Typical Case Study

Day 1
Step 1: Reading the case (out loud). Make two lists (1) what we know (2) what we don’t know.
Step 2: View exhibit (article or evidence). Reexamine and make two lists (1) what we know (2) what we don’t know.
Step 3: Reevaluate our understanding and form learning issues to further our knowledge of the case.

Between Classes
Step 4: Research our learning issues using valid sources (Never Wikipedia)

Day 2
Step 5: Each group member presents their learning issue using a PowerPoint, Prezi, lecture, game or handout
Step 6: Draw conclusions
Step 7: Group processing

Group Processing
Group processing is essentially providing constructive criticism
Each member provides feedback to all members including themselves every class.
It helps us to improve for the next class and to recognize personal growth or areas for improvement
Areas that often come up are participation, speaking voice, organization, research validity, group processing, knowledge of materials, and ensuring group comprehension.

Our Favourite Case:

The Greek Elgin Marbles
This case dealt with the London and Athens dispute over the location of the Elgin Marbles. We feel that this was the most interesting because of the many different aspects that can be approached while dealing with this dilemma.

We didn’t just look at the cultural side, we also looked at the financial and political factors of the issue. Some of the learning issues that we researched were; what was the history of the Stone of Scone, Significance of the Parthenon, background on the financial crisis in Greece, Greek government policy on artifacts. Through all of these learning issues, we were able to paint a clear picture on the cultural dilemma and come to an educated solution as to how to solve the problem.

Enquiry Based Learning

“Enquiry based learning is a pedagogy that encourages students to work collaboratively and autonomously. It is process focused and provides a context for students to take control of their own learning.” (Jacqueline)

Student Quotes

“This seminar challenged my critical thinking and developed my understanding of global cultures.” Malika: Child, Youth and Family

“This class challenged me to research outside my comfort zone and improve my presentation skills.” Bailey: Child, Youth and Family

“What I learned most throughout my first year seminar was research and presentation skills, that will help to further my academic success beyond this course.” Shannon: Sociology

“The first year seminar class had helped my research and presentation skills that I can know use in other classes.” Zack: General Arts

“I’ve learned that by sitting back and evaluating the situation, I gain a greater knowledge on the subject rather than diving in head first into it.” Frank: Economics

“This seminar allowed students from different programs to work together using new and helpful learning techniques” Rebecca: Psychology

“This class served as a platform for self refinement with the help of peer feedback. I learned about conflicting culture values, and how to analyze intricate situations.” Jessie: Psychology

“This course was the most fun of all my first year courses, getting to do research, present in a variety of formats and discuss in a small group help build a sense of community while learning about important issues in society.” Kelsea: Studio Art, art history and theatre studies

“Seminar really helped me develop and refine not only my practical research skills, but my presentation skills as well. By forcing me to step outside my comfort zone each week and present, I was able to gain a new type of confidence.” Tamara: Bachelor of Arts and Science, zoology and history

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