Are teaching notes restricting learning with cases?
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Abstract
Every teacher use teaching notes in one way or another, but it’s not 100 % certain how they’re used in the best way. Some think they must be in the learning and that the teacher would create them. Others think that you don’t need them, that you can do better of without them. Most people think of teaching notes as a support for the teacher, but it doesn’t have to be just that. In fact, they can also help the students by start a discussion and get a connection to the reality by using case studies. Teaching notes doesn’t have to be a negative thing. In many contexts, teaching notes are very useful. It’s all about to figure out how you want to use them so that you feel comfortable with the situation.

Introduction
In today's learning teaching notes is a common tool and is seen as a support material for teachers (Lundberg & Winn, 2005). It’s an integral part of any teaching case, providing an overview of the case and the issues to be discussed, for example questions, pictures or a Powerpoint-presentation (Harvard University, 2016). It can also be a tool for teaching with cases. A case, or a case study, is a description of real events (Naumes, & Naumes, 1999, s.16-17). Case studies have become an increasingly useful tool in teaching and are used to create discussions in different contexts. They are often used to create discussions around different problem considered difficult to solve. The use of case studies is believed to increase participants 'understanding while they learn to accept others' opinions. The case studies linked to reality that makes it easier to remember and draw their own parallels. It’s not just about linking theory and practice but it also make us become better decision makers and help us to think critically (Solberg Soilen, & Huber, 2006, s.9-10). Everyone who writes a paper has a goal that readers finds it convincing (Siggelkow, 2007). It’s the same thing with teaching notes. We want material that will help us and will convince the students that my opinion matter. It’s a problem for teachers how they will make their environment and the learning as efficient as possible by using teaching notes. This also means that they need to now the teaching notes should look like to fit all the students and other teachers. It has been discussed in different ways how they should be used and how you can make the best out of it, by using teaching notes. This leads me to my problem: "Are teaching notes restricting learning with cases?"
Method
To write this paper I have used scientific papers, case studies, books and different pages on the Internet.  
I founded my scientific papers and case at Halmstad University College libraries and databases, such as World of Science, Scopus, Summon and Google Scholar. Keywords I searched for was "teaching notes" and "case study". I have also used different books to find other case studies.

The scientific papers I have used is peer-reviewed searches, which means they are reviewed by experts in the subject and show that they maintain high standards.  
To reference and source reference correctly, I have used the American Psychological Association (APA), which is one of the world's most widely used system for referencing (Mattson & Örtenblad, 2008, s.54).
I have used the article Case study methodology: causal explanation, contextualization, and theorizing, written by Eric W. Tsang, (2013) to create my design and establish a good format of this paper.

Theory
Teaching notes has appeared to enhance the popularity of cases: 86% of the 100 best-selling cases in 2008 have one. Students suggest that implementing a service-learning pedagogy allows students to master basic statistical analysis skills and see practical applications for statistics. (Wells, 2006)

It has been discussed how teaching notes to a case should be designed. Should it give the correct answers to the case, as an answer key, or should it provide relevant issues and help the reader with the discussion? There are no rules on how the teaching notes should look like, it depends on what you prefer. Teaching notes are supposed to facilitate the participants to fulfilling its task. Anything that can make the task easier is good material.
One more thing to discuss is to whom the teaching notes are for. Is it for the teacher or is it for the students? Good teaching notes focuses on the pedagogy. In most cases, it is written for the teacher, but it can also be for the students. (Solberg Soilen, & Huber, 2006, s. 17-18)

It’s important to remember that this can change in time and context, i.e. it don’t have to be the same as it was for ten years and one teaching note that’s work for one teacher doesn’t have to be useful for another. (Svensson & Woods, 2009)

