

Participant Centred Learning in Management Education – the Case for Learning in Turkey

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of Worcester

SMART Partners working with



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The Case Method as a form of Participant Centred Learning

**Talk to me and
I will listen**

**Show me and
I will observe**

**Involve me and
I will learn**



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Case-Study Alliance
TURKEY



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The Case Method as a form of Participant Centred Learning

- Established more than 100 years ago for use in management education, by Harvard.
- Student discussion of a planned sequence of events, drawn from actual situations, with responsibility for analysis and conclusions about issues within the case resting with the students.
- The case “teacher’s” role is seen as one of guiding student discussion, rather than providing answers.
- The focus is on student learning through their own individual and joint efforts.



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Izmir, 2013



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METU, Ankara, 2013





ITU Istanbul, 2013

“The best case studies for teaching learners in Turkey should be developed by scholars and practitioners here in Turkey about Turkey”



*“Students learn best that which they teach themselves. Passive and mindless learning is ephemeral. Active mindful learning simply sticks. **The case method makes learning sticky** by placing you in situations that require intervention.”*

Bruner (Darden), 2001



*“Case discussions depend upon the **active, effective participation** of the students. The student must get involved and take a great deal of – in fact, the primary – responsibility for his or her learning.”*

Shapiro, (Harvard), 1984



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T U R K E Y

www.cat.ba.metu.edu.tr



Istanbul, 2016

Antalya 2016



Eskisehir 2017



Cappadocia 2018



Mersin 2018

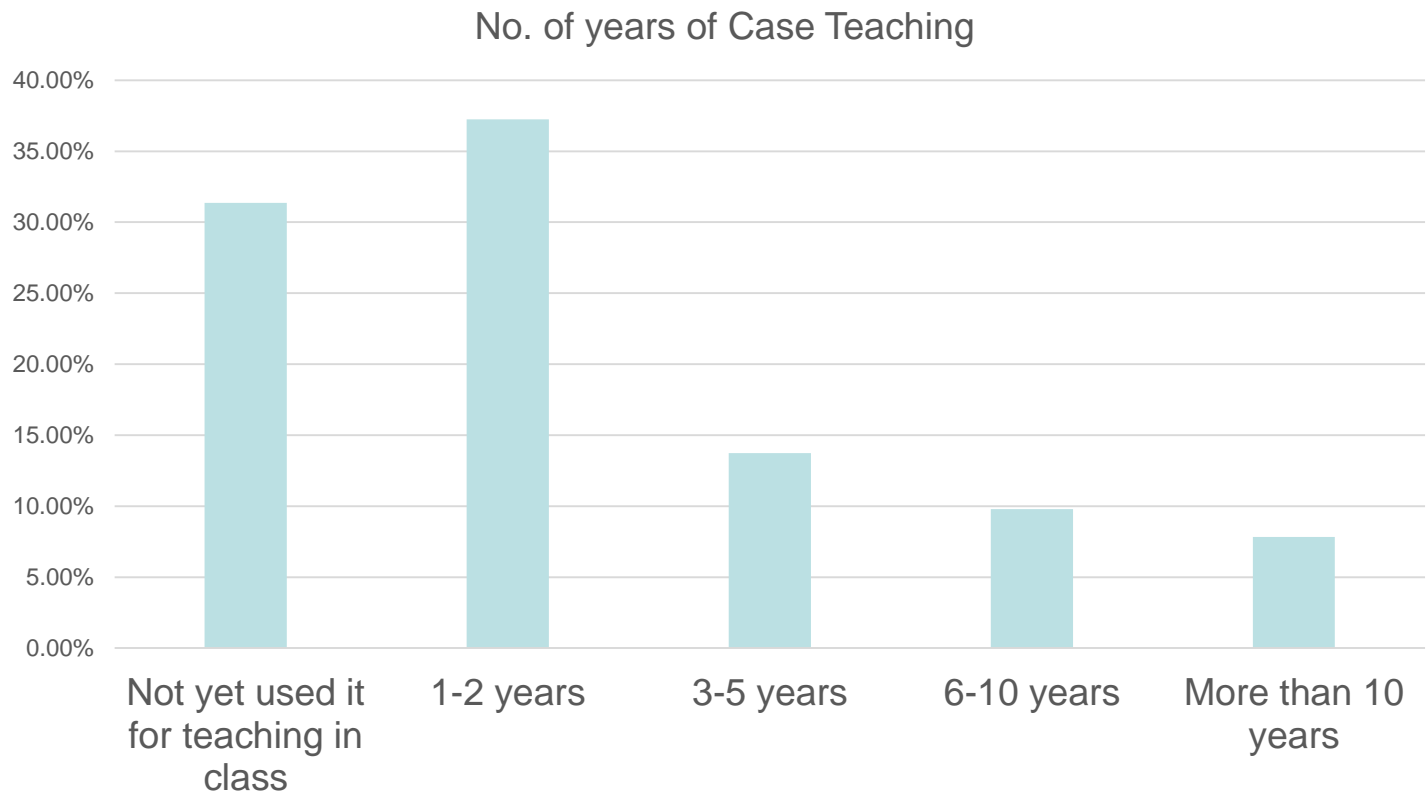


Case Stats on Turkey

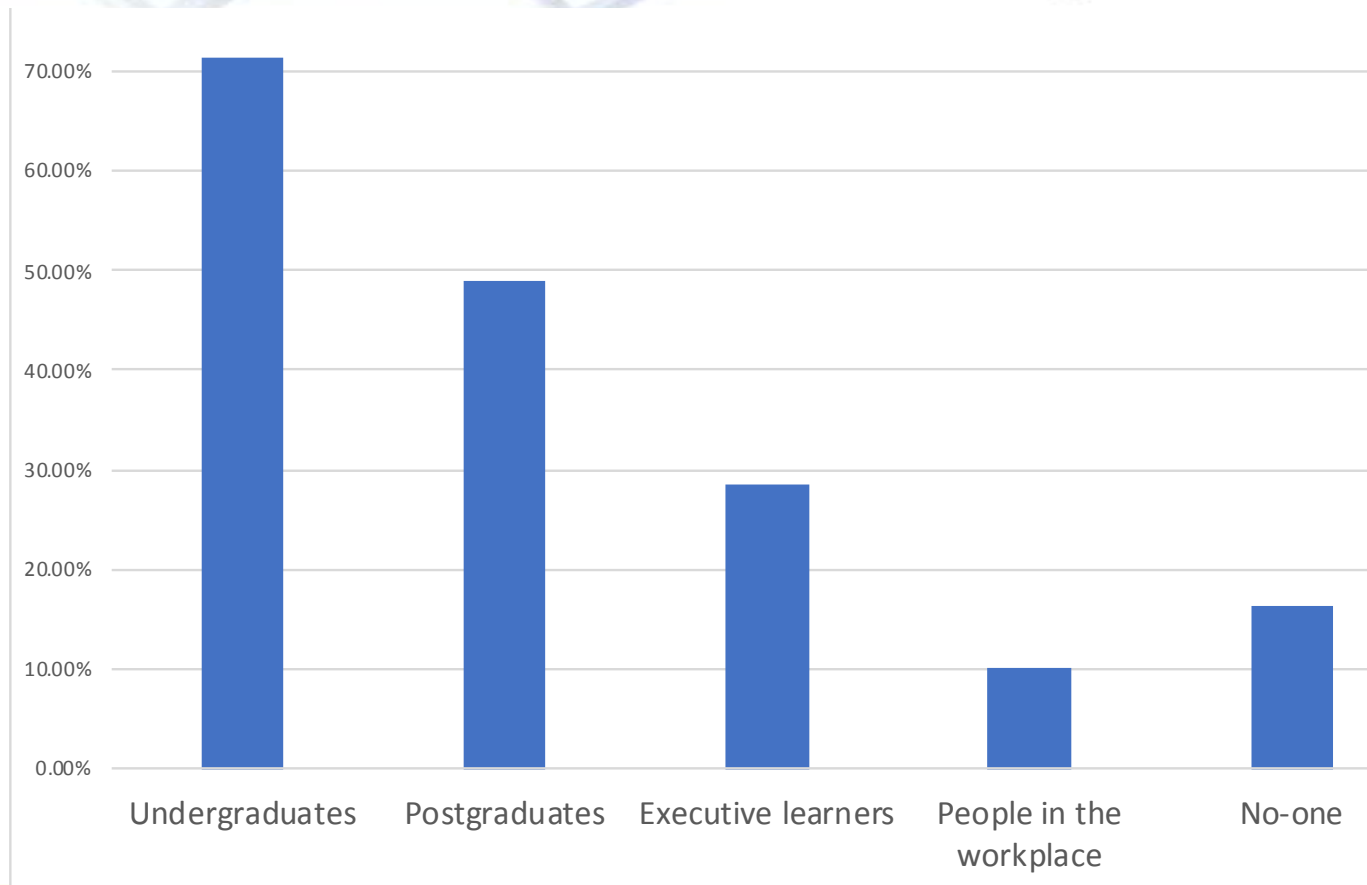


- There are 60,000+ cases in our collection - only 96 are about business scenarios based in Turkey
- There are sales of Turkey-based cases to Turkish organisations in only six years between 2005-2016

Using Cases in Turkey – “How long have you been using the Case Study Method?”



Using Cases in Turkey – “With what type of learners/students are you using Case Studies?”





