The dynamics of the case method: A comparative study

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Abstract

Objective – The objective of this study is to analyze the movements of the case method as a method for learning, compared to the traditional methods for learning. The case method is being more used by highly ranked American schools and spread worldwide. The method is proven as a good method for learning, but at the same time a method which demands a lot. Scientists agree in that good education is important, but yet complex. Since the adaptation of the case methodology increases, questions in how to strengthen it occur.

Method – This study is built upon secondary resources. This sources consists of writers and researchers who has affected the area of importance. The information presented in the chapter literary review is collected from scientific articles and academic literature gathered from the databases Scopus and Web of science at Halmstad University. Also, Summon and Scholar us used to collect some information.

Analysis – Cases as a method for learning has grown to be a more appreciated and adapted method worldwide. The method is an active way of learning, which makes student more focused and motivated. Working with cases also higher the student’s abilities to be critical, analytical and open minded which higher the outcome of the education. The case method is though very complex. To higher student’s abilities to exercise the method in the best possible way, a good possibility is to combine the method with traditional learning. By having knowledge in advance, risks with exercising the case wrongly will minimize.

Conclusion – Case studies as a method for learning is an attractive way of education. Students learning by cases develops and improves new skills and abilities. The case methodology is a good method for learning, but it can be improved by minimize those weaknesses and areas where it is not always enough. This will make the outcome after using cases even stronger, and the level of education will higher even more.

Keywords - Case methodology, case study, lecture learning, problem-based learning, creativity, active learning, traditional learning
Introduction

There are many ways in how education can help students improve their knowledge and develop their skills. “Learning is built layer upon layer via experiences in a social cultural context” (McHarg, 2009 p.1). Standards within education says that the function must have the goal to train students to that level which allows them to be able to independently practice within the field of work (Eckert, 1993). The case method is being more and more used since it is talked about as a good method for learning, because it makes the students receive a deeper understanding in the area of practice. The outcome of educate trough cases goes in line with Garvin (2003), who implies that what’s being educated in the classroom must in one way or another be linked to reality - how to decide, diagnose and act.

To be given a ‘kick start’ traditional lectures can be a good way to create interest for the students. Lectures is based on information output (Eckert, 1993), and is normally not designed to learning by trying. Learning by working team-based to make students create a wider understanding is a more active way of learning. Through coming forward with solutions for the stated problems, is a more preferred education method by students (McHarg, 2009). Both problem-based education and working with cases focuses on a problem or a specific area where a situation must be cleared. This force the student to be active and participate more in the education. The difference between different method for learning are often shown by the difference towards reaching an understanding.

The definition of “case” is complex and used in many ways, as well as the case methodology (Bengtsson, 1999). Case studies are often used in education, field-based cases of a real situation or happening. Cases focus on a problem and how to solve it in the best possible way given by the company or organization (Kjellén, Lundberg & Myrman, 2008).

More professional schools in America is adapting their education toward case-based lessons. That is because the skills the methodology brings being more important in today's world (Garvin, 2003). It is deeply rooted in law, political science and economics, and the method is growing within other areas as well (Tärnvik,2004). This method for learning is rising and adapted more worldwide. Universities are implementing the method in education on grounds that the outcome of using it has shown good results. Professionals are writing about the case method and all good it brings and how it higher the level of the students. It may be that the case method is not the most advantageous on one’s own. For years scientists has written about the complexity in education and how people learn, and it is still not an fixed and certain way in how education is exercised best.

Method

This study is built upon secondary resources, consisting of previous research and theory collection from other scientists. To reach a deeper understanding in the area of importance, studies on academic literature has been done and scientific articles have been examined. This
is done to identify different methods and strategies for learning. By study relevant and reliable information, the collected information and facts are being ensured and are then more trustworthy.

