

Teaching Cases in Migration, Citizenship, and Identity

The Harvard Case Method Teaching for History: Student and Tutor Feedback

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Conflicting Fundamental Rights: Same Sex Marriage and Freedom of Religion

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Who can Represent the Nation? Citizenship, (Sporting) Nationality, and International Sporting Regulations

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Brazil-born striker Diego Costa represents the national football team of Spain in international football

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Executive Summary

Teaching methods are an important part of the student experience in higher education and play an essential role in facilitating student learning and engaging students on course subject matter. They also impact the experience of tutors, in terms of preparing materials and leading the discussion to promote learning. The 'Harvard Case Method' of teaching is evaluated in this report. It is a different approach, which has been described as "the art of managing uncertainty"—a process in which the tutor serves as "planner, host, moderator, devil's advocate, fellow-student, and judge," all in search of solutions to real-world challenges.¹ The purpose of using the Harvard Case Method in the context of a history degree is to help the students acquire a better understanding of the complexities of the concepts and issues dealt with on the course through real life examples and live debate.

This report explores the impact of the Harvard Case method on Erasmus University History students (BA-2) and tutors on the following key issues:

- (1) Level of motivation to learn about the case and therefore the concepts attached to the case
- (2) How successful the case method is in assisting students to achieve their learning goals
- (3) Clarity of the provided teaching material
- (4) How engaged the students are in class and whether they feel comfortable in the debate
- (5) Areas where case-based teaching in history could be improved

To gather data, students were invited to participate in a short interview to provide anonymous feedback on the issues listed above. In addition, a total of 17 students participated in interviews and further feedback was gained from anonymous feedback forms. Course tutors were also interviewed to gain a well-rounded perspective on case method teaching.

The review found that **the majority (79%) of students sampled found the case method more motivating than traditional teaching methods.**

When asked if the case was well written and the requirements of the student were clear, students scored the cases on average 8.72 (conflicting rights case) and 8 (sports and citizenship case).

¹ "Teaching by the Case Method" Harvard Business School, Accessed May 25, 2021
www.hbs.edu/teaching/case-method/Pages/default.aspx

In general case method teaching:

- Made students more likely to actively engage with the cases and concepts prior to class due to the anticipation of debate and discussion, which heightened their interest
- Consolidated their understanding through providing students with an opportunity to apply otherwise seemingly abstract concepts to real life historical examples
- Improved students independent critical thinking ability due to the structured debate
- Improved understanding through practicing academic arguments live with their peers in a way that didn't happen in traditional classes
- Cases that had been developed and tested required less preparation time for tutors.

It is clear that experienced tutors are needed when dealing with sensitive and complex concepts that have real life effects. However, when a respectful and open environment is achieved, all benefit from the case based discussion. The tutors reported a multidirectional feel in case method classes, where students bounced off each other's critical thinking, which created a dynamic and engaging atmosphere. While there was some missed conceptual grounding for some students, this could be improved through reminding students of the connection between arguments and academic literature. Case based teaching can also be continuously improved by updating the cases to make their relevance clear in the context of the course and the final exam which was also reflected in the students suggestions for improvement.

Introduction

The major aspect of university courses is face to face teaching in the form of lectures and tutorials. Teaching methods are an important part of the student experience at university and play an essential role in facilitating student learning and engaging students on course subject matter. They also impact the experience of tutors, in terms of preparing materials and leading the discussion to promote learning.

Typically, traditional teaching methods have been utilised to facilitate student learning. In higher education these are characterised by teachers assigning academic literature for students to read, sometimes along with questions to test comprehension of the literature. In class, tutors would normally control the discussion through lectures supported by slides, inviting student questions on the literature and concepts learnt.

The Harvard Case Method of teaching is a different approach, which has been described as "the art of managing uncertainty"—a process in which the instructor serves as "planner, host, moderator, devil's advocate, fellow-student, and judge," all in search of solutions to real-world problems and challenges.² The purpose of using the Harvard Case Method in the context of a history degree is to help the students acquire a better understanding of the complexities of the concepts and issues dealt with on the course through real life examples.

In total 80 students have been taught using the case method in two of their classes on the course CH2205 Europe in a Globalizing World: Migration, Citizenship, and Identity. This has been the case for the last 4 cohorts of students from academic years of 2018 to 2021. The first case used addresses the conflicting rights of freedom of religion and same sex marriage through the real life legal case study of a same-sex couple being turned away from a hotel due to the hotel owners religious beliefs. The second case addresses the complexities and versions of citizenship across the world and how they relate to culture and power through the real life case studies of the interaction between professional sports, international tournaments and citizenship rules.

In both cases students are required to prepare the class by (a) Reading the case, a document of 8 – 17 pages prepared by a tutor which explains the factual details of the case as well as the varying concepts surrounding it. And (b) prepare or consider appropriate arguments for and against for the different sides of the debate. In class, the conflicting rights case is debated live by the students who are assigned a side or are positioned on the jury. For the sports and citizenship case a discussion is facilitated to encourage the students to discuss the arguments for and against the varying positions.