Using Cases in Turkey

“What is the average group size of your case classes? ”

Average = 27 learners

Lowest average group size = 5

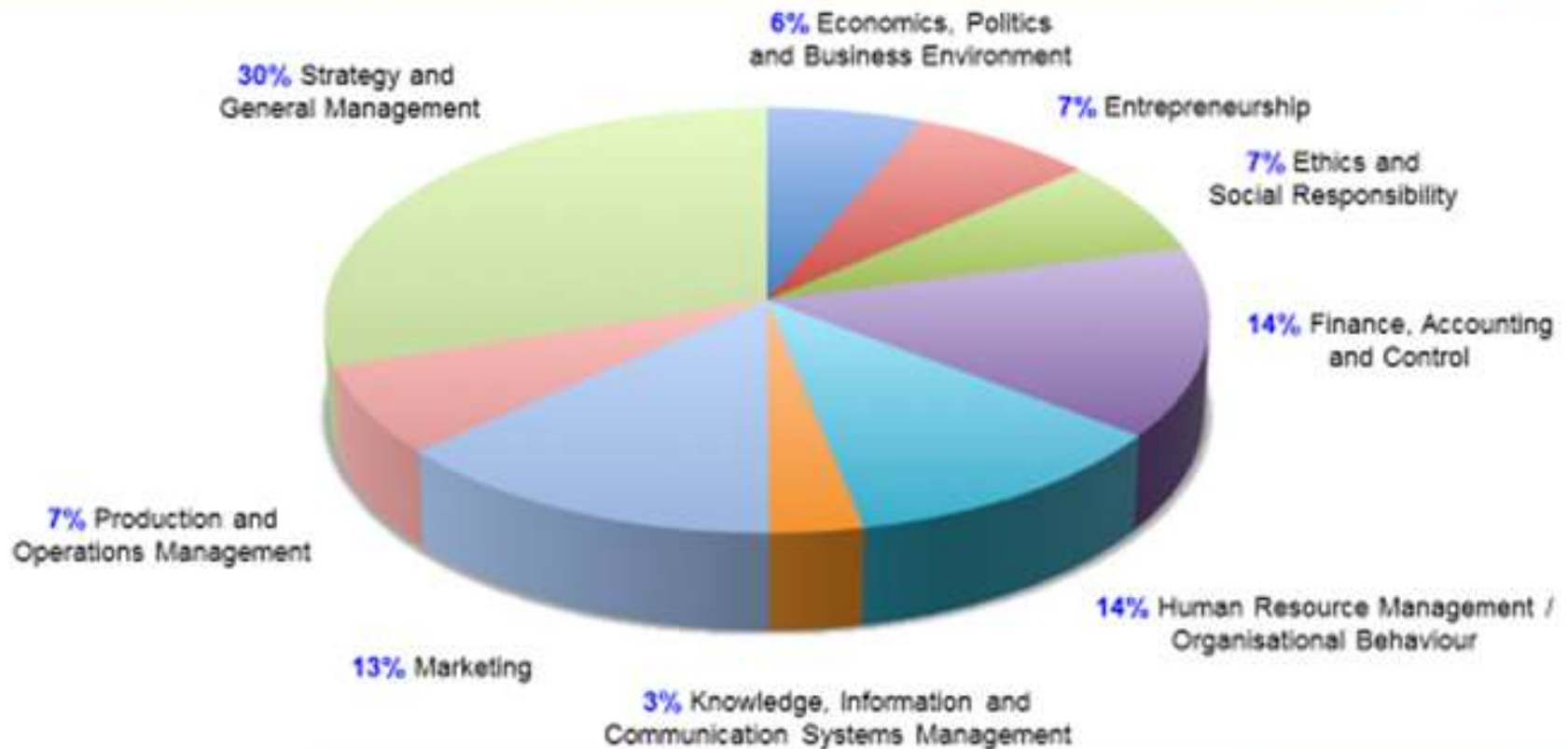
Highest average group size = 60

Using Cases in Turkey – “With which subjects would you normally use the Case Study in class?”





The case collection: subjects



Using Cases in Turkey – “*What is the main benefit of using the Case Method for you and your learners/students?*”

- It brings dynamism to courses both for students and instructors
- Making clear links between theory and practice
- Jumping into the shoes of the entrepreneur or the professional
- It is very useful for practice based learning
- It gives an opportunity of solving real life problems
- Contributes to analytical thinking
- Enhances decision making skills
- Maintains interest and participation in the class

Using Cases in Turkey – “*What is the hardest thing about using Case Studies in Turkey?*”

- They're not used properly to make in depth analysis
 - Not a lot of experience - both students & teachers
- There are very few good cases which focus on Turkey
 - Establishing the links with firms to get the information
- Students prefer a more directed approach
 - “Hardest thing is students are lazy they do not prepare before the class.”



Adapting The Case Method for a Specific Cultural Context

- How has the use of the case method in management education had to change to adapt to a wider and changing context since its first evolution in Harvard?
- What adaptations need to be considered in light of different cultural contexts?
- What are the current barriers to effective participant learning that still need to be addressed?

Future Considerations

1. Developing clearly defined collaborative partnerships with organisations to support management and entrepreneurship education - working with existing relationships within organisations
2. Develop tailored case teaching skills
3. 'Coaching' learners in the art of participant centred learning – education contract/permission granting
4. Greater engagement with business practitioners and Technoparks to develop new local/regional cases





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