

Quantitative Analysis of Using Case Study as a Teaching Method in Tutorial for Managing People and Organisation Subject

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Abstract

Many researcher has identified that business lecturer need to deal with the global, technological and market changes, being imperative for business schools to use up dated curricular, course material, teaching models and various methods that are not only up to date but also internationally competitive (Nishad & Mary,2014).Teaching methods has changed from various perspective and englightened by using new concepts. Teaching with using case study is very much applicable for practical subjects like nursing however, the depth usage of case study will enhance student capability of thinking outside of the box. This research is to identify the unification of case study as a teaching method helps the students to gain more understanding on integrating the theory and practical approach of an organization which will lead them to score better in their assessment especially assignment. This study will be using a multi method approach by using a questionnaire survey and by comparing the performance data of the current student and past student. Since the study will replicate the questionnaire that used by Kunselman and Johnson (2004). The variables used in the questionnaire was been developed by Kunselman and Johnson and being tested earlier. The data collection will be participated by 66 students whom enrolled for the subject of Managing People and Organisation. The students will be given the questionnaire and to make sure all the student participate a cross check with the attendance was taken place. The data was analysed by using a mix analysis. Section A and B were analysed using a simple graphic and tabulation by using the excel method. This method is simple and easy to understand (Creswell & Plano,2007). Section C which consists of two sections before integrating case study and after will be analysed by using Anova. Anova will be useful tool to compare the mean between pre and post. The overall analysis shows case study creates a significant contribution towards student excellency in their assessment.

Keyword: Business Student, case study method,teaching

1. Introduction

Teaching and learning in higher education becoming very challenging for most of lecturer due to the current demanding industry which required student not to be only knowledgeable but then becoming multitasking (Grant,2015). To prepare each and every student with relevant skills and competencies required lecturer to explore and learn new teaching method which will suits the current demand. Traditional teaching method become ineffective among students and students prefer teaching with more blended techniques (Angelo,2013). Due, to this scenario lecturer whom are teaching business and subject that related to business becoming more challenging and required to think outside of the box to prepare students to the world of work.

Many researcher has identified that business lecturer need to deal with the global, technological and market changes, being imperative for business schools to use up dated curricular, course material, teaching models and various methods that are not only up to date but also internationally competitive (Nishad & Mary,2014). According to Bonney (2015) core competencies of a business lecturer lies in between the unique and innovative teaching pedagogy which enable students to learn and develop a set of skills which enable them to be a competent worker in future.

Traditional teaching method or style is teaching and learning that often taken place in the classroom. Traditionally business lecture uses “teaching” as useful methods to make students understand the business terminology however, they fail to impart the needed skills such as communication, learning contemporary, participation, teamwork and logical thinking skills and other relevant skills through a two ways communication and which need then to follow a pragmatic method which can present to the “real world” to students (Harris, 2012). Meanwhile, Glenn (2011) argued that industry need business students who possess good personality with professional etiquettes, good team work abilities, leadership skills, good communication skills, public relation, problem solving and analytical skills which required a business lecture concentrated more on imparting these skills to students to face the real dynamic business world.

Therefore a case study approach been used to enhance teaching business especially in subject which required a student to understand the “real world” practices. Managing people and organisation is management subject who will be learned by Bachelor student of Business and Management, Liverpool John Moores University (LJMU) in the level 5 of their study. This subject contains 50% of management theory and 50% which teaches the students on organisational behaviour and human resources practice which required students to learn the “real world” practices which will enable them to answer the assessment question.

Case study can provide a rich basis for developing students’ problem solving skills and decision making skills which help them to enhance the skills that need by students and it also gives a lot of room for students to

analyse and provide suggestion an recommendation which develop their logical thinking (Davis & Wilcock , 2011). Both of the researcher also added that case study that encourage students to work in group develops their ability to works in team. This is very much supported by Christensen, (2008) ;

“ Case study gives students opportunity to explore a problem , developing a logical conclusion, ability to relate a case with a real world application , discussing the problem, ability to change abstract idea and conceptual into a real life application”(cited by Davis & Wilcock, 2011, pp.35).

Case study is a useful tool that will encourage soft skills such as communication and motivation to learn (Errington,2011) and it be one of the effectiveness teaching approach that can be used by lecturer whom are teaching any field of study not only business (Harris,2012).

