

Using Live Case Teaching to Transform Student Learning

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Technology Enhanced Live Case Learning

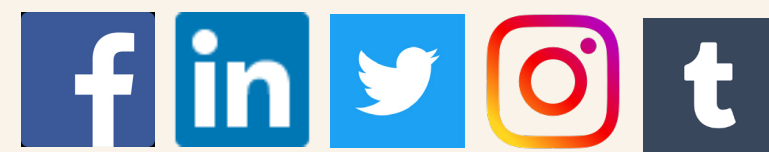
- Case-based learning is a learning-centric pedagogy that exists within an interpretive paradigm, grounded in constructivist theory (Dobozy, 2014).
- Case-based learning is valuable, because there is a focus on real situations that require diagnosis and treatment (Dobozy, 2014; Pitt et al., 2012).
- A *live* case is synchronous. Learners are immersed in issues that have an immediate impact on an organisation, an industry, or a country (Culpin & Scott, 2012).
- Interactive technology offers an opportunity for learners to acquire knowledge, and develop real-world skills using real-world applications (Pitt et al., 2012).
- Technology active interactive participation is vital to improving the learning process, and designing learning for the future (Pitt et al., 2012, Ueltschy, 2001)
- Using technology, the learner thinks critically about a case, responding to real-time information (text, visual and numerical data) (Pitt et al., 2012).

