CASE-BASED LEARNING APPROACH APPLIED IN BLENDED ONLINE AND ON-CAMPUS TEACHING

All authors:
Aila Ahonen (corresp), Cem Tinaz, Noud van Herpen, Tara Mahoney

Synopsis:
The aim of this study is to evaluate student feedback concerning the case-based learning (CBL) approach used in an international hybrid course (i.e., online and on-campus) called Sport International. This paper discusses the use of CBL in multicultural sport management learning in both online and on-campus settings. This study uses case-based learning (CBL) as the theoretical foundation, and the results show that CBL approach was an advantageous method in this kind of international hybrid-learning environment.

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AIM OF ABSTRACT
The aim of this study is to evaluate student feedback concerning the case-based learning (CBL) approach used in an international hybrid course (i.e., online and on-campus) called Sport International. This paper discusses the use of CBL in multicultural sport management learning in both online and on-campus settings. This pilot course was organized and jointly taught at three different universities from Finland, the Netherlands, and Turkey. Results from student feedback based on the Fall 2014 course will be discussed as well as recommendations for future international collaborative courses using the CBL method.

THEORETICAL BACKGROUND
This study uses case-based learning (CBL) as the theoretical foundation for analysis of Sport International, an international hybrid sport management collaborative course. CBL is closely related to more well known problem-based learning (PBL) approach. CBL has its roots in constructionism, where the learner has an important role in learning process and learning occurs from learners' experiences and interpretations (Kolodner & Guzdial, 2014). In CBL,

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students are required to have previous knowledge from the area of the case, however, in PBL the task relates to given problem to be solved (Williams, 2005). In CBL students are usually given a real-life task, case, or problem to be to solved in a practical setting. CBL is a guided approach where students are provided with supporting background information and expected to come to a conclusion while putting themselves in the role of the decision-maker (Srinivasan, Wilkes, Stevenson, Nguyen, & Slavin, 2007; Williams, 2005). Online learning constitutes new challenges for both lecturers and students. In comparison to on-campus learning, it is especially challenging for instructors to incorporate CBL techniques with a student-centered approach to online learning, since there is not face-to-face contact. Student-centered online teaching requires the teacher to understand students' prior knowledge and cultural perspectives, and to develop necessary teaching skills and practices to fit those (Anderson 2004; Bennett & Lockyer, 2004). Challenges for educators are to create a platform for students to share their culture, prior experiences, and knowledge, whereas students are required to have certain skills in order to apply the working environment effectively (Anderson, 2004).

METHODOLOGY, RESEARCH DESIGN AND DATA ANALYSIS
Methodology for this study is a quantitative survey design aiming at identifying students' experiences of the CBL approach in online learning platform, and in on-campus learning during an intensive seminar week. The course was taught online for first ten weeks by using the Optima learning platform, and then on-campus for a final week. Both, the online assignments and final case assignment were completed in international groups.
Students were asked to evaluate different factors about the quality of online lectures, online platform, on-campus seminar, and the case assignments. Online lectures were evaluated in terms of content, interactiveness, case assignments and technical quality issues, whereas the on-campus seminar was evaluated in terms of quality of the case assignments, case-based group work, and overall seminar arrangements. They were also asked open-ended question to identify the three most important issues they have learned during the course together with their willingness to recommend this course to their colleagues. The data was collected and analyzed by using Webropol online survey and analysis software. Structured questions were analyzed by cross-tabulating and open-ended questions were categorized by using the Webropol's Text Mining tool.

RESULTS, DISCUSSION AND IMPLICATIONS
The results indicated that overall satisfaction with this course was high, with mean score of 4.22 out of 5. Results indicated that respondents wanted to have more interactiveness within online lectures but were quite satisfied with the content. The final case assignment during the on-campus seminar, where the CBL approach was fully used, received the highest ratings from students. In open-ended questions concerning the most important learning outcomes, such issues emerged as cultural differences, communication, English skills improvement and learning from group members' ways to work and communicate.
The results indicate that CBL approach was an advantageous method, especially in on-campus learning. CBL enhanced the collaboration and students' presentations showed that they used the prior knowledge together

with their previous experiences in solving the given real-life cases. In online learning, there can be seen cultural differences in capabilities of using the techniques and adapting the online learning as a learning environment. These results will be further analyzed to effectively modify teaching techniques for future development of this course, and recommendations will be made for other instructors utilizing the CBL approach or those looking to create an international hybrid-learning environment for students.

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