

Case Teaching Learning Community

Members:

Cheong Siew Wah Grace (PF), Glen Kilian Koh, Natasha Tai, Anne-Claire Stona, Pang Junxiong Vincent, Taufique Joarder, Renzo Guinto, Khoo Yoong Khean, Gayathri Devi D/O Nadarajan, Suci Melati Wulandari

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The Journey

Learn / See

The group attended **two half-day sharings** on Case Teaching and Case Writing, offered by *The Case Centre UK*, tailored to fit the global health teaching needs of our faculty.

Do

Each participant was then tasked to **facilitate their own case teaching session** on a topic of their choosing.

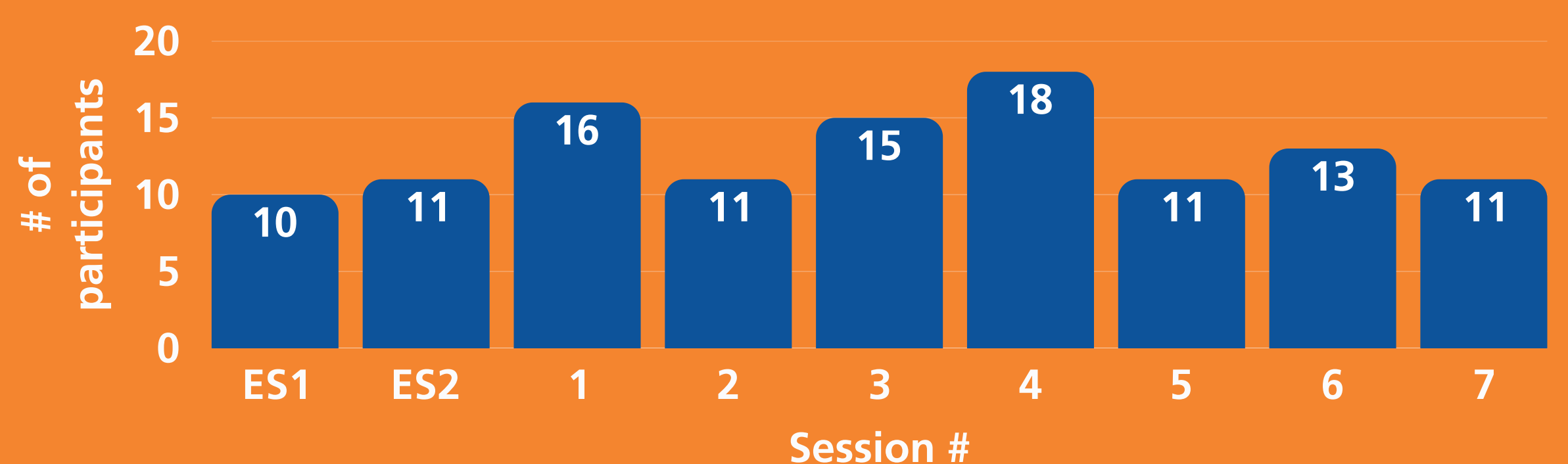
Eight members of the LC opted to **write their own cases**, with discussion and review from the PF.

Review

At the end of each case teaching demonstration, a **facilitated discussion** allowed participants, in the spirit of **peer learning and support**, to offer critiques, share their learning reflections, and discuss ideas for change and improvement.

Key Learning Points

- Initial expert sharings were invaluable for establishing **theory and structure** of case teaching and writing.
- Establishing a **compelling narrative** throughout the case is key.
- Important to **not rush the story**; Having time to critically reflect on the case is a key element of the problem-solving journey.