1.1. Problem Statement

The current problem that lecturer faced in teaching the module Managing people and organisation is integrating the theory and real practices of business. The learning outcome of this module is (1) apply different approaches to and the function they perform in different organization, (2) critically analyze the impact that different approaches to management may have on workers, (3) apply different culture and organization structure between two different approaches and (4) analyze the motivation theories in an organization. To incumbent with the learning outcome student has to carry an individual assignment which required 4000 words whereby they required to choose two different organization and relate theory that been learned in the class and practical approach that been used by the organization. However, student shows a lack of understanding and performed poor in their assignment. Student also enable to exhibit competencies skills that required by a business students.

Glenn (2011) suggested that business student lack of class engagement and lack interaction even though some of the work are group work. This been clearly shown by the student where they shows lack of motivation and interaction during the studies. This subject did not provide any platform for students to be actively engaged since the tutorial questions is more likely a subjective question which student able to answer within 30 minutes.

This also proved that most of the student lack of interest and that results a poor performance in their assessment. Last year almost 20% of student get low marks for the subject and most of them concluded that they did not been use to this kind of question and approach that required integration between theory and real organization. Base on the LJMU bachelor level business student application framework applies that level 5 students needs to apply knowledge & skills, personal development and problem solving skills. They also must be able to communicate effectively and convey information, ideas clearly.

Therefore a case study should be a good approach which encourages students to be more self reliant encourages and motivate them to be more actively engaged in the class. Case study that been used in tutorial class will enhance students participation and logical thinking. Case study that be used in class will help the students to learn how to integrate the theory and practical approach of an organization because most of the case study relies on the real scenario of and organization.

However, the existing body of literature lacks directive evidence that case study method is an effective tool for teaching this subject which helps the student to score better in the assessment and it promotes the skills that required by a business and management student to able them to compete in the world of work.

1.2. Aims

This paper will examine two different elements (1) to identify does unification of case study as a teaching method helps the students to gain more understanding on integrating the theory and practical approach of an organization which will lead them to score better in their assessment and (2) to identify the improvement of competencies that gained by students after integrating case study as a part of their learning experience.

1.3. Significant of Study

Findings and the outcome of the study may answer some of the questions on interactions between the teaching method that been used by business lecturer and students performance. The outcome will be one of the most importance factors for lecturers to improvised teaching methods and implementing the skills needed for students to be able to cope the rapid changing business world which demanding students to be more competent. The outcome also gives room for lecturer to use such element in classroom teaching to enhance student's engagement and motivation. Universities and colleges can be able to look into the pros and cons of integrating such elements and attributes in their current studies and enable students to upgrade themselves in terms of surviving in the world of work. Business student may able to adopt and change themselves by improving their competence and skills. This liberal style of education may promote self awareness, and increase individual, culture, intellectual which opens the door for each and every students to improve their lives personally and professional. This study also helps students to identify the needed skills that required for them to find their demanded jobs and be successful in their occupation.

2.0. LITERATURE REVIEW

Teaching and learning style are, by their nature, changing and in recent years there has been a noticeable more from lecturer based activities towards student centred activities, where lecturer play vital role in developing skills and knowledge in students.

Case study includes a wide range of problem introduce for analysis, however most types consists of several key factors. The information consisted in case study can be simple or complex. The effective use of case studies needs lecturers to specify the objectives they hope to achieve. In general terms, case study can evaluate the application of the concepts to the real world situation, consisting building analytic skills that recognise high priority from low priority elements (Pyatt, 2006).

The method that been widely used and practise in business and management module is case study and it been used as a formative assessment. The idea behind this method is to learn by doing. It stresses the development of analytical skills and decision making skills, communication and abilities to solve problem through discussion. A case study comprises six stages; introduction to the problem, information gathering and analysis, consideration of alternatives, decision making, result presentation and case wide reflection discussion (Ekimova and Kokurin,2014).

Base on Dupuis (2006, cited in Brickman, 2008) case study is more effective in terms of acquiring knowledge and developing competence and problem solving skills. Brickman (2008) also added that, students actively engaged in case study discussion were able to apply basic scientific perception in problem solving and scored significantly higher than those who did not. This represent well that a student which has experienced using a case study have higher chance to perform better in developing their cognitive thinking. Mustoe and Croft (1999, cited in Grigorjeva et.al.,2008 p.3) highlighted that case study will enhance the student learning, motivation and interest in a subject which allows the application of theoretical to be demonstrate ,thus bridging the gap between theory and practice. This well supported by Blooms Taxonomy for level 6 and the learning outcome of management model apply the theory of leadership in practice, develop problem solving and decision making ,compare and contrast the differences leadership style in practice. This well supported by Grigorjeva et.al (2008) that case study approach will enhance on student learning experience by developing communication, group working, problem solving and applying theory into practical. Even a short case study method will be appropriate for students in level 5 as a stepping stone t prepare them for the level 6 (Grigorjeva et. al, 2008).

