

Project #2 - Higher Ed Case Studies

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Effective Models of ELearning

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HIGHER ED CASE STUDIES

CASE STUDY #1

NATIONAL CENTER FOR CASE STUDY TEACHING IN SCIENCE

There are various potential courses of action that must be implemented. An investigation and verification are required before action can be taken. Professor Margaret should properly investigate any allegations of cheating to ensure fairness and accuracy. She can conduct interviews with the students involved, evaluate peer testimonials, and cross-check quiz answers and changes on bubble sheets.

Discipline will be required following the inquiry and verification. If the investigation reveals that cheating occurred, Professor Margaret should implement appropriate disciplinary measures to maintain academic integrity. Given their previous crimes and disrespect for academic rules, failing both Charles and Bill in the course appears appropriate. Margaret may talk to Charles and Bill first before taking drastic measures. This discussion should underline the value of academic honesty, define the implications of their conduct, and provide an opportunity for self-reflection.

Professor Margaret may bring up academic honesty in class as well. This would help all students grasp the institution's academic honesty expectations and standards. Professor Margaret should consider establishing preventive measures, such as shifting seating arrangements during quizzes, employing several versions of exams, or instituting an honor code, to avoid future incidents of cheating.

When confronted with academic dishonesty, Professor Margaret must strike a balance between fairness, integrity, and cultural awareness, all while sustaining the learning environment

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for all students. She can effectively handle the issue and establish an academic honesty culture in her class by conducting a comprehensive investigation, applying appropriate punishments, and improving the peer review system.

CASE STUDY #2

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There are several different courses of action that must be taken. The first step should be to increase student engagement and communication. Paul should openly address the students' issues and create open debates about the teaching method. He can explain why collaborative learning is important, emphasizing the benefits of active engagement, critical thinking, and teamwork.

Paul should then concentrate on adjusting his teaching approaches to the needs of his students. Paul might think about making a gradual transition to collaborative learning to give students time to adjust. To assist the adjustment process, he may begin by introducing certain components of group work and case studies while continuing offering regular lectures.

Setting clear objectives and criteria for group projects and peer evaluations can help students appreciate the value of teamwork in the course. This would also ensure that the group assessment process is fair and accountable. Paul must also seek advice and professional development opportunities relevant to properly adopting collaborative learning. Workshops, conferences, and mentoring from experienced instructors may provide useful ideas and strategies. There should also be gathering feedback and making improvements. Regularly

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seeking feedback from students during the semester will help Paul identify areas of improvement and make necessary adjustments.

Paul should create a realistic plan that provides for devoted time for both teaching and research in order to strike a balance. Brown and Green (2019) states, “ The goal analysis starts with a problem someone has identified, and then it focuses on a solution” (p. 43). A teacher must always be learning. Prioritizing duties and asking for assistance as needed can assist him in properly managing his responsibilities.

Paul Seymour's struggles in integrating collaborative learning in his Molecular Evolution course show the significance of careful planning, excellent communication, and continual evaluation of teaching techniques. Paul may endeavor to create a good and stimulating learning environment that corresponds with both his enthusiasm for teaching and commitment to research excellence by actively engaging with students, seeking professional development, and gaining support from colleagues.

References

Brown, A. H., & Green, T. D. (2019). *The essentials of instructional design: Connecting fundamental principles with process and practice*. Routledge.

Herreid, C. F. (2006). Paul Seymour, Assistant Professor: A Dilemma Case in Teaching.

From the archives of the National Center for Case Study Teaching in Science. Available online at: <http://www.sciencecases.org/seymour/seymour.asp>.

Herreid, C. F. (2006). A Case of Cheating?. *College Teaching*, 54(1).

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OVERVIEW

Location: The scenario takes place in a physics class taught by Professor Margaret Blake .

People involved:

- **Professor Margaret Blake - professor**
- **24 students in Prof. M. Blake's class**
- **Paula - student who is complaining about students cheating**
- **Charles and Bill - accused of cheating in class**
- **Thomas Brown - witness**

The class follows a cooperative learning approach called Team Learning, where students work in groups and take daily quizzes. The scenario raises questions about academic integrity, cultural sensitivity, and the appropriate measures to deal with cheating allegations. The professor's final decision will determine how she upholds the principles of fairness and academic honesty while considering the diverse backgrounds and experiences of her students.

