

**CAPPA - ACPAP**  
**Teaching Public Policy and Public Administration in Times of COVID-19**  
**Special E-Workshop**  
**Tuesday, June 2<sup>nd</sup>, 2020**

**Teaching Public Policy and Public Administration**  
**Case Studies Remotely and Online**

**Dr. James C. Simeon, Associate Professor**  
**Head of McLaughlin College, Faculty of Liberal Arts & Professional Studies**  
**York University**  
**Toronto, Ontario, Canada**

# Teaching Public Policy and Public Administration Case Studies Remotely and Online

## PRESENTATION OUTLINE

- 1. Four Traditional Methods of Teaching Case Studies – Offline**  
--Assigned readings for Lectures; Taken up in Class (The Harvard Method);  
Four Stages Model; and, for Evaluation and Assessment
- 2. Offline and Virtual Instructional Methods: *Remote* (Synchronous), *Online* (Asynchronous),  
*Combination of Remote and Online***
- 3. Some of the Challenges of Teaching Case Studies *Remotely, Online, or in Combination***
- 4. Some Basic Questions for *Remote and Online Instruction* with Case Studies.**
- 5. Some Conclusions and Key Take Aways**

# Teaching Public Policy and Public Administration Case Studies Remotely and Online

## The Case Study Instructional Method

### Instructional Type

#### Offline

*Traditional (in-person)*

1. Incorporated as part of the lecture or seminar, etc.,

[Case Studies are embedded in the assigned readings.]

2. Case Studies are taken up in class

(The Harvard Case Study Teaching Method.)

### Issues/Concerns

#### Remote

*Synchronous*

*via Zoom, Skype, etc.*

Key learning points in the lecture or seminar.

Q&A, Follow-up, Discussion, Surveys

Attendance and participation

“Cold calling” students

[Tremendous amount of time is invested in preparing for the the case study classes and grading students on their participation.]

#### Online

*Asynchronous*

*via Moodle, etc.*

Lecture capture  
(Post videos on course website.)

Discussion Forums  
Quizzes, Wikis, Polls, Assignments

Discussion Forums  
Quizzes, Wikis, Polls, Assignments

**The Case Study Instructional Method (cont.)**

**Instructional Type**

**Issues/Concerns**

*Traditional (in-person)*

*Synchronous*

*Asynchronous*

*via Zoom, Skype, etc.*

*via Moodle, etc.*

**Offline**

**Remote**

**Online**

**3. Case Studies are assigned as a component of the class.**

**Breakout Groups**

**Discussion Forums**

**[The four stages model of teaching with case studies: (1) individually; (2) in groups; (3) across groups; (4) as a class.]**

**Inter-group discussions**

**Wikis, Polls,**

**Class discussions and presentations**

**Quizzes,**

**Surveys**

**Assignments**

**4. Case Studies for evaluation and assessment. For term tests and final exams, and written assignments.**

**Invigilation/Proctoring for online tests and exams.**

**Timed tests and exams (open book).  
Take home exams.**

**BASIC QUESTIONS FOR REMOTE AND ONLINE INSTRUCTION WITH CASE STUDIES**

1. Which of these four generic models of teaching with case studies are most suited to remote and online instruction?

**As outlined, all these four generic models can be adapted to remote and online teaching with case studies.**

**“Great teachers inspire, motivate and lead.”**

Teaching with case studies implies that you are interacting dynamically with your students. It’s being creative, spontaneous, and “in the moment.” This implies that the teacher is directly engaged in their student’s learning experience.

*This suggests to me that remote, synchronous, modes of teaching are best suited for teaching with case studies where the teacher can directly engage with their students.*

*The sole exception may be student evaluation and assessment that can be done completely online, asynchronously.*

2. Are certain types of case studies such as descriptive, problem solving or decision-forcing, role-playing, and, critical instance, case studies better suited for virtual delivery methods?

The different types of case studies can probably be arrayed as follows:

<u>Types of Case Studies</u>	<u>Method of Instruction</u>	<u>Student’s Level in a Program</u>
Descriptive	--- Lectures ---	Probably best for first- and second-year students.
Problem solving or Decision Forcing, Critical Instance Role Playing	--- Harvard Teaching Method --- Four Layered Instructional Method (Individual, Group, Inter-Group, and Class)	Upper year undergrad and graduate students

## Teaching Public Policy and Public Administration Case Studies Remotely and Online

3. Are there effective online course techniques that can compensate for the loss of the "in the moment learning" that is possible with the live seminar, classroom, lecture hall or even with the synchronous remote experience of instruction with case studies?

Creative, spontaneous, dynamic interactive online modes of delivery would be best and, specifically, the use of remote or synchronous courses that seek to engage the student through the teacher's interventions and immediate responses to questions, etc.

### The Harvard Teaching Method

#### Four Layered Instructional Method (Individual, Group, Inter-Group, and, Class)

4. What are the dos and don'ts when teaching with public policy and public administration case studies remotely and online or in a course that combines both elements?

Combined delivery modes, remote/synchronous and online/asynchronous, are probably the best types of courses for teaching with case studies. Direct student and teacher interaction is likely the best for promoting learning outcomes. Assuming the teacher is, of course, passionate about their subject matter.

Don't be a "gatekeeper" focused solely on assigning the course reading materials, in this instance, the case studies, and the evaluation of the students' work in the course. Always aspire to be a great teacher: to inspire, to motivate, and, to lead your students.

**CONCLUSIONS**

- 1. Case studies can be readily adapted for teaching public policy and public administration courses remotely (synchronously) and online (asynchronously) or, better still, in combination – *remot-line* (?). Hybrid or blended refer to courses that combine virtual and face-to-face instructional components.**
- 2. *Remote*, synchronous, modes of teaching are best suited for teaching with case studies where the teacher can directly engage with their students. The exception would be for student *evaluation* and *assessment* with case studies that can probably be done entirely online (asynchronously).**
- 3. Descriptive type of case studies are better suited for lecture courses and undergraduates in their first or second year of study. Problem solving or decision forcing, critical instance, and, role playing case studies are better suited for senior undergraduate or graduate students.**
- 4. Combined *remote* (synchronous), and, *online* (asynchronous) courses are perhaps best for teaching with case studies. The synchronous course elements provides the direct student – teacher interactions, while the asynchronous course elements provide students with easily accessible supplementary learning materials, course announcements, and the means of connecting with other students in their course on their own time, etc. But, what is key to maximizing student learning with case studies, in my opinion, is to utilize direct student-teacher interactions in “real time.”**