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Case Studies of the Future: Flipping Case Methodology as a Tool for Decolonization

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Presentation Outline

- Defining 'Case Studies of the Future'
- Purpose- Why should we flip case studies? Why flip case studies now?
- Process- How do we flip case studies? Pedagogy/ Andragogy?
- Mapping- A proposition for decolonization
- Questions and Comments

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Defining 'Case Studies of the Future'- Skills for the future

- **Partnership- students; enterprises; communities**

(Contributing to communication skills, diversity, cultural; and emotional intelligence)

- **Active- engaging**

(Inspiring creativity with a growth mindset, leadership skills)

- **Data literacy; Cognitive flexibility & Tech savviness**

(Embracing change)

- **Knowledge creating- beyond teaching**

(Analytical thinking, Judgement and decision making; social influence)

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Purpose- Why case studies? The case for case studies

- Facilitating principle understanding by abstraction in learning
- Enabling the development of problem-solving skills
- Encouraging reflection
- Who doesn't love a good story?
- Testing theory in research and teaching
- Making complex knowledge accessible
- Generalisation of research is no longer on a pedestal

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Purpose- Why should we flip case studies? Where is the gap?

- Traditional in development and use (“becoming boring!”)
- Refresh the existing (“make it interesting!”)
- Create content suitable for multimodal teaching (snap shot, integrated and role play case studies)
- Match problem solving with knowledge ownership (Jain, 2005)
- Reflection is futile without deep learning, critical thinking, analysis and implementation (Albert & Gzerda, 2015)



Purpose- Why flip case studies now?

- Success of the flipped classroom
- Compatibility with blended learning
- Skills of the future need to be developed now
- Something to do when you can't do field research 😊

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Process- How do we flip case studies?

Case 1: Fiery Phoenix Plc- Entrepreneurial Survival in Zambia (Research gap)

- **Context** : Female protagonists in emerging markets
- **Purpose** : To create a new case on business ethics highlighting the nuanced experience of women in business, SMEs and business conducted in emerging markets
- **The research gaps informing the study**: (i) Very few female protagonists featured in teaching cases (ii) Very few teaching cases set in Emerging Markets
- **Outcome** : New business ethics case written for the purpose of filling the gaps
- **External Validation**: Case Published by Emerald Emerging Markets Case Collection

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Process- How do we flip case studies?

Case 2: Kazuri Beads-Kenya (Looking beneath the surface; what else?)

- **Context** : Field Trip as part of a conference program
- **Purpose** : To learn about the success of an African SME in internationalisation
- **The 'what else' informing the case study**: Artisan business; woman founded and run; fair trade business; knowledge management
- **Outcome** : New multidisciplinary case written from the perspective of the unseen
- **External Validation**: Grant from European Academy of Management for originality in research and case development for teaching

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Process- How do we flip case studies?

Case 3: Uber- A Bumpy Ride in South Africa (What students want to learn)

- **Context** : Student inquiry on organisations they found fascinating and why
- **Purpose** : To pitch an original case for use in the John Molson MBA Case Competition
- **What students wanted to learn informing the case study**: How Uber (relatively new at the time of writing) was faring in international contexts; the challenges faced and strategic responses
- **Outcome** : New global strategic management case written from the perspective of what students wanted to learn
- **External Validation**: John Molson MBA Case Writing Award for short cases

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Process- How do we flip case studies?

Case 4: Amazon & Apple: Masters of Global Strategy (Revisiting the known)

- **Context** : Live teaching cases
- **Purpose** : To enable an integrated case teaching approach in the module global strategic management
- **What we revisited**: Holistic interrogation of these firms beyond their reputations in logistics, innovation and leadership.
- **Outcome** : Active current case material created collaboratively with students and industry guests
- **External Validation**: Pre-submission editorial feedback on a related article is indicative of the contribution to case pedagogy

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Process- Pedagogy vs. Andragogy?

	Pedagogical	Andragogical
The Learner	<ul style="list-style-type: none">• The learner is dependent upon the instructor for all learning• The teacher/instructor assumes full responsibility for what is taught and how it is learned• The teacher/instructor evaluates learning	<ul style="list-style-type: none">• The learner is self-directed• The learner is responsible for his/her own learning• Self-evaluation is characteristic of this approach
Role of the Learner's Experience	<ul style="list-style-type: none">• The learner comes to the activity with little experience that could be tapped as a resource for learning• The experience of the instructor is most influential	<ul style="list-style-type: none">• The learner brings a greater volume and quality of experience• Adults are a rich resource for one another• Different experiences assure diversity in groups of adults• Experience becomes the source of self-identify

Table Source: <https://www.educatorstechnology.com/2013/05/awesome-chart-on-pedagogy-vs-andragogy.html?m=1>

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Process- Pedagogy vs. Andragogy?