²"Teaching by the Case Method" Harvard Business School, Accessed May 25, 2021
www.hbs.edu/teaching/case-method/Pages/default.aspx

This report explores the impact, possibilities and constraints of the Harvard Case method on BA-2 students and tutors who participated in the course: Europe in a Globalizing World: Migration, citizenship and Identity (CH2205) on the following key issues:

- (1) Level of motivation to learn about the case and therefore the concepts attached to the case
- (2) How successful the case method is in assisting students to achieve their learning goals
- (3) Clarity of the provided teaching material
- (4) How engaged the students are in class and whether they feel comfortable in the debate
- (5) Areas where case-based teaching in history could be improved

Method

For the purposes of this report, a sample of 17 students were interviewed individually via zoom within three weeks of completing the course. The students were asked a total of 9 questions which aimed to address the above main points. In addition, anonymous feedback from 25 students was used which was collated online after the course was completed. The form required students to rank various statements relating to case method learning on a scale of 1 – 10 in terms of the extent to which they agreed. Finally, individual interviews were also completed with two tutors currently teaching on the course to ascertain their experience of teaching case method classes, as well as their gauge of student engagement and comprehension.

1. More Motivating for Students than Traditional Teaching Methods

“It was very interesting to have the case and use everything we learned in the course in a different way and that was very motivating for me”

Preparing the case

The impact of case method teaching on levels of motivation was tested specifically by three questions in the student interviews. Firstly, the students were asked to place on a scale of 1 – 10 how motivating they found the case study method when it came to reading, learning and preparing for class. 17 students answered this question. The average score given in the interviews for this was 8. Figure 1 details the deviation. The majority (82%) of students responded only in positive terms to this question, stressing that they found learning through the case method was motivating for them and that they found the cases interesting. The remaining 3 students responded mainly positively supported by points of constructive criticism.

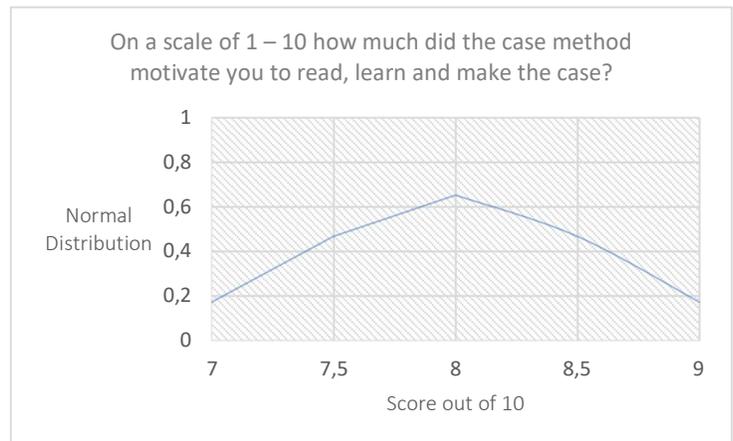


Figure 1 Average deviation for motivation rating given by students

The most common reason given by the students for the case method motivating them was that the anticipation of the debate gave them purpose and required them to think in depth in advance about their arguments, which ensured they read the case in detail and made efforts to do extra research online. 35% of the students made a comment specifically to this effect. For example, one student commented:

“I want to make my argument *as convincing as possible* to the other side. And that’s how *I’m encouraged to research more about the concepts*, law and rights involved in the case.”

A number of students also commented that they found it motivating to use what was learnt in the course in a different way, they felt that the case studies gave them a different way to think about the concepts and issues learnt about in the course, which helped them to consolidate and strengthen their understanding. They found that the contextualisation offered by the case studies better oriented them on the subject.

Secondly, the students were asked specifically to compare case method teaching to the traditional teaching method. The students were asked to rank it as either more, the same or less motivating. The majority (79%) of students ranked case method teaching as more motivating than the traditional method. More than half of this group said that the reason for this was that the case studies required them to practice individual critical thinking:

“The whole point of the course was to keep *developing your ideas on migration or citizenship* for example, so having that debate really helps you develop your ideas, because you get counter ideas that you then have to develop yourself and you get a more clear view of what you actually think about the subject.”

The other students who ranked it as more motivating than the traditional teaching method commented that they preferred it because the practical approach made the concepts that they were learning about less abstract and applying what they had learnt to real life cases helped them to see its relevance, which felt more motivating.

The students who did not rank case method teaching as specifically more motivating said that they would judge it as equally motivating but a good alternative or nice change, or that it depended on the case, with the same sex marriage case being more motivating than the sports and citizenship case. No students reported that they found case method teaching less motivating than the traditional method of teaching.