Research Objective

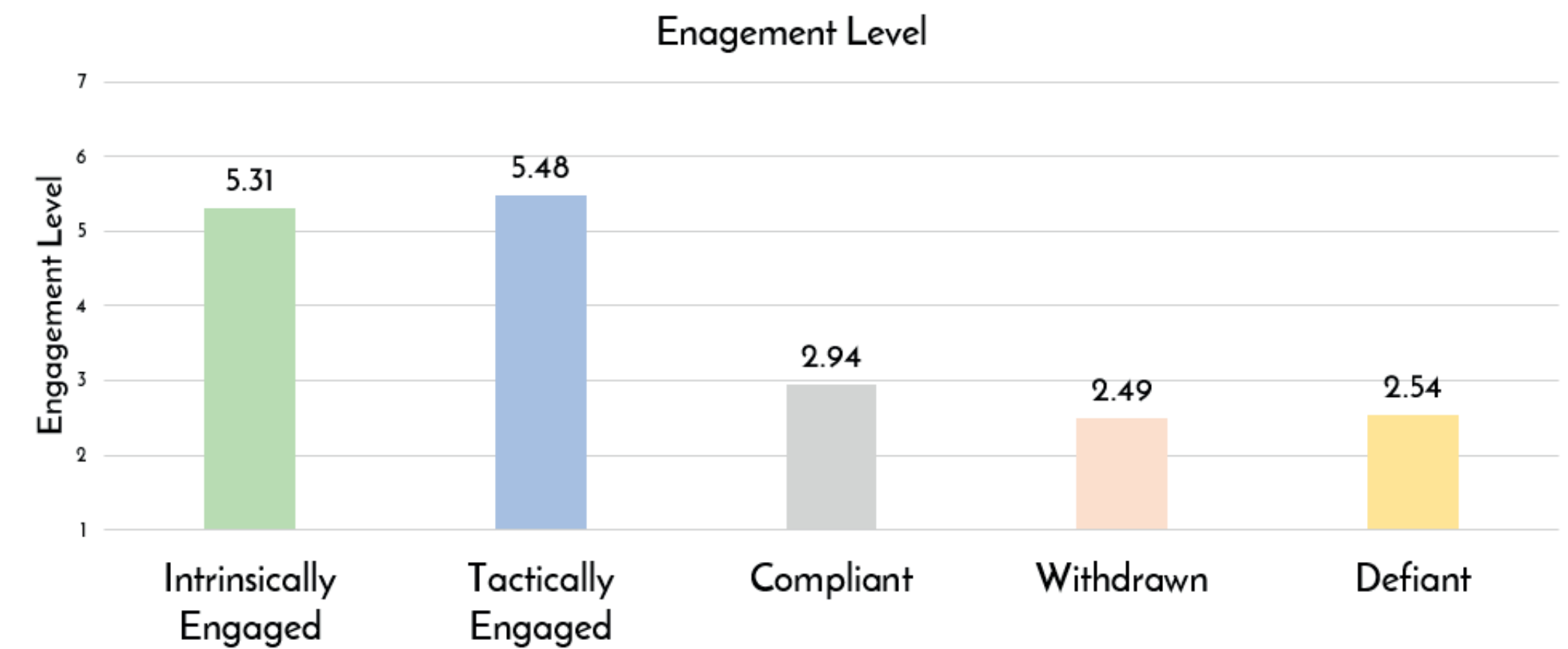
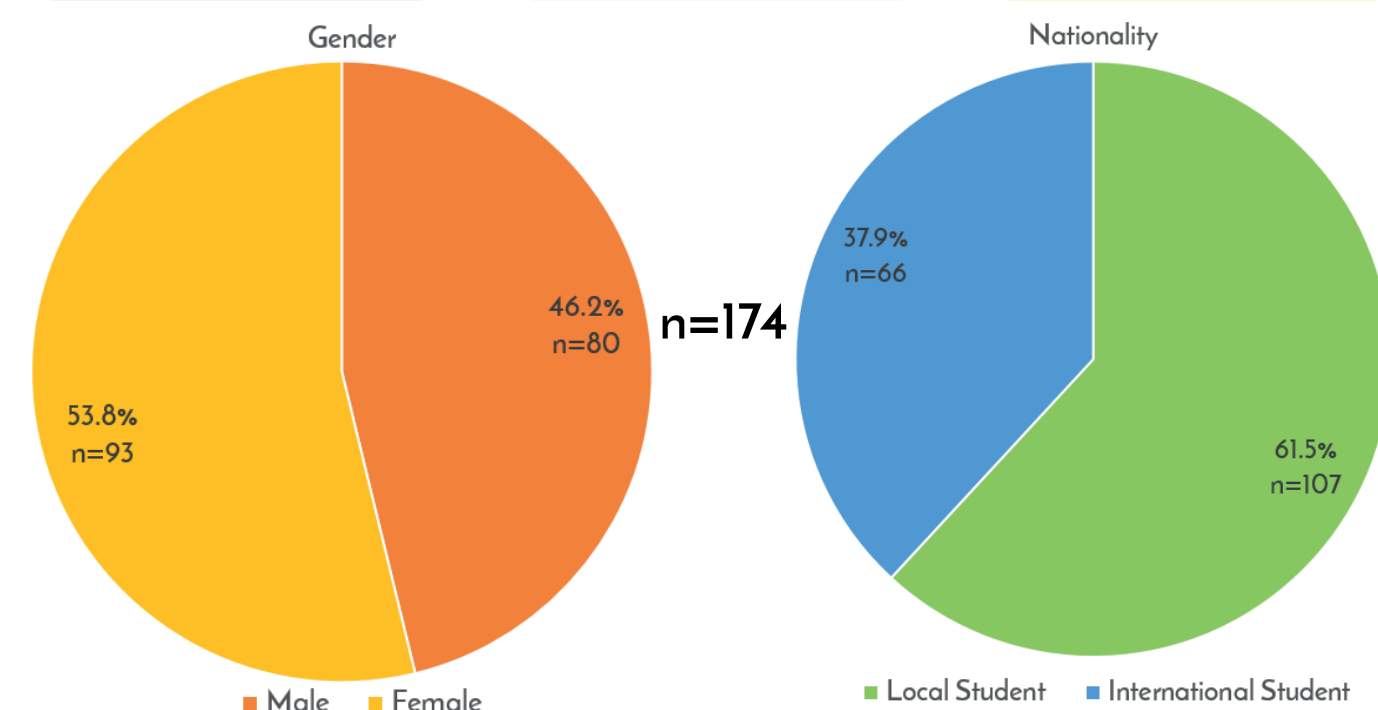
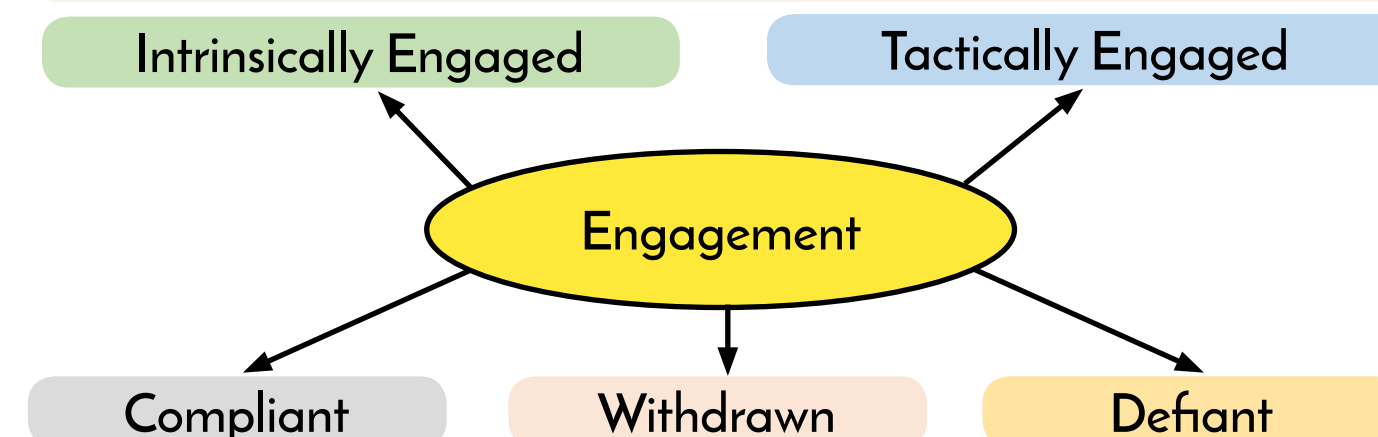
- There is 'inadequate' research on live case learning (Culpin & Scott, 2012).
- The objective of this project is to explore how the use of technology enhanced learning tools create learner engagement through the delivery of live case learning.

Methodology

- In this project, live case learning was implemented using a software called *Radian6* - a social listening software that aggregates data from the social web.



- A case study approach was employed to explore the impact of technology enhanced live case learning design on learner engagement.
- A questionnaire was administered to 174 undergraduate students to ascertain the level and type of engagement (5 types) (Garcia & Lock, 2011) learners experienced with this implementation of live case learning.



Findings

- The results showed that in a technology enhanced live case learning design, learners reported high levels of 'intrinsic engagement' (M = 5.31, SD = 1.03), and high levels of 'tactical engagement' (M = 5.48, SD = .87).
- The engagement types 'compliant' (M = 2.94, SD = 1.17), 'withdrawn' (M = 2.49, SD = 1.15), and 'defiant' (M = 2.54, SD = 1.09), were comparatively low.

Research Contributions

- This technology enhanced live case learning design can improve learners' engagement, potentially encouraging greater self-motivation in learning, improved self-direction, and autonomy (Garcia & Lock, 2011). These are traits that are sought after in today's graduates (Pellegrino & Hilton, 2012).
- Further research can be conducted on how technology enhanced live case learning can be matched with appropriate teaching pedagogies and assessment design, to optimise learning.