To create a high validity on the study, the secondary resources in the review of previous research are scientific and nearly all audited, which makes them credible. Further the validity in the study is reached when the presented articles are of high relevance for the context. Jacobsen (2002) are saying the validity in the study is reached when the presented articles in the study is relevant for the context. The validity in this study is obtained through seeking answers within the area of problem, (Jacobsen, 2002, p.21-22). When academic literature and scientific articles constitutes the basis of the working method, then a similar study conducted would show the same result again. This shows that the study has high reliability (Jacobsen, 2002, p.21-22). Since the sources used are secondary sources the authors of the articles already have interpreted the primary sources. If the data collected the first time aimed in another direction, the reliability may vary. This can have affected the interpretation (Jacobsen, 2002, p.21-22)

When collecting scientific articles the databases Scopus and Web of science at Halmstad University is mainly used. Google scholar is used for further articles as a field for searching. The academic literature is collected at the library of Halmstad University.

The title of this study was used to define keywords that have been used as a ground to find relevant information, when searching for articles and literature within the presented databases. Keywords: Case methodology, case study, lecture learning, problem-based learning, creativity, active learning, traditional learning. After collecting relevant data from previous research, articles and literature have been processed and put together in a literature review. Given this review of literature, an analysis has been done. From this, at last compiled a conclusion with an answer to the aim of the study.

Literary review

Directions for learning
There are hundreds of different ways for both teaching and learning, and each and every one of them are doing it differently. There are directions teachers should follow, and defined ways how students learn (Guess, 2006). The original idea of pedagogical learning includes methods that should help the learner to gain knowledge in the best possible way (Giertz, 2003). The pedagogical process, is important for education. It structured on that the teacher should be well prepared and start the lesson with something that is well known for the students. After that the teacher will present new material, which is associated to the previous known material. At last the new material will be applicable on a known area for problem (Herbart, 1806/1994). This way of educate is well suitable with the process for the case method (Bron & Wilhelmsson, 2004). The teacher should be inspirational for the students, which is supposed to give examples, implement reality and bring forward a good analysis together with the
students. the teacher should help the student to build up structures, and try to bring forth an active participation from the student (Piaget, 1935).

Studies of the mind has taken an evolutionary step into new ways of education. In the last couple of years, a different way of teaching, plan education and form curriculum have been growing. New types of scientific collaborations have lead towards a more educational practice, and a new way to work with the education in the classroom. Scientists have been doing more research on education and the best way to make learning ideal. Knowledge about learning are predicted to evolve a lot more in next generation since the neurological science develops. Education takes form in a lot of different varieties. Researchers has successfully discovered that teachers who shared their “wisdom of practice” to the students, and let the students work with their compendium, have shown a better understanding than the usual lectures (Bransford, Brown & Cocking, 2000).

Traditional lecturing is based on the hypothesis about how people learn. Education with cases are built upon the ground that people learn best by doing: we learn to write by writing, we learn to think by not being given answers, we learn to be reasonable by not being told how to do the task and we learn to make decisions simply by making the and learn from our rights and wrongs. Within the case methodology all these skills are involved, and make cases an active way of learning. In traditional lectures assumptions is made that people learn by being given, or told, the information. The teachers provide the students with theory, thoughts, simplifying information, given answers and solutions. This makes the student only listen and proceed, which makes lectures a passive way of learning (Guess, 2006).

Formal way of learning is planned, targeted and within educational institutions. It is an action taken by students which goal can be reached through different channels. Formal learning can be both information taking and experience-based (Ellström, 1996). Experiential learning is a special term of a way to learn, defined as learning from life experience (Kolb, 2015). “Learning in which the learner is directly in touch with the realities being studied. It is contrasted with the learner who only reads about, hears about, talks about, or writes about these realities but never comes in contact with them as part of the learning process” (Kolb p.18). Experiential learning is one sort of active learning (Kolb, 2015) such as problem-based learning and case-based learning (Guess, 2006).