NEEDS ANALYSIS

Steps are as followed for analysis:

- **Investigation and Verification:** Gather evidence related to cheating allegations, including peer evaluation forms, testimonies, and exam scores to ensure accuracy.
- **Meet with Professor and accused Students.** This can be together or at seperate times to discuss matter and cheating allegations. Make sure all sides of story are told for collected information.
- **Acknowledge and appreciate cultural differences** that may influence students' perceptions of cheating.
- **Facilitate a constructive conversation** between Charles and Bill and their respective groups to address concerns and promote understanding.
- **Determine appropriate consequences** for Charles and Bill's involvement in cheating, considering the severity and frequency of the alleged misconduct.
- **Encourage Charles and Bill to take responsibility** for their actions and participate in academic integrity workshops or counseling if necessary.
- **Continuously reinforce the importance of academic honesty** and create an environment of trust and accountability within the class.

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TASK ANALYSIS

Steps are followed for task analysis:

- **Gather Evidence of Cheating:**
- **Conduct Meetings with Involved Parties:** Arrange a private meeting with Paula to understand her concerns and collect more information about the alleged cheating incident. There will be scheduled separate meetings with Charles and Bill to discuss the accusations and gather their sides of the story for collection of information..
- **Review Classroom Policies and Guidelines:**
- **Organize a constructive conversation between Paula and her group to address their concerns and seek understanding.**
- **Determine Appropriate Consequences:** Evaluate the evidence and assess the situation of Charles and Bill's alleged cheating. Therefore, decide on suitable consequences that align with the institution's policies and uphold academic integrity.
- **Implement Preventive Measures:** Establish stricter monitoring protocols during quizzes and group activities to prevent future cheating incidents.
- **Reinforce academic integrity to create an environment of trust and accountability through open communication and peer evaluation.**

LEARNER ANALYSIS

Steps are followed for learner analysis:

- **Paula (Accuser) - expresses concern about cheating and values academic integrity.**
- **Charles and Bill (Accused):** Identified as two Asian students that are allegedly involved in cheating during quizzes and group activities.
- **Thomas Brown (Witness):** Received low Peer Evaluation scores earlier but has shown improvement. Thomas also provides insight for Bill's behavior and potential cheating.
- **Other Class Members:** Six groups of students using Team Learning.
- **Educational Needs that include cultural sensitivities, reinforcing academic integrity, and encouraging open communication with school staff and students.**
- **Implementing Preventive Measures:**
- **Consider alternative seating arrangements or assessment formats to reduce the temptation to cheat.**

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GOALS & OBJECTIVES

The primary goal is to ensure academic integrity and create a fair learning environment for all students.

Objectives are as followed:

- Investigate Cheating Allegations - collect all data and listen to all sides of story.
- Address Cultural Sensitivities - address and remind staff and students of cultural sensitivities that are arising in given situation.
- Implement Preventive Measures - assess what the consequences are in this given matter.
- Create a safe space for constructive dialogue among students and the professor.
- Apply Appropriate Consequences: Assist students in understanding the importance of personal growth and improvement.

References

Herreid, C. F. (2006). A Case of Cheating?. College Teaching, 54(1).

CASE STUDY #2 – NATIONAL CENTER FOR CASE STUDY TEACHING IN SCIENCE

OVERVIEW

Location: The scenario takes place at a State University in Chicago.

People involved:

- Paul Seymour - A newly hired Assistant Professor with excellent research credentials.
- Students - A class of 40 juniors, mostly pre-med students who taking Paul Seymour's Molecular Evolution course.
- Dr. Mary Craxton - Paul's postdoc mentor at Johns Hopkins, who introduced him to the concept of collaborative learning.
- Professor David Montague - The Chairman of the Department of Integrative Biology, who is aware of the situation and seems concerned about Paul's grant writing progress.

State of skills, knowledge, and abilities: Paul Seymour is an accomplished researcher with a Ph.D. from Duke University and a postdoc from Johns Hopkins. He has published ten papers. He has a strong background in Molecular Evolution and is seen as a rising star in the field. Additionally, he has discovered a passion for teaching and has been experimenting with collaborative learning methods. However, he is currently facing challenges in implementing these methods in his class.

