General Principles

- Good teaching is “egoless” teaching — where one lets other shine and discover
- A classroom can be a laboratory- and every good teaching plan has an experiment in it
- Asking a question is a simple, humble act, but it helps students gain new insights

The Structure of the Case Study Discussion

- There are three main questions that are asked when looking at a case:
  - What is going on? What happened in this case? (summary, exploration of detail)
  - Why has this happened? (analysis)
  - What should be done now? (operational)
- In the end, it becomes clear that these three separate questions are all inter-related

Creating the Environment

- Goal: to create an environment without fear, where students recognize that they are part of a community of learners exploring a topic
- Arrive early to set up the room and prepare
- Welcome the students as they arrive, start to learn names, learn about them
- Set out goals and expectations (Christensen: “I want to create an instant group”)
- Value and validate comments and questions so students feel at ease (Christensen: A good class is when a participant can say, “I don’t know.”)
- Support people who take unpopular stands

Shaping and Getting the Most from the Discussion

- Pull out and emphasize key comments
- Use what students say, perhaps reshaping it, to direct or divert the conversation
- Look for contrasts, for different points of view among participants and use them in discussion
- Look at process as well as analysis — this helps students understand what is happening in the discussion and know that everyone has responsibility for the group process
- Think about and watch students — their eyes, their bodies — what are they experiencing?
- Allow silence, it lets students work on ideas, put things together, and concentrate