Brickman (2008) suggested that the student will be assessed by the level of student participation in the oral presentation and assessed by lecturer based on given criteria such as; content and ability to give opinion. This action will lead the student to think out of the box. As we can see based on the Bloom Taxonomy it is reflected that the higher the level of the student, they will be tested in deeper thoughts and critical thinking. Since level 7 is most appropriate to test the critical elements of students but then level 5 and 6 could be used as preparing them to reach towards the level. Case study gives student opportunities to get receive the immediate constructive feedback on their presentation without revealing the mark. There also will be hidden criteria such as knowledge, teamwork, skills and personal qualities will be assessed through the question and answer session (Gallucci,2006).

It is now documented that students can learn more effectively when actively engaged in learning process when using a case study method however Fry (1993 cited in Hassal and Lewis,2007) argued that case study method is not suitable for level 6 students and its more appropriate for level 7 since it required adoption of real life scenario by applying theory into it. In contrasts to it,Hassal and Lewis (2007) describe that case study covers the variety of different teaching structure and suitable for level 5 as it reflected in Blooms Taxonomy and learning pedagogy that student in level 5 requires to apply what was learned in the classroom into actual situation in workplace later after graduation by ,analyse and distinguish between facts and interferences and evaluating by valuing the ideas or materials. Pyatt (2006) mentioned that case study approach is more student centred compared to the “talk and chalk” method where it enhance the student development and capabilities by analysing and relating theory into real life practice with different opinions from the student. Fry (1999 cited in Haassal and Lewis 2007) posses a different opinion that it will be a difficult task to mark individual and provide feedback since it will be a group effort rather than individual. He also concluded that assessment is for the purpose of improving the learning and student performance by evaluating student performance against a set of predetermined standard, however Grigorjeva at.el. (2008) mentioned that case study approach is a formative approach for evaluating the skills development and it is more to encourage students to reflect of learning experience. It actually reflected that it would not be difficult to assess the students when the criteria is been set clearly and lecturers understand the importance of constructive feedback (Pyatt,2006).

In other hand Pyatt (2006) also highlighted that there are few pitfalls by using this approach compared to examination such as not providing a formal training for group workgroup dynamics, group functions, depth of learning and case study mark allocation. He stress that guidance needed to be given to the students to ensure there is a progression of learning skills rather than just an application. He also added that some lecturers spend in the original mode of learning which should emphasise that student will acquire requisite lifelong learning skills of analysing. However, Grigorjeva at.el. (2008) mentioned that managing a case study depends on the lecturer

capabilities and attitude towards the students.

Case study method basically encourage the student participation and styles since it makes all the students to participate even if they are shy, timid or dominant by making them understanding the dynamic of the group and importance of participation by the lecturer. It basically starts with discussion where it needs involvement of all students to give oral presentation during the discussion. This also makes the student become more engaged and participate in the class. Student ideas can be challenged and tested during question and answer session by two different lecturers. Since the idea is to develop and create synergy in between the groups students will try to help each other. In a case study approach students will be given opportunity to attempt the questions in a group with different opinions which may encourage the poor performing students to engage themselves and participate. This can encourage the learning process. There are also hidden elements like problem solving, handling objection, difficulties and negotiation. This can be reflected when student present their ideas in the group by using “thinking outside of the box”. This assessment reflected well than normal probing questions that been used in traditional approach.

3.0. METHODOLOGY

This study will be using a multi method approach by using a questionnaire survey and by comparing the performance data of the current student and past student. Since the study will replicate the questionnaire that used by Kunselman and Johnson (2004). The variables used in the questionnaire was been developed by Kunselman and Johnson and being tested earlier. According to Umble et.al (2008) this scale are been considered as an effective, reliable and generalised measurement to evaluate the competencies of student.

