to try something new.
* Build stable groups with good rapport before doing synchronous case studies. Instructors' ability to interact with groups and pick up cues about roadblocks is hampered, so it’s important that groups function well before they take on challenging assignments.
* Think carefully about which parts of the case study should be synchronous and which should be asynchronous. Provide students with readings in advance so that students have the same baseline understanding when they meet as a group to begin work on the case study.
* Allow more time. Students have to learn the software and become comfortable with it and this takes longer to complete the assignment- more than you might expect in face to face. Also, asynchronous learning means you need to let each student time to respond to one another.

7. Consider simple and free ed tech like Jamboard and google docs for facilitating student exchanges as they work through a case (Jamboard for visual work, google doc for written files). Consider how students can collaborate, for example by contributing to building a wiki together based on what they learn.

8. Experiment and share your results. The case pages have discussion boards tab. Exchange with other instructors what you learned in teaching this case online. Share resources and lessons learned and help one another.

9. Tool Kit: I would suggest this PPT from Innovative Educators by Jean Mandernach- she has about 21 tips and Annie Prud'homme also has a great list of resources here.

10. Polling Anonymously/ Flipped Case: If your Learning Management Software is limiting and you want to take the pulse anonymously during online sessions, use Poll Everywhere- attached is a great set of ideas using word clouds, multiple choice, vote up, etc and slides for students to learn how to use it. Additionally, anonymous increases participation by those less confident or unsure of the space. They are also hosting workshops on these dates and if you go to their site and register you will get a unique Zoom link invitation

Getting started with Poll Everywhere".

Please submit any questions to: webinar@polleverywhere.com

Every 2 weeks on Thu, until Dec 10, 2020, 8 occurrence(s)

9/3/2020 11:00

9/17/2020 11:00

10/1/2020 11:00

10/15/2020 11:00

10/29/2020 11:00

11/12/2020 11:00

11/26/2020 11:00

12/10/2020 11:00

11. VIDEO Cases: for asynchronous use. Use a video software program like Voicethread or Kaltura Video to annotate or create video quizzes for mp4 files that you upload- allowing for a case analysis of a story presented through video (HHMI Videos, are a project that Annie Prud'homme has developed). Here is one example using ecology and more tips here Link

12. Break Out Rooms/ Stakeholders Cases: If your online platform allows for break out rooms for small group work, many case studies have stakeholder groups that can assemble and work on the case in small groups synchronously via these rooms or even separate SLACK or Discussion pages.

13. Annotation/ Progressive Cases: Use Annotation Software for Interrupted case studies or progressive cases as students can simultaneously annotate a video, pdf, or data figure, and you can design your course management software to release the next piece of the case only after that assignment is complete. Tools include Hypothesis, Mural, and many more. Even a Google Doc will work.

See attached two pdf's

14. Allow students to work in groups, but don't require it, so most don't.

15. For interrupted case studies, in which I normally would stop students for a bit of lecture or introduce new information, I've recorded short videos to guide students as they work their way through.

16. Find related videos to introduce the case or use case studies that come with introductory videos. This helps to engage and motivate students. This is particularly important for online teaching.

17. As students interact with their groups, let them work together on the platforms on which they are most comfortable.

18. Assigning roles can be very helpful so that everyone participates.

19. The interrupted case study format is not the best type for online instruction and cases using this format must be modified. Piecemeal sequential disclosure of material simply doesn’t work, because once groups begin work on a case study, it’s difficult to call the whole class back to provide fresh instructions and guidance. Give students everything at once and be very clear with instructions and expectations.

20. General tips:

* A useful tip to reduce plagiarism and help students think carefully about where they obtained information: Have students write an acknowledgment section for each submission they make, listing all online resources that they used.
* Set up discussion boards to encourage discussion.
* Don’t shy away from using case studies and other active approaches. It can be intimidating to try these things in a new medium, but the students will be supportive even if it’s not perfectly polished: Everyone is in this together! Interactions like case studies and other active learning activities provide a much-needed chance for students to find community in this sometimes-isolating online world. It’s definitely worth finding ways to make these approaches happening in this new context.

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