Quick Tips: Virtual Case-Based Learning

While you're continuing to teach your courses online, keep the following quick tips in mind for optimal virtual classroom engagement to meet your course and class objectives and outcomes.

Case-Based Learning Vs Problem-Based Learning

In a CBL teaching session, the faculty use cases to drive inquiry and they are more active in establishing guided discussion prompts as well the summarization of key concepts of the case. In PBL teaching, the faculty's role is more passive and less guided, allowing students to have a stake in their own learning and rely on each other to drive problem-solving of cases.

Virtual CBL Teaching

- **Prepare**
  - Understand the objectives for using each case
  - Prepare guided inquiry connections and prompts to connect major concepts together.
  - Review all of the pre-work and the slide deck to be prepared for student discussion and know what they have learned and what is coming.

- **Check In**
  - Periodically paraphrase and synthesize student comments during discussion
  - Be prepared to make connections to class if students haven’t established connections

- **Engage**
  - Ask students to apply a variety of theories of perspective to a particular case or question
  - Engage with students using different online features such as whiteboard, chat, and polling

- **Scaffold**
  - Organize and scaffold content in a way that makes sense for learning
  - Use guided questions to guide students through connections

- **Question**
  - Use open-ended questions that have multiple answers and perspectives
  - Ask about process and not content. For example, "how did you come to that conclusion?" or "what is another way to go about this problem?"
  - Reassure students that there are no silly questions. We’re all learning!

- **Summarize**
  - Summarize key take away from the class and connect them with class objectives and course unit
  - Utilize Canvas Announcement page to communicate to students