

THE CASE TEACHING METHOD IN EXECUTIVE EDUCATION IN SOUTH AFRICA AND ITS IMPACT ON STUDENTS' LEARNING ENGAGEMENT, EXPERIENCE, PROCESS AND OVERALL LEARNING OUTCOME

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Abstract

The case teaching method is an interactive instructional approach that applies case studies to teaching with the view of getting students to solve a particular problem being addressed in the case (Chen, Rong-An, & Harris, 2006; Razzouk, 2011). It places the student, and not the course facilitator in the centre of the case discussion so that the learning experience can be enhanced (Grant, 1997). According to Labov (1972), Case studies tend to provide answers to these questions: "What was this about; who, when, what, where; and then what happened. Similarly, Yin (2004) asserts that case studies enable an in-depth understanding of a real-life phenomenon. The proliferation of case teaching method across various disciplines is testimony that this mode of instruction is increasingly being recognised within the academic environment (Chen et al., 2006; Grant, 1997; Kimball, 2006; Paulus & Roberts, 2006). Executive Education is no exception to this trend.

The South African Executive Education context comprises of many competitive business schools that offer short-term programmes targeted at junior, middle, senior and executive level employees that want to pursue long-life learning without the need to obtain a 3 or 4 year-degree. For this reason, they pursue short programmes (of less than a year). Since these practitioners have real life experiences that they bring into the classroom, having an instructional method that allows them to fully relate the theory to the practical world is of great importance. As an effective teaching tool, "case studies have been demonstrated to be important in enhancing students' cognition, engagement, approaches to learning, experience and outcomes" (Mathews, Sriratanaviriyakul, Hiep Pham, & Lam, 2014, p. 288).

The purpose of this work is to build on prior research done by Mathews et al. (2014) to establish how the case teaching method in executive education in South Africa affects students' learning engagement, experiences, process and overall learning outcomes. For this purpose, the constructivism theory is applied and over 200 students attending an Executive Education programme in a South African School of Business that have been exposed to a case teaching method are to participate in this research.

The student scale engagement is evaluated using 4 measures; namely skill, emotion, participation and performance; the learning experience is assessed using 4 measures: perceived feedback, reflected feedback, reviewed feedback, and value feedback; whilst the learning process measures motive and strategy components to assess the depth of the learning approach, and finally, learning outcomes are measured using Mennecke et al. (1992) GSS model.

The analysis of the collected data is done using structural equation modelling. Future research areas and implications are provided.

References Available upon Request