An embedded design of multi approach methods was applied, and the main method for this study was quantitative survey and comparing performance data were done to enrich the data. The design was started through the quantitative survey. The entire data collection takes approximately 4 weeks. Multi approach data method is considered to be one of the best method in identifying and get more in depth detail (Creswell & Plano, 2007).

3.1. Instrument

The questionnaire was adopted from Kunselman and Johnson (2004) was use for this study. Due to time limitation the existing questionnaire were used. The questionnaire was divided into three sections; section A for a brief demographic analysis and section B is to answer questions that related to the research objective 1 and the final section divided into two parts; before integrating case study as a teaching method and after integrating it. Questions in section B is more on a structured question with two options which requires student to answer straight to the point rather giving a wide range of choices. The limited choice is given to student to get a specific and relevant answer (Umble et.al,2008). Questions in section C is developed by giving more choices. Likert scale of 5 been used.

The section C is divided into two different sections which enable students to answer the pre and post. The first section of the questionnaire will be exploring on six attributes (competencies); communication skills, teamwork, problem solving, conceptual thinking, time management and research. Each of the attributes will have a range of two to seven short questions to guide the students to get more accurate answer. The first section will test on the students skills on the first week when the case study method was firstly introduce during the tutorial class. Student will be answering the questions based on their fresh experience after trying the first round of questionnaire. The Likert scale descriptor will be based on “ I am able to(short question), (5) strongly not agree, (4) not agree, (3) neutral, (2) agree, (1) strongly agreed. The second section will be on the improvement (5) highly not improved, (4) not improved, (3) no changes, (2) improved and (1) highly improved. This will enable us to investigate the significant of improvement that go through by a student. Based on Umble et. al. (2008) this choices gives student with more variety options to enable them to think and relate it to them.

3.2. Data Proceduer Method

The quantitative data were collected through simple random distribution of survey questionnaire to the participants. The location of data collection is done during the four weeks of the tutorial period of Managing People and Organisation subject, that is every Wednesday, 11am to 12.30 noon. Since the section c of the questionnaire is divided into two section;pre and post, the first section was taken from second week until fourth week (pre test) and the second section will be taken during the week 12 to 14 (post test). The reason the data collection was spread to four to three weeks is because to enable all the students to participate in the data collection which at the end of the day will give accurate data of 66 participants. Beside this data on student achievement is taken from past record of student result; May 2016 and the current result on December 2016. Student will be submitting their assignment on 9 December 2016 and two weeks will be taken to mark and generate the students result.

3.3. Participants

The data collection will be participated by 66 students whom enrolled for the subject of Managing People and Organisation. The students will be given the questionnaire and to make sure all the student participate a cross check with the attendance was taken place.

3.4. Data Analysis

The data was analysed by using a mix analysis. Section A and B were analysed using a simple graphic and tabulation by using the excel method. This method is simple and easy to understand (Creswell & Plano,2007). Section C which consists of two sections before integrating case study and after will be analysed by using Anova. Anova will be useful tool to compare the mean between pre and post. The mean will be used to compare the difference between the skills gained by student before and after application of a case study. According to Crewell and Plano (2007) Anova is the best method to use to compare between two different time frame (before and after) but with using the same variable. Anova also a useful analysis tool when the sample size is small (Creswell & Plano,2007).

4.0. FINDINGS

At the end of week 15th, student's improvement in the skills and competence of case study was evaluated.

4.1. Demographic Analysis

Table 4.1.: Demographic information on participants

Based on the descriptive test for demographic analysis the total participants for this study were 66 and all the students participated in this study.

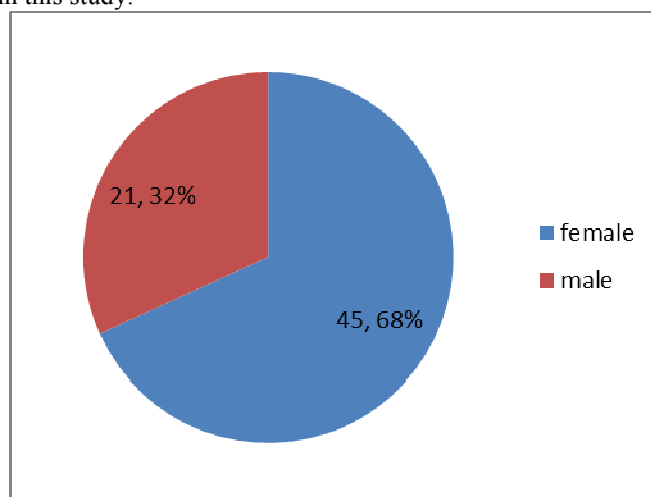


Figure 1: Respondents' gender

From the 66 students, 45 of the students are female and only 21 of them are male. All the students 21 to 22 of age and only 1 of the student are 26 years old.