Spaces in which lectures are based makes a difference in how student can take in the educating. Active learning demands spaces which give room creativity, problem solving and critical thinking, and groups of students need to be able to interact. Traditionally designed lecture rooms are not suitable for this kind of activities, and the innovation will not be as good. Many of the biggest university worldwide are working to renew the pedagogical spaces to fit the kind of educating that will be going on in there. That for encourage high motivation and higher the level of both teaching and student learning (Mingze & Chiang, 2015).
Different methods for education

Within business, original lectures are a frequently used method when educating. Lectures are efficient and reach out to a lot of people at the same time. Thought, the lecture method does not give the student any practice how to use the information given within the study-area. Therefore, this method does not give the student the same level of understanding as a case-study or problem-based learning does (Ellet, 2007). Lectures are based with the teacher as an ‘expert’, whose importance is to teach the students theory and the right and wrongs, (Guess, 2006). Depending on type of education, traditional lectures based on theory and textbooks can be a good enough method. When studying only facts, for example history, case-based learning may not help the student more than lecture-based learning (Ellet, 2007). Traditional lectures for learning is not to underestimate and should not be taken away completely (Nordquist, 2004).

Problem-based learning have been seen as a way of learning since its introducing because of its pedagogical structure, the groundbreaking has been especially high within medical education (Hung, Jonassen & Liu, 2008). The educating method aims to let the students take control over their own learning, and by that awaken them and make them more curious within that current area. Problem-based learning takes long time and much effort for both teachers before the lesson and students during the session, but has shown good results in active learning (Tärnvik, 2004).

Case methodology are a familiar, yet difficult to define, type of research (Bergen & While, 2000). Case studies is an appreciated method within medicine, law, management and psychology (Bengtsson, 1999). The method is also frequently used within areas like economics and political science and are a growing method for learning within other areas as well (Nordquist, 2004). The method has been rooted for a long time, and together with this huge expansion of using areas, patterns in how to use the method is going to changes as well (Gullahorn, 1959). The difference between case methodology and problem based-learning are not really easy to define. Problem-based learning aims to seek answers to: why is it this way? and the group of students must brainstorm about alternative explanations to that question. Cases usually is based upon an unsatisfied situation, in which the students have to analyze and argument to bring forward possible solutions for a change to the better. Cases aims to seek answers to: how is it this way? (Stjernquist, 2001).

Defining the case methodology

Just as problem-based learning, case methodology is a form of education which encourages students to be active during class. Through active participation the student will receive more insight in different types of problems and complications that may occur in reality. Cognitive research has shown that learning gained by active work with case studies, make the student gather information better and will keep it fresh for longer period of time (Stjernquist, 2001).
Trough the case students will face different situations that is related to their forward field of work, and will therefore be more prepared when starting to work (Dahlkwist, 2007). Cases is a good way to gain knowledge in different types of business and industries. Trough cases student get more abilities and levels of knowledge (Bengtsson, 1999). A case study make the student receives a wide understanding by stimulating creativity through problem-solving (Dahlkwist, 2007). There are no stated right and wrong. Working with cases focus on the way towards a good understanding, which is why the analysis is an important part of the case. In the analysis, the student must reflect on why they did as they did, what they case resulted in, did they found answers to stated questions or problems, and if their solution and strategy of work were planned well (Kjellné, Lunderberg & Myrman, 2008).

Cases as a method for learning Cases together with stories, theories and facts might be a good combination for creating an effective way of learning. If the teacher exemplifies theories by using cases, students may learn better and by connecting theories to the case they remember those and connect their learning to reality which creates a good way of learning (Solberg & Huber, 2006). When using a case in education it usually gives the user two kinds of solutions. One simple description of the correlations, that can be stated out clear. That solution does not make the user think beyond the first thought. On the other hand, it forces the user to go beyond the normal, be inventive and stimulate creativity that is more than expected. The user has to step away from standards and think outside the box (Abbott, 2000).

Case method let the learners make knowledge (Ellet, 2007). Cases brings a deeper understanding among student, and brings forward discussions and reflections, which makes the education levels higher (Nordquist, 2004). Working with cases higher the motivation of the students comparing to lecture based education (Dahlkwist, 2007). Case studies educate the students in decision making, practice problem-solving, help student think in a critical view, learn to reflect, develop a higher cognitive thinking, apply theory in practice (Nordquist, 2004). Students have shown a deeper understanding about the subject in focus by learning from realistic situations, with focus on problem-solving. The teacher has a better communication with the student, and they must reflect a lot about what being said (Tärnvik, 2004).

