

# ASTPPROTON

KNOWLEDGE TRANSFER EUROPE

Annual Conference | 20-22 May 2015 | Istanbul, Turkey

## Using the case method of teaching technology transfer

Trainer: Jeff Skinner

Wednesday, 20 May 2015

Istanbul - Turkey

12.30 – 13.00: [Registration](#)

13.00 – 13.30: [Introduction](#)

How people learn and the role of the 'trainer' in facilitating that learning. Differentiating pure 'rule-based' decisions (for which lecturing may be the best method) from the 'judgment-based' decisions (where discussion and debate can be more effective)

13.30 – 14.00: [The elements of the 'Case Method'](#)

How we go about designing a case-led learning session – setting the learning objectives; selecting a personal experience (or borrowed situation) that illustrates the dilemma; identifying the 'fork in the road' that highlights the choices available; setting the question; stimulating, challenging & building responses; using frameworks and 'theory' to organise, summarise and then draw key learnings from a case.

14.00 – 14.45: [Observing and dissecting a case discussion](#)

We observe (and participate in) a short case discussion – and then think through and decompose the key elements: the learning objectives, the choice and style of case, questions, discussion and wrap up as well as more general discussion around how the discussion was led, the overall structure and timing of the session.

14.45 – 15.30: (Including coffee break) – [case preparation](#)

We ask each of you to prepare a 10 minute case discussion – specifically thinking through the 'fork in the road' that illustrates the dilemma and the question that you would put to the group in order to challenge them to think through the main issue. In addition we ask you to prepare three slides, the first summarizing the dilemma, the second drawing out three key issues illustrated by the dilemma and the third summarizing three learning points.

15.30 – 16.30: ['Live' case discussions](#)

There will be time for around half the group to run short case discussion, using the other participants as the 'audience'. The volunteers will describe the case (which would ideally have been circulated beforehand), pose the question and after a brief period of discussion in pairs, lead a discussion.

16.30 – 17.00: [Observations](#)

During the live discussions, each person will have been acting as participant and 'observer' – we always have a view on how we've been taught as well as what we've been taught. In this final session we take stock of what we've learned (and what we found difficult) from our experience of each session and provide constructive feedback. We challenge ourselves to think where we are next going to practice the Case Approach.