Utilizing Case Studies in your Online Course

Harvard Business Publishing
FIU Online Conference
March 2013
THIS SESSION

- Harvard Business Publishing (HBP) & Online Learning
- Best Practices
- Harvard Business for Educators website
To improve the practice of management in a changing world

- Corporate Learning
- Harvard Business Review
- Higher Education
“The Case Method” Pedagogy

- Student-centered
- Active learning
- “Flipped classroom”
- Not just case studies
Online Learning Initiative

- Can case studies be used online?
- Advisory Group – FIU Online participation
- Many parallels between effective online teaching < > effective case teaching
December 2012 Survey of Customers

- 2,000 responses from faculty who use our website
- Over a third of the respondents teach online, and of those, 67% use cases.

Teach Online

- Yes 43%
- No 57%
  (But 66% expect to this year)

Teach Online with Cases

- Yes 67%
- No 33%
Customer Attitudes about Case Study Usage

- Case studies enrich my class material as reading assignments. 90%
- Case studies are a powerful learning tool for my students. 90%
- Case studies are useful as essay assignments. 69%
- Case studies work well in my online course. 51%
- Case studies are difficult to discuss in an online setting. 25%
- The case method is too difficult for faculty to realistically deploy online. 15%
- Case study content is too difficult for my students. 11%
- Case studies are not relevant to my course learning objectives. 5%

% rating 4 or 5 on 5-point scale where 5 = “strongly agree”
BEST PRACTICE: INTRODUCE PEDAGOGY

- Online educators can’t spend class time assessing whether student understand how to use case studies

*The Case Analysis Coach*

Self-paced tutorial that introduces key concepts for the analysis of case studies.

*The Case Study Handbook*

*How to Read, Discuss, and Write Persuasively About Cases*

Individual chapters available for inclusion in coursepacks.
BEST PRACTICE: FACULTY TRAINING

- 25% of survey respondents said that they do not use cases online because “I don’t feel adequately trained”

The Art and Craft of Discussion Leadership Seminars
- Face to face seminars on case teaching
- Advanced seminar includes segment on online teaching
- HBP now developing online seminar for online teachers

The Teaching Post
Our online forum for instructors to exchange ideas and insights

Three-hour Set of Online Videos
These clips build skills and confidence in discussion leadership

Learn more: casemethod.hbsp.harvard.edu
BEST PRACTICE: MIX OF APPROACHES

- Use a mix of technologies and assignment types
- Each component has different affordances, limitations
- Key is that faculty provide clear instructions and assessment criteria

<table>
<thead>
<tr>
<th>Content Component</th>
<th>Setting</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>Individual</td>
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<tr>
<td>Threaded Discussion</td>
<td>Whole class</td>
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<td>Online Tutorials</td>
<td>Individual or Groups</td>
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<td>Video Lecture</td>
<td>Whole class</td>
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<td>Simulations</td>
<td>Individual or Group</td>
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<td>Blogs / Journals</td>
<td>Individual</td>
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<td>Collaborative Software</td>
<td>Group</td>
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<td>Surveys</td>
<td>Group</td>
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<tr>
<td>Concept Map</td>
<td>Individual or Group</td>
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<tr>
<td>Web Conference</td>
<td>Whole Class or Group</td>
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BEST PRACTICE: DISCUSSION DESIGN

- **Pacing** and **engagement** are challenges; discussion forum design can help

- **Focus** – don’t make questions too broad

- **Pacing** – think of one/two week discussions in phases

- **Grouping** – don’t necessarily assign to entire class at once

- **Approach** – usually qualitative rather than quantitative
BEST PRACTICE: ALTERNATIVE TOOLS

- Collaborative software
- Concept mapping
- Polling/surveys
## Best Practice: Sample Week

### Mountain Man Brewing Company
Online Agenda

<table>
<thead>
<tr>
<th></th>
<th>Tuesday</th>
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<th>Thursday</th>
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<th>Saturday</th>
<th>Sunday</th>
<th>Monday</th>
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<td>Go/no go</td>
<td>Spreadsheet,</td>
<td>Concept Map</td>
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<td>Survey</td>
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<td><strong>Group Activity</strong></td>
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<td></td>
<td>Introduce Light Beer Group Wiki &amp; Break-even Analysis Simulation</td>
<td>Do not Introduce Light Beer Group Wiki (Break-even Analysis Simulation)</td>
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<td><strong>Whole Class Assignment</strong></td>
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<td></td>
<td>Branding Discussion Forum</td>
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<td>Web conference 7pm</td>
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### BEST PRACTICE: DEEPER LEARNING