McHarg says that the way of learn through problem-based cases “aligns with evidence from psychology of how we humans construct knowledge and make sense of the world” (McHarg 2009 p.2). Learning by case-studies make student connect with reality and the living world, which gives more perspective to the task given. Cases will force the students to apply concepts and content. It will make them expand and form new skills. They will improve their proficiency and create a better knowledge in how to be critical, be analytic, be theoretical and be relevant in different situations. Working with cases will higher the creativity and open up for different solutions and answers. Instead of traditional lectures, cases will reflect the real environment better. After working with cases, students will be more understandable with the complexity in the given are, the complexity of al business and the complexity of the environment and the world. This gives them a more stable ground with knowledge when graduating their studies (Guess, 2006). Case studies are a constant renewing project, and using cases in lectures also opens a lot of doors to future research (Nordquist, 2004).
Learning and management within specific areas
Within medicine, students learn from practice. Learning by lecture is not as efficient as learning by doing (Noorafshan, Hoseini, Amini, Dehghani, Kojuri & Bazrafkan, 2014). Case methodology is a good method for further education for students within medicine (Tärnvik, 2004). Several teaching techniques have been proved within the area of medicine, where innovative lectures including practice have had the most positive outcome in both motivation and knowledge after finishing studies (Drake, 2007). The purpose of a case study is to analyze and try to understand underlying facts and norms that are of importance for the history or a problem. In medicine, it is important to learn to go back and look for reason or causes that have created the situation being in today. When created a understanding of the cause, you are able to go forward to an solution (Philips, 2008). Professionals should also use the case as a study of knowledge and experience which should help students to improve their skills (Forsgren, Christensen & Hedemalm, 2014).

Problem-based learning has dominated the style of education within medicine for years. Many medicine faculties worldwide have successfully worked with that method for a long time, but recent years the case methodology has proven to be just as good (Stjernquist, 2001). Case studies has been proven as a good method by nursing students. Cases tests the students understanding from theory with skills in practice. Students has proven to be more confident and well-educated when finishing school (Bergen & While, 2000).

The methodology is deeply rooted in practice of law. Nearly all American law schools use the method in education (Patterson, 1951). Both schools and firms are ongoing using cases, in which aspirant’s lawyers can analyze the data with purpose to reach the same conclusion as they did in court. They also use fictitious reports which purpose is to play a part in training aspiring lawyers. With that they can make up a roleplay do make it as real as possible, and using the case to move forward step by step. By this the students or aspirants gain a deeper knowledge by really learning how the routine is going (Gullahorn, 1959).

The supercase
The phenomenon supercase has grown from the case methodology, in sense to make the case as authentic as possible. In practice this can be in form of a real problem in a specific company that must reach to a solution, or a living patient that needs a consultation to plan his treatment. The concept of the supercase aims to be the peak of the course or education, which will make the student reach the meaning of the subject and the case. This method demands more effort and time from the teachers to reach a good understanding for the student, but the outcome of this method balances that (Gyllenhammar & Björck, 2012).

Conversely
Working with case studies is a project over time. Both teacher and student have to prepare before class, and they have to evaluate the work being done after finishing the lecture, to be able to bring new thoughts until next time (Nordquist, 2004). People working with a case study can have different opinions than the creator of the case. Because of that the student can have
problem to reach a conclusion and a solution. It is important that the creator writes understandable information with no room for misunderstanding, to assure that all imaginary problems can be identified (Yin, 2007).

Cases are often very complex, unclear and does not give an direct answer which reflects the reality well. This because it does not always end up with a clear answer or solution, which also does not point on a right or a wrong. The method is based on analyses and creative thinking and might result in several possible solutions. Because of the complexity, the case methodology can sometimes be seemed as woolly or fuzzy and hard to attach. The method requires an active attitude from both teacher and student, and is given by that a demanding way of learning (Bengtsson, 1999).