4.2. Descriptive Analysis

Table 4.2.: Descriptive analysis

Question no	Description	agree	disagree
1	Prefer to use case study in class as a learning activity	59	6
2	Case study interesting	60	5
3	Case study is challenging	44	21
4	Is case study helping you in answering the assignment question	64	2
5	Do you feel actively engaged during the session	64	2
6	Case study motivates you to learn and explore	64	2
7	Do you think case study enhance your research skills	50	15
8	Case study encourage teamwork	60	5
9	Case study improve your communication	60	5

From the analysis, we can find that most number of the students preferred case study to be used as one of the method in learning and 60 of them say that it is very much interesting. However, since the research is based on qualitative it did not give room to explore the reason behind their dislike of using the case study as a method. Only 22 of students mentioned that the case study that been used in the classroom is not challenging. However,

the objective of using the case study as teaching method is been utilised as 64 students agreed that case study helps them in answering the questions. 64 students agree that case study motivate them to learn and explore and only two students disagree. For question number seven “do you think case study enhance your research skills” most of the student agrees however there are 15 students disagree and reason could be most of the student get some points through the internet rather than reading journal. This also could be a reason that the case study discussion and the questions was given during the tutorial class and for 1 hour and the final 30 minutes proceed to discussion. Therefore student may not able to read more journals to explore and answer the questions. 60 students agreed that case study enhance their communication and teamwork.

4.3. ANOVA test.

Section C of the questionnaire was divided into two section pre and post analysis. This technique is very much suitable to gain more in-depth from exploration which gives a better understanding of before implementation and after implementation. Student was been briefed about each of the key attributes and questions. This is to help the students to provide more relevant answer. Student also been informed that answering this questionnaire will not effecting their mark or performance.

Table 4.3.: Anova analysis for pre and post

Dimension	Before		After		Differences
	Mean	SD	Mean	SD	
A. Communication skills	4.17	0.47	4.35	0.41	.18***
1. Write clearly and concisely	3.96	0.51	4.33	0.41	.37***
2. Communicate in writing	4.33	0.55	4.52	0.43	.19
3. Oral presentation	3.24	0.33	4.22	0.35	.098
4. Listen to others	3.33	0.35	4.22	0.37	.89
5. Defend my own point of view	3.55	0.45	4.35	0.48	.8
6. Display a professional attitude	4.01	0.53	4.45	0.56	.44
B. Teamwork	4.17	0.47	4.35	0.41	.18***
1. Recognise other people’s work	3.75	0.78	3.90	0.64	.015
2. Recognise and accept the leadership	3.00	0.63	3.03	0.66	.03
3. Negotiate with others	2.88	0.53	3.03	0.71	.15***
C. Problem solving	2.26	0.86	3.35	0.82	.09
1. Identify key issue in a problem situation	2.22	0.57	3.30	0.59	.09
2. Apply knowledge/theories to a problem	2.33	0.55	3.43	0.59	.01
3. Classify, organise and evaluate information	2.45	0.35	3.33	0.40	.9
4. Determine feasible solution to a problem	2.56	0.44	3.40	0.52	.8
5. Think about creative solution	2.88	0.53	3.03	0.71	.15***
D. Conceptual thinking	2.33	0.45	3.00	0.55	.07
1. Recognise assumption	2.43	0.55	3.00	0.59	.06
2. Question assumption	2.26	0.75	3.35	0.82	.09
E. Time management	3.96	0.51	4.33	0.41	.37***
1. Organise task when face stress	3.00	0.63	3.03	0.66	.03
F. Research	2.26	0.86	3.35	0.82	.09
1. use internet resources	4.17	0.47	4.35	0.41	.18***
Overall score	3.41	0.48	3.63	0.35	.22**

p <.05, *p<.001

Table 4.3 shows, the group achieved significant improvement when overall pre and post compared (Pre: 3.41; Post: 3.63, p< .05). At the dimensional level, all the six dimensions shows a significant increase communication (Pre: 4.17; Post: 4.35, p< .01), teamwork (Pre: 4.17; Post: 4.35, p< .01), problem solving (Pre: 2.26; Post: 3.35), conceptual thinking (Pre: 2.33; Post: 3.00, p< .01) and time management increase in between (0.51 to 0.41) and research increase with a differences of .09.