Gina Vega, Professor and Director of the Center for Entrepreneurial Activity at Bertolon School of Business, Salem State University claims that it is very important that a case contains teaching notes. They tell her how she, as a teacher, can use the case and how the students can benefit from it. She says that se want to find a teaching note in a case to know if the case is good for her (Vega, 2016). Gina gets support from Charles Dhanaraj, Associate Professor of Business, Kelley School of Business, University of Indiana, Indian School of Business. He says that teaching notes is a compass or a tool for other instructors (Dhanaraj, 2016).
Lundberg & Winn (2005) writes in their article about two different opinions if teaching notes are a good tool or not. Some claims that teaching notes are good for the teaching for four reasons. The two primary ones are that the quality will be better. The quality of a case and of the teaching of a case will rise. Teaching notes will also provide confidence and credibility for teachers and will increase their efficiency. Others disagree; they mean that teaching notes was more useful in the past when the instructors had more experience and spread it through their notes. Today teachers have a lot of theory to use and not nearly as much experience as before. They believe that teaching notes have become a substitute for experience.

The emphasis is too often on “talk”, i.e. the teacher delivers the course content. The technology has been developed and flipcharts, slides and overhead transparencies, or computer/video projection screens have replaced the classic blackboard. Now is also the focus on achieving full participation in-group discussions about the issues involved in a case, instead of just relying on the teacher's knowledge (Cinneide, 1997).

The lecturer, or whomever it is that leads, usually tries to pick up 5-6 major issues that will govern case discussion (Kjellén, Lundberg & Myrman, 2008).

Industrial companies supply products intended to satisfy customers’ needs and requirements. To be competitive and to maintain good economic performance, efficient systems are needed to communicate information and exchange knowledge. These often gather in one or more folders or on the internal computer network. But this rarely works as an efficient support staff. However, there are examples of how the guidelines can be presented or visualized using different technologies in multimedia such as images and illustrations. What you want to convey should be illustrated with icons, images, animations and text in order to increase efficiency and thus perform tasks faster and have a more positive attitude. (Blomé, 2004)

In the case study, Mercatus Engineering AB, by Solberg Soilen and Huber (2016, s. 45-57) they discuss the challenges a company in change face when they want to do a restructuring. Mercatus Engineering AB is a Swedish company working with environmental techniques. After successful years with good profitability they stood at a crossroads where they either had to choose to continue in the same way as before, despite the staff's workload grew and grew, or would they invest in their staff and develop internal cooperation. They chose the last-mentioned alternative and radical restructuring took place. During one year all employees were given special training with the goal to obtain a higher degree of team spirit. Then they chose a model to work with: the FIRO-model (Fundamental Interpersonal Relations Orientation). The model is based on developing a group and takes it through three stages: affiliation, control and belonging. It’s a help for people to find their role in the group and to open up to each other, which can be difficult for many (Nyhaga, 2006). The company feels that the investment has paid off. After this effort they implemented educational objectives: illustrations, discussions and attempts to apply the FIRO-model in a practical case. Based on this case the authors framed teaching notes to establish a discussion with some students. They thought it would be interesting because many students can relate to environmental problems and it would lead to lively discussions. Another interesting
discussion may arise regarding the actual investment in staff. How many students would be willing to expose both themselves and their personality? The students were given five questions to consider and discuss with each other (Solberg Soilen & Huber, 2006, s. 45-57).

Des Jardins and Diederich (2003) worked the opposite way. They asked their students to create their own case studies of a product's life cycle and decided not to give their students any teaching notes. They thought that if they let the student’s research and find out information about the product themselves it would provide additional pedagogical benefits. Des Jardins and Diedrich believed their approach results in a more active and meaningful experience for the students. They argue that students thus become active participants in their education instead of passive listeners who only listen to their teachers. By giving students free responsibility to choose product, they will take something they are interested in. They think that this is a better course of action rather than assigning them products. Their conclusion is that students are asked to evaluate the consequences of choosing, using, and disposing of the things they use. And it’s proved that if theory is linked to a familiar reality, increasing the chance for students to start using and discuss their knowledge (Westman, 2016).