One preconception about using case studies, comparing with using experiments and surveys, is when not working with the case study well and detailed enough, the outcome may show an adverse result. This because important factors can be missed, which then make the case seem doubtful (Yin, 2007). When putting systematic learning, in form of science and lecture-based education, next to experiential learning, based on past experiences such as cases, the picture appears that experiential learning might be unreliable and seems to misguide the student. It should therefore be supplemented with theory and academic instructs (Kolb, 2015).

The lack of generalizability has been stated as a weakness about using cases as an education methods. The criticism has been contra by scientist, who implies that the value of a case and the contribution it gives is created of the study's meaning and purpose (Miles, 2015). The case methodology has a lot to contribute within educational matters. It represents a complex practice and the case study is seen as one of the major methodologies within education research (Pereira & Vallance, 2006).

Analysis

There are many ways and techniques for learning, and strategies for education. Learning and educating is a constantly renewing project of matter that need to find new and revolutionary ways to make students learn in today’s innovative society. Guess (2006) describes many ways in which both learning and educating can take form, which each one of them have defined ways how to proceed. Giertz (2003) among many other scientists are saying that the original idea of pedagogical learning incudes methods that should help students learn gain knowledge in the best possible way. Though, questions about which way that actually are best arises, and people knowledgeable within the area of matter find arguments for and against them.

The case methodology has grown to be a more and more adapted method used for learning. The case methodology encourages to active participation in class, which higher the student’s ability to gather information in a better way. Stjernquist (2001) highlights that an active participation also help the student receive more insight and understanding of the area in focus. Because students gain these abilities, several highly ranked American universities
adapting the method wider, as well as other countries follows. When looking at the pedagogical process, which implies that best learning is received when following this process (Herbart, 1806/1994), the process for the case method is very well suitable with this way of educate. Bron & Wilhelmsson (2004) and Piaget (1935) both mean that the basics in the pedagogical process is to strive for an active participation from the students, and to receive that being guided of the teacher. This will also help them come forward with good conclusions through a active participation.

The usage of the case method has expanded along with the evolutionary research of the human mind. This together with what the neurological science has been made is predicted to evolve the skills of learning in following generations. Bransford, Brown & Cocking (2000), Guess (2006) and Ellet (2007) among other researchers has successfully discovered that teachers who share their wisdom of practice when teaching has given the student a much deeper understanding than those who do not. This may be a reason for why the adaption of the case method have increased significantly, especially adapted by highly ranked universities. This highly ranked universities usually are in the front edge of revolutionary research. Because of that they usually adapting new strategies and research, the method fast was seen as a good method for learning. Also, this can have influenced other universities as well, following in their footsteps, which will increase the adaptation further.

Traditional learning has been leading within educating for decades. It is still a huge part of the education, but things has started to divide into different portions. The traditional ways for learning is based on the hypothesis about how people learn and is basically theory given from the teacher compared to the case method that is oriented in learning by doing. This formal way of learning can be both information taking (Ellström, 1996) and experience-based (Kolb, 2015). Information taking in often on the shape of a teacherled lectures, which have been categorized as passive learning since it simply information given straight from the teacher to the students. Guess (2006) looks at this as it puts the teacher in the shape of an expert, and Ellet (2007) states the same and mean that lectures therefore let the learners receive knowledge. This because lectures do not help the student to receive the same deep understanding as other discussed methods does. Nordquist (2004) are saying though that lectures are not to underestimate. It is one of the oldest methods of learning and is well established since it been proved good. This is something Ellet (2007) agrees with, but with restriction that lecture educated od only about facts and is hard do exemplify.

Experiential learning is defined as learning from experience (Kolb, 2015) which can be connected directly to problem-based and case-based learning (Guess, 2006). Still, experience-based learning is one angel of formal and traditional learning which connects working with cases to the traditional way for educating with teacherled theory lessons. When talking about the active way of learning cases bring forward trough trying and doing, students may not be able to do that as good as they are if they have not had some knowledge before. This traditional, passive, way of learning may have an impact in how good students can work with problems and case-based material. If they do not have any previous knowledge, which they might have gained from basic theory-lessons, they may possess skills that is needed to be able
to be active and participate during other forms of lecturing. Even if learning is divided into different categories, they can in some way be linked together. Although they mainly focus in different directions they all aim to teach, and make the student gain knowledge.