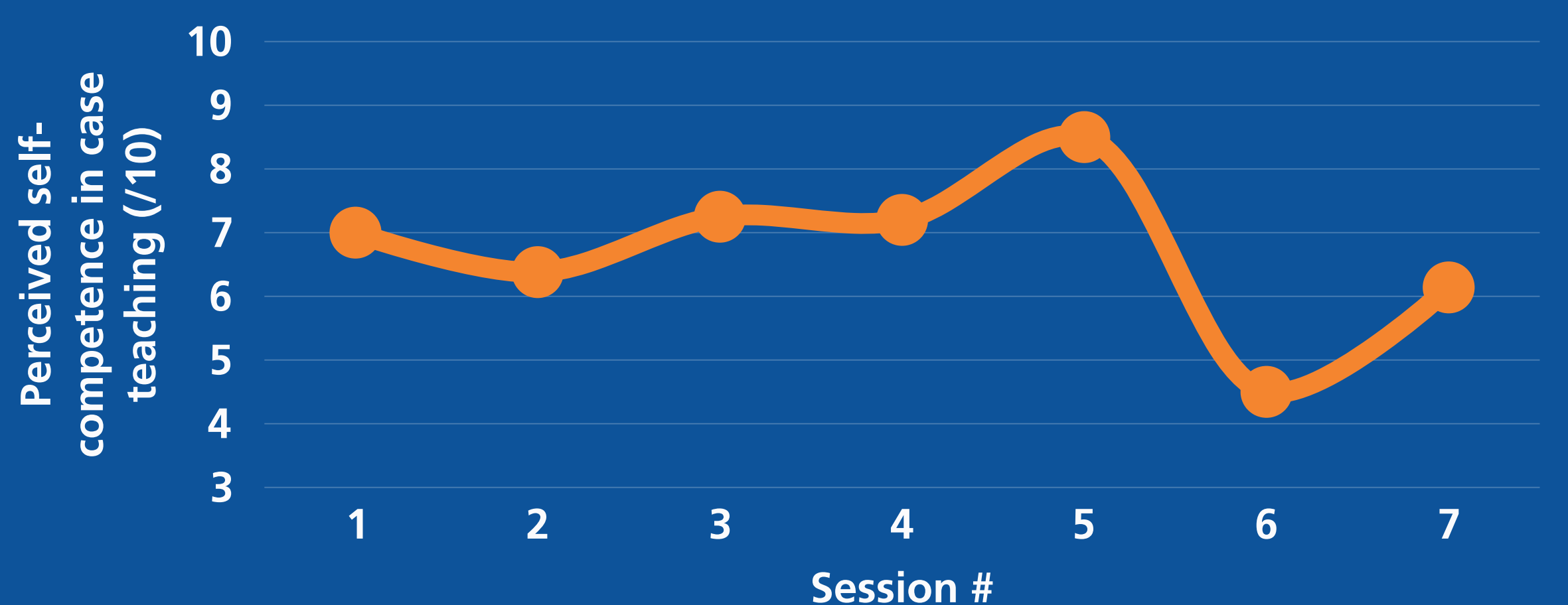


(Sessions ES1 and ES2 were reserved for core LC members only)

- Fostering a network of **~50 individuals** within and outside SDGHI
- Sessions 1, 3, 5, and 7 had guest experts observing; **Urs Mueller** (SDA Bocconi), **Susheela Varghese** (SMU), **London Lucien Ooi** (SingHealth), **Pascale Crama** (SMU) respectively.

Key Reflections

- Learning community was beneficial in providing **honest feedback** about teaching and facilitation.
- Teaching demonstration sessions were a **safe semi-experimental space** to test out different formats and structures of cases.
- Opportunity to **engage across teams and academic disciplines**; Additional attendees also brought non-academic perspectives to classroom setting.



(As of reporting, one more teaching demonstration session is scheduled to be held.)

- Depth of **expertise of instructor** in the case topic seems to be associated with overall reception to case teaching session
 - Topics ranged mental health, pandemic preparedness, emergency response, climate change, programme evaluation, etc.

Putting in Practice

- LC members are encouraged to **refine their written cases** for publication / submission for case competitions.
- Opportunities to **engage with NGOs, other stakeholders** for further case development.
- LC could **continue to be a space for learning / experimenting** with new pedagogical techniques.

- Several educational courses offered by SDGHI now employ case teaching:
 - GMS6961; GMS5171; GMS5173; GMS5174; GMS5175; GMS5176; GMS5178; GMS5673; GMS5676.

- Students noted that **case studies contributed most to their learning**
 - "Real context bring models to life"; "Thought-provoking discussions"; "Encourages us to revise and apply processes".