Emotional state: Paul is feeling troubled and irritated by the students' negative reaction to his teaching methods. He had hoped that his passion for teaching and innovative approach would be well-received, but he is disappointed to find that the students prefer traditional teaching methods and are not happy with collaborative learning.

NEEDS ANALYSIS

CURRENT STATUS : The current status situation calls for a needs analysis to understand the issues and challenges faced by Paul Seymour in his Molecular Evolution course.

In this situation, the following areas need to be analyzed:

- **Student Feedback and Preferences:** Identify their preferences, learning styles, and expectations from the course.
- **Teaching Methods and Strategies:** Evaluate the effectiveness of the collaborative learning approach introduced by Paul. Assess whether it aligns with the course objectives and whether it caters to the diverse needs of the students.
- **Faculty and Colleague Feedback:** Gather feedback from other faculty members and colleagues in the Department of Integrative Biology about their observations and opinions regarding Paul's teaching methods and interactions with students.
- **Grant Writing Progress:** Investigate the reasons for Paul's perceived lack of progress in grant writing. Determine if it's related to the time and effort invested in experimenting with the new teaching methods.
- **Emotional Well-being:** Assess Paul's emotional state and well-being in response to the students' negative feedback and other challenges he is facing in his teaching role.

TASK ANALYSIS

A task analysis is needed to examine the specific tasks and activities involved in Paul Seymour's teaching role and the challenges he is facing.

- **Teaching Methods and Materials:** Analyze the specific teaching methods, materials, and resources Paul is using in his Molecular Evolution course, which is focusing on the collaborative learning approach. Evaluate how these methods align with the course objectives and whether they effectively engage the students.
- **Classroom Management:** Examine how Paul manages the classroom during collaborative activities, group discussions, and individual work.
- **Communication and Feedback:** Evaluate how Paul communicates with the students, provides feedback on their work, and addresses their concerns.
- **Grant Writing and Research Time Management:** Investigate Paul's grant writing progress and research time management. Identify any factors that may be affecting his ability to balance teaching and research responsibilities effectively.
- **Emotional Well-being and Stress Management:** Understand how Paul is coping with the emotional challenges he is facing due to the students' negative feedback and other pressures. Identify ways to support his well-being and stress management.

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LEARNER ANALYSIS

The learner analysis will help identify the diverse student population and their individual learning profiles. Some areas that need learner analysis include:

- **Learning Preferences:** Identify the preferred learning styles of the students, such as visual, auditory, kinesthetic, or read/write learners. Determine if the collaborative learning approach aligns with their preferred learning methods.
- **Background Knowledge:** Assess the prior knowledge and experience of students in Molecular Evolution, as well as their familiarity with collaborative learning methods.
- **Educational Levels:** Analyze the academic levels of the students, considering their status as juniors and pre-med students, and how it may affect their expectations and engagement in the course.
- **Feedback and Communication:** Analyze how students provide feedback and communicate their concerns about the course. Determine if there are effective channels for open communication.
- **Group Dynamics:** Understand how students interact in collaborative groups, including their ability to work together effectively and any potential challenges or conflicts.

GOALS & OBJECTIVES

The primary goal is to address the students' dissatisfaction with the new teaching methods and improve their overall engagement in the Molecular Evolution course. This includes finding ways to make the collaborative learning approach more appealing to the students and aligning the course content with their preferences and expectations.

Other Goals and Objectives:

- **Enhance Teaching Methods:** Identify areas for improvement in Paul's teaching methods to ensure that his students are understanding the course material and also if the students are being engaged in the learning process.
- **Address Emotional Well-being:** Develop strategies to support Paul's emotional well-being and help him cope with the challenges he is facing as an educator.
- **Enhance Grant Writing Progress:** Identify factors that may be hindering Paul's grant writing progress and explore ways to support him in balancing his research and teaching responsibilities effectively.
- **Align Course Objectives and Assessment:** Ensure that the course objectives are clearly defined and aligned with the collaborative learning approach, and that the assessment methods used, such as peer evaluation and group scores, are fair and appropriate.

References:

Herreid, C. F. (2006). Paul Seymour, Assistant Professor: A Dilemma Case in Teaching. From the archives of the National Center for Case Study Teaching in Science. Available online at: <http://www.sciencecases.org/seymour/seymour.asp>.