Overall the test shows increases in the score. Teamwork and time management shows low significant increases but then identifying key issue in a problem situation and question assumption show a significant higher compared to the other variables. This test exhibit that student has increase in each and every competencies but mostly shows significantly low increases in problem solving and conceptual thinking. Even pre test also student gives low score.

Table 4.4. Comparisons of May 2016 students score on assignment compared to December 2016.

Assignment score	May 2016	December 2016
>70	0	4
60 – 69	12	23
50 – 59	13	27
40 – 49	18	11
< 39 (fail)	9	1
Total	52	66

Table above shows the differences score between students in May 2016 and December 2016, where in May no student score above 70 but then in December 4 students score and well written and well structured and presented and clearly able to shows and exhibit the integration of real life examples. However in December only one student achieve the result of fail compared in May 2016. The improvement shows that student has actually learned from the case study methods that been introduced in the tutorial session.

5.0. Discussion

Based on the Professional values case study related to the professional value of (V1) respect the individual learners and diverse learning communities , (V2) promote participation in higher education and equality opportunities for learners, (V4) acknowledge the wider context in which higher education operates recognising the implications for professional practice. Burke et al (2013) agrees that case study able to create diverse learning among communities and this been can seen that students starts to respect and since they been group in and it is a diverse group with a multicultural context enable student to respects individual opinion and perception. Case study method encourage student communication, teamwork and participation engaging themselves in higher education (Erington,2011) this can clearly seen when most of the students agreed that case study had highly improved on their communication and teamwork. Case study is a new method in teaching business student which encourages application of professional practice (Harris,2012) which reflected by developing some professional skills by the decision making and problem solving techniques that they implement in the assignment. Even if this method has shows some improvement in student attendance during their tutorial class but there are some challenges that can be go through by the instructor. The challenges can be divided into seven different categories and it been identified by the observation throughout the classroom observation. Firstly in terms of people, there are still some students faces difficulties in implementing and understanding the case because they feels the case study is challenging, however there were no physical challenges. Second is time, sometimes if the case study is long student unable to finish the discussion in the given time and sometimes the discussion held more than 1 hour and 30 minutes. Therefore, instructor should try to minimise the case within one to two pages only. Third, from the perspective of skills, it can be seen that they skills in communication, teamwork and ability to integrate theory into assignment has shown some improvement compared to the previous students. Fourth, the classroom environment is good (space) and the classroom size suitable for 66 students to put up a group of 10 where each group consists of 6 members. This enable the student to communicate and the size play vital important roles in a group discussion. Fifth, equipment, since there is no additional resource needed, student will be given the handouts. In the perspective of quality assurance and policy limitation, there were no constraint been identified. From the perspective of the lecturer the personal limitation is that preparing for a case study required time and leading the students towards the right direction of the case need to be shoulder by the lecturer. Beside this, student were select randomly to join a group so that they able to learn the difference in terms of multicultural context however few students at first was rejecting this ideas but then when they were informed the rationale behind the random selection was informed then they agreeable to that decision.

Limitation of this study can be concluded that the time was spend during the data collection and deciding the group on a random selection which gain objection from few students. However that was handling accordingly based on the lecturer experience. At first day of case study method was used, it was a bit difficult to get student engaged with the class and some seems not interested then after the case study was more focused on the real life scenario and case based was used rather than the long and texting structure.

However there are two recommendations that could lead for future research first is gender perception in doing a case study and second a qualitative research can be done to get more in detail answer on student engagement and preferences of a using case study approach in classroom.

6.0. Conclusion

The research is very useful as it give a guide to the lecturer by identifying the strengths and weakness of using a case study as a method of teaching and engaging students during the tutorial class. Case study method used widely as an approach mostly by the nursing students as it gives them practical approaches to attend to patient and this may not suit for business students. However since the pedagogy of teaching business and management student was more reflecting in integrating practical exposure that happened around the business world, this

approach will be a good way of enhancing the competencies that needed to module business students and as a stepping stone to work place. This can be reflected where in some of the university is using a case study method in exam to help the student to build their research and cognitive skills.

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