Another useable method is workshops that a university in the United States applied (Fenster, 2016). A workshop is an educational seminar emphasizing interaction and exchange of information among a usually small number of participants (The Free Dictionary, 2016). Students attended in workshops to learn how to avoid plagiarism when writing academic papers. Before and after the workshop, students read an original passage from a text and were asked if the material were redesigned in four different ways would it constitute plagiarism. Results indicated that the workshop increased the percentage of students who could correctly identify examples of plagiarism (Fenster, 2016). Hunger (2013) says that students need to realize and accept that scientific work has an impact on society and therefore they need to be involved in the teaching.

At another university two teachers gave some students "12 Handy In-depth Interviewing Tips" and discussed it with them. It was different tips to get a good interview as possible. The tips also included some of the biggest mistakes that are made and how they can overcome them. After the discussion they arranged an interview situation and let the class look for problems with the interviewer's style and questions based on what they had just learned and to think about ways the interviewer could improve. By using this method they got students who was more involved and students who could connect theory to practice in an easier way than before. (Healey-Etten & Sharp, 2010)

As a teacher it is important to note that there is no single approach to case teaching, but there are methods that work for different people in different situations. It’s about finding the method that suits one's character, personality, situation and setting and develop your own style. It is also important to consider that a class is not even current knowledge, which means that you can’t have too high expectations of each class. Therefore, one must not think too much about finding teaching notes that should suit all students. The key is to find teaching
notes that suit you so that you can convey what you want to contribute more effectively to the students achieve their goals (Harvard Business School Publishing, 2004).

It's hard for teachers to keep the environment effective in the classroom because they need to adapt to the behavior of several individual students (Gest, Madill, Zadzorna, Miller & Rodkin, 2014).

Goldstein has seen an increase in disputes regarding training. According to him, one problem is that teachers can’t teach what they want because they have to adapt to curriculum. The curriculum has a purpose that teachers must meet and based on these, they plan their lessons (Kula & Güzel, 2015).

The use of technology has increase as it becomes easier and easier to access it. It is popular to use technology when teaching with cases. Some people endorse the use of technology and mean that it’s a great material to engage the students. But not all is as positive to the technological progress in education. Some have questioned whether the technology really is the answer to students’ participations in the classroom. (Vega & Morris, 2013)

The amount of information and stimulation that a person can use profitably varies. To maintain the attention of students, teachers should exclude redundant information. Therefore, the use of multiple stimuli can backfire and resulting in cognitive overload. The use of technology methods of learning can have a negative result when not managed carefully (Burke, 2007).

A presentation of images and narration is effective because students choose to organize information and build cause and affect relationships (Mayer, 1997). Classic lecture continues to be the primary method of teaching. However, it is important to remember that one must adapt to what course you are lecturing and who is participants. But no matter who’s in front of you it's important to always keep the teaching notes simple and relevant; less is more (Burke, 2007). We can only process a certain amount of information at once. Teachers need to structure their presentation so students avoid being distracted from the essential (Aronsson, March & Acosta, 2013).
Analysis
It doesn’t seem to exist a correct answer about how a teaching note would look like and how and for whom they should be used (Solberg Soilen & Huber, 2006). Many of the articles write about the benefits of the teaching notes. Gina Vega (2016) think the teaching notes should be find in a case study to help her to know if the case study is useful for her in her teaching. Just like Gina, Charles Dhanaraj (2016) also think that teaching notes is a tool for the teacher. This can be linked to one of the angles of incidence in Lundberg & Winns (2005) article that says that teaching notes make teaching and case studies more efficient. It doesn’t always have to be just advantages by using teaching notes. Sometimes it is used "just because" and is built entirely on theory and not on their own experiences (Lundberg & Winn, 2005). But then the use of case studies surely would be a good option? Case studies are built on real events, and create discussions for students to more easily process information and an easy way to relate to reality (Solberg Soilen & Huber, 2006). This should mean that all teaching notes can’t be built on theories.