Different methods for learning is better suitable within different areas. The case methodology, as said before, have been a more and more appreciated method for learning. Gullahorn (1959), Bengtsson (1999) and Nordquist (2004) all think that it is one of all methods that is well adaptable in all different kinds of areas. Lectures are frequently used when educating business, economics and law. Both Ellet (2007) and Nordquist (2004) are saying that it is an efficient method since it reaches out to a lot of people at the same time and are not to underestimate in learning purpose. On the other hand, they – together with Guess (2006) mean that lectures do not give the student the same understanding as learning by cases do. This may be big part for why problem-based learning was groundbreaking since its introducing. The students were allowed to take more control over their own learning through this method. From this introducing, scientist could see a direct connection to higher activity and a more active participation by the students (Tärnvik, 2004). Bergen and While (2000) are saying that the case method is defined very similar to problem-based learning and the way learning by the two methods approaches is yet hard to define. Both methods are based upon a problem that the student are supposed to seek answers to. The aim through the methods differ some, Stjernquist (2001) implies since problem-based learning are built upon questions around why it is a certain way, and case-based learning is built upon how, the way to reach a solution differ between the two methods. Bergen & While (2000) reached the same conclusion and also the imply that cases may be even better because of the deep understanding the students get from using the case method.

Hung, Jonassen and Liu (2008) indicates that problem-based learning is used of many big universities because of the pedagogical structure. Stjernquist (2001) show that the method been used especially when teaching nurses. This method makes the student take more control over their learning which makes the motivation for learning higher, and shows good results in activity (Hung et al, 2008, Tärnvik, 2004, Mingze & Chiang, 2015). The case methodology is, just as problem based learning, an appreciated method in several different fields of work. Since the case method aims the find answers to the “how” it has been an appreciated method for learning within both medicine just as problem-based learning, and also within law. Learn medicine is a long procedure, because the students do not get any room for failure since it will have enormous consequences in real life. Working with cases is therefore a well-used method. By this student will get practice in their future field of work by being pushed to reach a solution (Noorafshan, Hoseini, Amini, Dehghani, Kojuri & Bazrafkan, 2014) (Tärnvik, 2004).

Many law schools and law firms use cases in their syllabus as well. It stimulates creative thinking when the student is being pushed to solve a giving situation. Guess (2006) indicates that if student can connect facts to reality and the world they are living in, they get more perspective and understand the complexity of the world more. This theory by traditional lectures can do as well, but not in the same extent since they cannot try it. Cases will make students apply concepts and contents which in the long run will improve their proficiency. One
perception with using cases in this extent of the education is that it is very complex and demand a lot of time. But still users seem to think it is worth the complexity because of the good outcome it gives the students. Ellet (2007) describes it like cases let the learners make knowledge, which Dahlkwist (2007) supports, and add that it makes a unique encouragement which makes the students more motivated.

As discussed before, cases together with theory or facts could be a strong combination. By having knowledge in advance before working with cases, as a help for the student to find opportunities and come forward with solutions, would maybe encourage to even higher activity. This is something being strengthen by Solberg and Huber (2006) that have a theory that cases in combination with stories, theories and facts may be a strong and effective way of learning. This way theories can be exemplified by using cases, which would make the students connect the learning more to reality. The student would then be able to feel that they know they making the right call. By that some of the uncertainty that working with cases sometimes brings, according to Bengtsson (1999) could be reduced. Working with cases can also sometimes be seen as woolly or fuzzy since it is hard to attach. Both Nordquist (2004), Bengtsson (1999) and Yin (2007) highlights the importance of the teacher role in this form of educating. Different entry to the subject of matter, different experience of life and different personal opinions of the student may affect the outcome of the case-project. This could change the mission of the case and may in worst case teach the students wrong, or lead them in the wrong direction. This strongly puts working with the case method is an uncertain area, since the aim of education simply is learning what is supposed to learn.

