

**2018 Andrews University Teaching and Learning Conference
Best Practices Session Proposal**

TITLE

Case-in-Point Methodology: Creating a Studio-Laboratory Environment in Every Classroom

PRESENTERS

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ABSTRACT

Participants will explore the unique approach of case-in-point methodology which utilizes student experiences to transform the academic space, harness failure, and process life's challenges. Emphasis will be given to designing tasks that promote problem solving, communication, and self-reflection across all age groups and disciplines. Borrowing from best practices utilized at Harvard Business School, the University of Minnesota, and Andrews University's Undergraduate Leadership Program, during this session attendees will learn how to create tasks designed to make use of both the explicit and underlying issues that surface in the day-to-day lives of students and connect those issues to course content.

DESCRIPTION

An entire generation of "No Child Left Behind"-educated students are entering college with a dearth of vital skills needed for the workforce. The "drill and kill" methods under which they have been educated leaves many students without the ability to think critically or engage in self-reflection. This practice-oriented presentation will help educators build a classroom container for any grade level that allows for "a live encounter between the experience of the learner and the idea" (Parks, 2005). This session will address how to engage students at the edge of learning, the question of transferability, and enhancing student confidence. Participants will come away with an understanding of the methodology and how to apply it in their own classrooms in a way that will further develop in their students an ability to make progress in understanding and practice in the context of their discipline. Discussion will center on designing tasks, facilitating discussion, and encouraging self-reflection.

Case-in-point as a pedagogical tool is one of the hallmarks of the Undergraduate Leadership program's curriculum. Borrowing from best practice methods utilized at Harvard Business School and the University of Minnesota, ULead instructors create tasks designed to make use of both the explicit and underlying issues that surface in the day-to-day lives of students and connect those issues to course content. Undergraduate Leadership program alumni consistently provide feedback on the real-life application and general usefulness of the curriculum's methodology.

REFERENCES

Parks, S. D. (2005). Leadership can be taught: a bold approach for a complex world. Harvard Business School Publishing Corporation.