A lot of teachers have used the progress of technology and use it as a teaching notes (Vega & Morris, 2013). By using, for example, a power-point presentation the students learning will increasing (Mayer, 1997). The use of multimedia is also effective in other contexts. Companies use icons, images and other technical means to convey information and be more effective (Blomé, 2004). It’s not as simple as just using the multimedia as these two articles states. Burke (2007) claims that the amount of information a person can use effectively vary. This means that you must be careful with what you have multimedia so as not to confuse the students instead of stimulating.

Many of the articles still push for the classic lecture, and mean that’s not necessary with technique. Using discussion as a form of learning has been popular, so that students can take the posture on the basis of a case and not just rely on the teacher's words (Cinneide, 1997). This can be related to what Hunger (2013) said; that students need to be involved in the teaching. Solberg Solien & Huber (2006) did a case study and used it during lecture. With help from that, they created teaching notes in term of questions. They hoped for a lively discussion because they thought that the students could easily relate to the reality. Healey-Etten & Sharp (2010) also think that it’s important that the students can relate to reality. They gave their students a paper with some tips before they were about to do a work of their own. Through discussion they increased awareness about the subject among their students. Fenster (2016) agrees with the articles above. She involved the students by create a workshop. By this method the students learned a lot and improved their way of thinking critically.

Not all teachers are using teaching note the “classic way”, i.e. give the students the notes. Des Jardins and Diederich (2003) let their class create their own case studies and didn’t gave them any teaching notes. They wanted the students to do all the research on their on and believed that it would be more meaningful for the students learning. Although the other articles advocating that teachers should provide students with teaching notes, there is still a
connection here. Their approach also involves the students and get them involved - just in a different way.

There is no single approach to case teaching and how to create and use teaching notes. The most important thing to remember is to find your method, one you feel comfortable with (Harvard Business School Publishing, 2004). Burke (2007) thinks that teachers have to adapt to whom is in front of you in class and in which course you lecture in. Your method will not suit everyone, as each individual is unique. Researchers at Harvard University agree and say that teachers must have participants, situation, personalities etc. in mind (Harvard Business School Publishing, 2004).

As mentioned above, there are many factors to consider. It is not only the interaction between teachers and students. As a teacher, also a curriculum to take into account to achieve certain statutory objectives (Kula & Güzel, 2015). With all of this in mind it’s hard for the teachers to keep an effective environment in the classroom (Gest et al., 2014).

Conclusion
The discussion about how to create and how to use a teaching note will probably continue for years from now. I don’t think we will ever reach a solution, but everyone needs to find his or her own method.

I don’t think that it has to be a negative thing for the teacher to use teaching notes in their teaching, but I do think that some may feel limited in the way they teach and do not reach all the way to their students. If this is the situation I suggest it’s not the teaching notes’ fault, rather the teacher. If they feel restricted or withdrawn, they have to change something. Perhaps their teaching notes are not good enough? Or is there something in the environment that doesn’t work? I think the problem is with the one who teaches and not its material. The teacher may have to change something in their teaching-method so it suits him or her at the same time as it works with the communication between him/her and the students.

I also think that if it limited the teacher it will limited the students; if the teacher doesn’t got his or her thing presented, the students won’t get it either.

By using the teaching notes in the form of questions, students can be limited and feel that issues are directed, according to me. This could make them answer what they think is right instead of thinking "outside the box". However, I believe that the benefits of using all kind of teaching notes outweigh the disadvantages.

As mentioned many times in this paper, it’s a interaction between many factors. Everyone needs to find their own method that they are comfortable with, so they won’t feel restricted by their teaching notes. Even if you’re a teacher, student or an employee at a company.

Future studies
I think it would be interesting to focus on how different teaching notes can fit different people, i.e. test diverse notes on diverse group of people and go deeper in to the question. In that way I believe we can get a clearer picture on why a teaching note is good or why it’s not.
References