Conversely, learning through cases make the user connect to reality and make sense in why theory says things should be done in a certain way. Philips (2008) says that the main purpose of the case methodology is to analyze and understand underlying facts and norms that are of importance to go forward and solve the issue of matter. Stjernquist (2001), Dahlkwist (2007) and Bengtsson (1999) are all highlighting that the case methodology brings forward reflections and argumentations which higher the activity before and during class. Abbott (2000) are saying that the one of the good outcomes of cases is that it forces the student to step away from normal and think outside the box. The method has shown a lot of improvements when working hard with it through each step on the way. If giving the method time, both for creative thinking and solving the problem but as huge part should be deposited to reflection and discussion. This would be good to have ongoing while working with the case, just as after the case is closed. This part of the learning method is an important section for whether the method is successfully or not. As mentioned, many scientists claim that people by nature learn by doing. But in life, there is always time to reflect and think around what’s been made and what is next step to do. Learning to walk does not function if just stand right up and force the body to run. You should carefully take each new step and reflect about the outcome of the action been done. After that evaluation whether it was good or not, you plan and target the next step. If doing good, the knowledge of that move will stay put to help be more confident next time. This is what theory and experience can affect do when working with cases.
Further, when taking the stated phenomenon the supercase in consideration, this goes hand in hand with what is mentioned above. The supercase, according to Gyllenhammar and Björck (2012) aims to be the peak of the education which will make the student reach the meaning of the subject and the case. This will be done by hard work and effort from both students and teachers while working with the case and before and after class. Scientists claims that this higher level of the case method makes student level up and will receive more and stronger abilities in reward. Thought, what is demanded is knowledge in advance that can be given by theory or facts from traditional methods for learning. This reinforces the point with that cases may be stronger as a method for learning when combined with other methods and ways of learning and educate. Philips (2008) states that the most important in learning is to analyze and understand the underlying factors that are of importance for the problem. By implementing combinations in methods for learning, this may be better fulfilled.

In 2015, Kolb (2015) stated that the case method is good, but it can be better. To work against the uncertainty, it brings it would be a good idea to supplement it with theory. This also strengthen the point with continuing develop the supercase. Both Miles (2015) and Pereira and Vallance (2006) agrees with him, and adds that since the case method shows some lack of generalizability it would contribute more to learning by mixing it with more traditional learning. Bergen and While (2000) are saying that cases should be used to test the student’s abilities. This encourages even more to let different methods of learning work more synchronized and well together.

**Conclusion**

The case method demands a lot of effort and time because of its complexity. It is also a priority to give this method time since working with it detailed enough is of high importance to gain the outcome which was the purpose. When exercising cases the right way, the outcome of this method has shown very good results. It higher the student’s motivation and force to higher both activity and creativity. The method help creating abilities to be critical, analytical and open minded. All this will help student to be prepared for similar situations in reality, and in their future proficiency.

McHarg (2009) ones said, learning trough experience make humans construct knowledge and make sense of the world. Sometimes experience just need to be given help by fact and theory, to help the human construct knowledge and be able to predict what next move is. Cases and the reflection it brings help students understand why they are doing as they do, and what good it brings. It is not for nothing that the case method has been as appreciated as it has, and adapted of many highly-ranked schools worldwide.

Learning is a project that constantly is renewing since the innovation is moving forward. The trick is to dare to combine different methods and by that experiment to give the best method for every given purpose. If trying to adapt more of the supercase when working whit cases, traditional learning will still get an important space in the learning process, and higher the
status and outcome of the case method. The case methodology is one of the major methodologies within education research. It is proven to show good result and good understanding from the outcome of using it. But things can always be proven to be better. Since we are living in today’s innovative world, we should get used to renew thing and be open minded to try for giving improvements in return. The case method is a good method for learning, but it can be improved by minimize those weaknesses and areas where it is not always enough.

References


