



**Use a “Teaching” Case Study in your Classroom**  
**10 Easy Steps**  
**“It’s all in the preparation!”**

1. Choose a case study. Read it at least twice. Read the Teaching Note and the Epilogue. Adapt Note to your needs.
2. Choose three areas of discussion raised by this case study that intrigue you. What “aha!” moment would you like students to experience as a result of this case discussion?
3. Draw up a class plan which tries to anticipate how students might respond to the questions you pose; and which gives you a transition mechanism among the chosen discussion areas.
4. Plan how to creatively use the blackboard to capture students’ comments, and how to organize them into logical, coherent categories. Think whether as a group you can devise a list of guidelines or tools which students can “take away” from the class. Try to anticipate the list to ensure it is useful and complete.
5. At least one week before class, assign your students to go to our website, <http://casestudies.jrn.columbia.edu/collection>, order the case(s) you have assigned, and read it at least twice. Give students a study question and ask them to respond in an online class forum.
6. Think carefully about your opening class question. It should start discussion which is thoughtful and creative. “What happened?” makes the assumption students have not done the assignment. “Whose problem is this?” requires thought.
7. Just before class, re-read your notes, your class plan, and your students’ online posts. Focus on your opening question and your three discussion areas.
8. Listen, listen, listen. Restate student views as needed, transition discussion as warranted, play devil’s advocate. You are not the expert. You are not a judge. Guide the discussion, do not lead it.

---

*This guide was written by Kirsten Lundberg, Director, for the Knight Case Studies Initiative, Graduate School of Journalism, Columbia University. Funding was provided by the Knight Foundation. (1009)*

Copyright © 2009 The Trustees of Columbia University in the City of New York. No part of this publication may be reproduced, revised, translated, stored in a retrieval system, used in a spreadsheet, or transmitted in any form or by any means (electronic, mechanical, photocopying, recording, or otherwise) without the written permission of the Case Studies Initiative.

9. Model a culture of respect for others' views. Discourage those who talk too much or lecture. Draw out the timid. Challenge stereotypes and conventional thinking. Compare and contrast views.

10. Summarize why you think discussion was worthwhile. Recap tools or guidelines class developed together. Distribute epilogue if you wish (or wait a week to stimulate continued out-of-class debate).

**CONGRATULATIONS! The next time you teach this case, it will surprise you how different the discussion will be. Students and their variety are what make this teaching tool especially exciting.**