Readiness to Learn	<ul style="list-style-type: none">• Students are told what they have to learn in order to advance to the next level of mastery	<ul style="list-style-type: none">• Any change is likely to trigger a readiness to learn• The need to know in order to perform more effectively in some aspect of one's life is important• Ability to assess gaps between where one is now and where one wants and needs to be
Orientation to Learning	<ul style="list-style-type: none">• Learning is a process of acquiring prescribed subject matter• Content units are sequenced according to the logic of the subject matter	<ul style="list-style-type: none">• Learners want to perform a task, solve a problem, live in a more satisfying way• Learning must have relevance to real-life tasks• Learning is organized around life/work situations rather than subject matter units
Motivation for Learning	<ul style="list-style-type: none">• Primarily motivated by external pressures, competition for grades, and the consequences of failure	<ul style="list-style-type: none">• Internal motivators: self-esteem, recognition, better quality of life, self-confidence, self-actualization

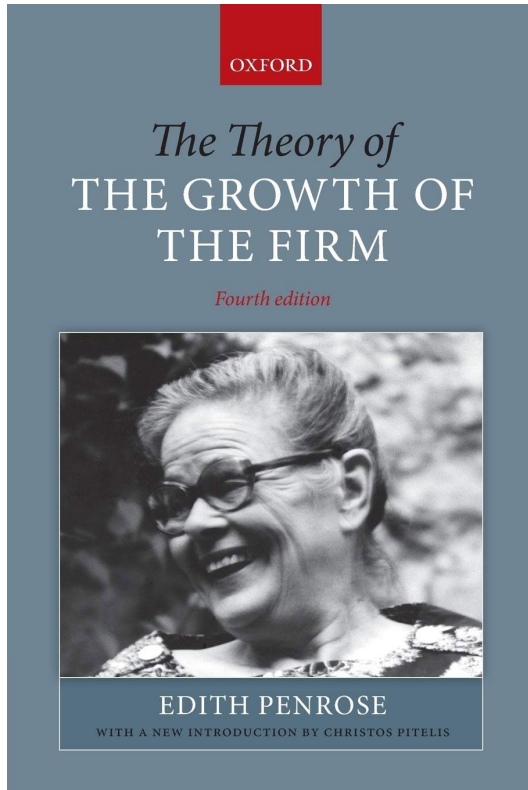
Table Source: <https://www.educatorstechnology.com/2013/05/awesome-chart-on-pedagogy-vs-andragogy.html?m=1>

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Old News in New Perspectives- A proposition for decolonization



INVENTION, INNOVATION AND IMITATION- SIMILARITIES & DIFFERENCES

 <p>Dr. Shirley Jackson 1946-Present THEORETICAL PHYSICIST Major developments: touch-tone telephone, caller ID, fiber-optic cable</p>	 <p>Marie Ban Brittan Brown 1922-1999 INVENTOR Major developments: closed-circuit television security</p>	 <p>Mary and Mildred Davidson INVENTORS Major developments: the sanitary belt, walker, tissue holder</p>
 <p>Garrett Morgan 1877-1963 INVENTOR Major developments: gas mask, traffic signal</p>	 <p>Otis Boykin 1922-1999 INVENTOR Major developments: IBM computer, pacemaker</p>	 <p>Philip Emeagwalie 1954-Present SCIENTIST Major developments: world's fastest computer</p>
 <p>Marian R. Croak SVP, AT&T LABS Major developments: VoIP</p>		 <p>Lisa Gelobter VP, BET Major developments: Shockwave (genesis of animation on the web), online video</p>

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Diversity and Change- A proposition for decolonization

TURN THE WORLD UPSIDE DOWN



Image Source: <https://unsettlingamerica.wordpress.com/2014/12/05/the-decolonial-atlas-re-imagining-the-world/>

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Student Voice- A proposition for decolonization

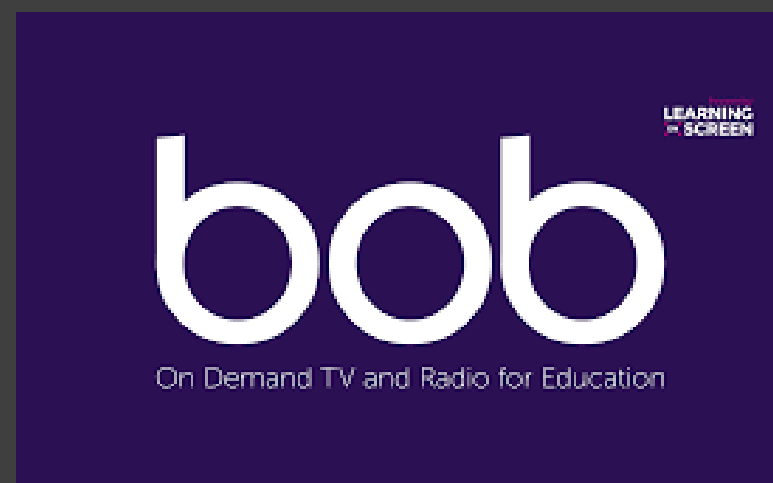


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Inclusive reading lists and teaching resources- A proposition for decolonization



Insights- A proposition for decolonization

“need to be more inclusive, but on merit, not as a tokenistic gesture or tick-box exercise”

“consider everything we study from new perspectives”

“The world view is not only white, not only male, not only European”

“Academics may say that there are no ‘other’ voices out there...” CALL TO ACTION! BE the other voice- start publishing ‘other’ case studies

“You are what you read. If you only ever read research outputs and monographs from global north authors and publishers, then you are not exposed to other approaches, voices and ideas from those in the global south. You never know where the next breakthrough will occur, and other ideas may take you in unexpected directions and towards possible collaborations.”

Insights from: Charles, Elizabeth. 2019. “Decolonizing the Curriculum”. *Insights* 32 (1): 24. DOI: <http://doi.org/10.1629/uksg.475>

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#WorldCaseTeachingDay

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www.worldcaseteachingday.org

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Your Questions and Comments



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