<table>
<thead>
<tr>
<th>LEARNING IS...</th>
<th>WHEN...</th>
<th>SUMMARIZED FROM...</th>
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<tr>
<td><strong>Social</strong></td>
<td>It involves cognitive apprenticeship. It promotes reciprocity and cooperation among students. It offers prompt feedback. It encourages contact between students and faculty. It emphasizes rich, timely feedback.</td>
<td>Brown&lt;br&gt;Chickering and Ehrmann&lt;br&gt;Chickering and Ehrmann&lt;br&gt;Chickering and Ehrmann&lt;br&gt;Marchese</td>
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<td><strong>Active</strong></td>
<td>It is engaged in solving real-world problems. It is intertwined in judgment and exploration. It is situated in action. It uses active learning techniques. Practice and reinforcement are emphasized. Involvement in real-world tasks is emphasized.</td>
<td>Merrill&lt;br&gt;Brown&lt;br&gt;Brown&lt;br&gt;Chickering and Ehrmann&lt;br&gt;Marchese&lt;br&gt;Marchese</td>
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<td><strong>Contextual</strong></td>
<td>New knowledge builds on the learner’s existing knowledge. New knowledge is integrated into the learner’s world. Knowledge is applied by the learner. New knowledge is demonstrated to the learner. Students have a deep foundation of factual knowledge. There is awareness that students come to the classroom with preconceptions about how the world works. Students understand facts and ideas in the context of a conceptual framework. Learning is concrete rather than abstract.</td>
<td>Merrill&lt;br&gt;Merrill&lt;br&gt;Merrill&lt;br&gt;Merrill&lt;br&gt;Bransford, Brown, and Cocking&lt;br&gt;Bransford, Brown, and Cocking&lt;br&gt;Bransford, Brown, and Cocking&lt;br&gt;Brown</td>
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<td><strong>Engaging</strong></td>
<td>It respects diverse talents and ways of learning. It communicates high expectations. It is done in high-challenge, low-threat environments. It emphasizes intrinsic motivators and natural curiosities.</td>
<td>Chickering and Ehrmann&lt;br&gt;Chickering and Ehrmann&lt;br&gt;Marchese&lt;br&gt;Marchese</td>
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<tr>
<td><strong>Student-Owned</strong></td>
<td>Students organize knowledge in ways that facilitate retrieval and application. Students take control of their own learning; noting failures, planning ahead, apportioning time and memory to tasks. It emphasizes time on task. It emphasizes learner independence and choice. It allows time for reflection. It emphasizes higher-order thinking (synthesis and reflection).</td>
<td>Bransford, Brown, and Cocking&lt;br&gt;Bransford, Brown, and Cocking&lt;br&gt;Chickering and Ehrmann&lt;br&gt;Marchese&lt;br&gt;Marchese&lt;br&gt;Marchese</td>
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Build/assign online coursepacks

Include a mix of PDFs and eProducts

Permissions-clearing to add content we don’t carry

Ability to add your own content to coursepacks
• Over 8,000 case studies from Harvard Business School
• HBS Brief Cases: 5-8 pages + exhibits
  • Many come with audio versions
  • All accompanied by a Teaching Note

Partner Case Collections

- Asia Business Case Center at Nanyang Tech University
- Babson College
- Business Enterprise Trust
- Crimson Group
- Darden School of Business
- Design Management Institute
- European School of Management & Technology (ESMT)
- Harvard Kennedy School of Govt.
- Harvard Medical School/Global Health Delivery
- HEC Montréal
- IESE Business School
- Indian Inst. of Management Bangalore
- IMD
- INSEAD
- Ivey Publishing
- Kellogg School of Management
- NACRA Case Research Journal
- Social Enterprise Knowledge Network
- Stanford Graduate School of Business
- Thunderbird School of Global Management
- Tsinghua University
- University of Hong Kong
ARTICLES, BOOKS & CHAPTERS

Harvard Business Review articles
- Partner article collections
  - Business Horizons
  - California Management Review
  - Rotman Magazine
  - Sloan Management Review

Harvard Business Review Press
- New! PDF eBooks available
- Many books available in chapters
- Chapters from partner publishers
  - Berrett-Koehler Publishers
  - Business Expert Press
  - Perseus Books
  - Princeton University Press
**Simulations**
- Real-world contexts and narratives
- Simple but powerful administration tools
- Flexible setup options for various disciplines and course levels
- Detailed Teaching Notes
- **Attend a webinar** to learn about any simulation
- **Partner sims** coming from Wharton and Darden

**Online Courses**
- Provide a comprehensive introduction to major business subjects
- May be used in advanced undergraduate courses, for MBA pre-matriculation work, or as homework
- Use the complete course or selected sections

**Multimedia Case Studies**
TEACHING NOTES & EDUCATOR COPIES

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CASEx Most Popular
Google Inc.
Benjamin Edelman, Thomas R. Eisenmann

Revision Date: April 11, 2011
Publication Date: Jan 26, 2010
Discipline: Strategy
Source: HBS Premier Case Collection

Overall Rating:
Teachable: 5/5
Relevant: 5/5
Student Friendly: 5/5

Read all 2 reviews | Write a review
2 out of 2 (100%) would recommend this.

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DESCRIPTION
This case describes Google's history, business model, governance structure, corporate culture, and processes for managing innovation. It reviews Google's recent strategic initiatives and the threats they pose to Yahoo!, Microsoft, and others. It also asks what Google should do next. One option is to stay focused on the company's core competence, i.e., developing superior search solutions and monetizing them through targeted advertising. Another option is to branch into new arenas; for example, build Google into a portal like Yahoo! or MSN, extend Google’s role in e-commerce beyond search, to encompass a more active role as an intermediary (like eBay) facilitating transactions; or challenge Microsoft’s position on the PC desktop by developing software to compete with Office and Windows.

Learning Objective:
To analyze the strategic significance of network effects in search-related advertising and for Google’s prospects in the portal, e-commerce intermediary, and desktop operating system businesses. Also, to explore whether pursuit of the latter opportunities is consistent with Google’s mission and culture.

Subjects Covered:
Business models; Competition; Corporate governance; Corporate strategy; Entrepreneurship; Network
- Discipline
- Content type
- Geography
- Industry
- Page length
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