Debating the case

The third question which tested motivation asked the students to place on a scale of 1-10 how much they wanted to get involved in the debates in class. All the students responded in positive terms, with three students combining positive comments with some constructive feedback, and one student focussing mainly on constructive feedback. There were four main categories of responses to this question which were fairly evenly weighted:

- (1) Students stressed their emotional response to the debate, they found it *fun* and *enjoyable* and this positive feeling motivated them to engage in what others were saying, formulate their responses and speak up.
- (2) The students commented that they generally noticed more participation in the class compared to non-case method classes. Seeing other students participate and challenge each other motivated them to step up their game and produce convincing arguments themselves.
- (3) Students who voluntarily identified themselves as either quiet or normally having less desire to speak in class said that they felt more inclined to contribute to the debate and that was because either: They were motivated to prepare the case thoroughly in the first place prior to class, which gave them confidence to speak up; they felt that they had something unique to contribute after others had made their points, since the discussion was not based on specific answers found in an academic

text; the structure of the debate and tutor's encouragement caused them to engage more than in a traditional class.

- (4) Students who identified themselves as more confident or the type who learn through doing, said that acting out the varying sides to the case helped them to understand the learning material on a deeper level.

"It's not just the debate, you also have to think of all the different arguments that could be made. So I'd say that *it stimulates more than regular class discussions*, yes. Because you don't know in advance which side you are going to be arguing for so *you have to prepare both sides.*"

Overall the results show motivation is increased when case method teaching is used and the students' feeling of being motivated mainly stems from:

- The anticipation of a structured debate in class and what their role will be;
- Offering a tangible way to think about abstract concepts;
- Feeling progress in terms of their understanding thanks to the real life application;
- Engaging their sense of individual critical thinking;
- Having the opportunity to play out academic arguments with each other in a live and energetic setting.

2. Learning Goals Reached and Critical Thinking Developed

"When I listened to the arguments from the side I don't agree with, I thought actually *that makes sense, in a way that I never thought I would*. So I can see a lot of complexities and difficulties in reconciling all these conflicting issues. *Without the case method I think I would not see them that clearly.*"

Student learning goals are made available via the university online platform *Canvas*, the learning goals vary each week and the students are able to access these in advance of the class along with any learning material they need. In the interviews, the students were asked if they felt that they had reached their learning goals when they learnt via the case method. 11 out of 17 students answered this question with a firm yes. A number of these (5) specifically mentioned that the reason they understood the concepts better was because they were applied to real life examples. They felt seeing the real life application of concepts was important and gave them a more thorough understanding of their complexities. Other reasons given of how students reached their learning goals were:

- Because they had to formulate their own opinion, what they learn “sticks better in the mind”
- Because the class was more lively/ energised they remembered it better
- The multiple perspectives and viewpoints from students gave them a more thorough understanding

Additionally, when students were asked if there was anything specific they felt they had learned or gained from case method learning, 9 out of 17 commented to the effect that it challenged their opinions which made them think more critically and develop their own coherent arguments. Being told that there was no ‘right’ answer and instead being required to understand the grounding and perspectives of various sides made students think “outside the box” as one put it, or “not just accepting a view which is given to you” and gave them the space to “go to each end of the spectrum” and “understand how arguments were structured”. While this was not the case for every student (and constructive criticism is dealt with in detail later in this report), these results demonstrate that case based teaching is overall more likely to push students’ critical thinking skills and that is because the atmosphere of debate requires them to unpick the arguments on various sides autonomously, which leads to a more profound understanding:

“It challenged my own opinions, sometimes that’s a bit harder with the more traditional way, but **it made me go further**, it made me realise – ok I have all these different ideas about migration, it’s maybe a topic I’m interested in and it **challenged me to go further by reflecting on those ideas.**”

Four students said that they felt neutral in relation to new skills, one said that the debate in class simply taught her how to speak up in a group and one student said that when it came to learning she prefers to read or follow a PowerPoint presentation, and because the debate in class didn’t offer this as comprehensively she preferred the more traditional classes.

In the tutor interviews, both tutors were asked if they felt that the students had reached their learning goals, both responded that in general yes, case based learning did seem to help the students to connect theory with real life and that it might have been more difficult for some students to digest the theory without real life examples.

3. Clarity of Written Case and Teaching Guidance

In the interviews, students were asked if they found the written documents sufficiently clear and easy to follow. All of the students bar one said that the documents were clear to them. Generally the reason given for this was that the case documents were easy to refer back to because of their logical structure and plain English:

“I found the case studies quite **structurally organised**, if you had to go back to them in class, it was easy to figure out where the different points were”

The one who did not fully agree said that that the sports case was not as clear as it could be, and that was because it was not divided into two clear sides. Two students felt that there was some repetition in the sports case in particular and the questions attached to it, this is dealt with in the ‘Opportunities for Development’ section in this report. In the statistical data collected from anonymous feedback forms, the students scored the sports and citizenship case on average an 8. The conflicting rights case was scored on average an 8.72.

One of the tutors was involved in preparing the cases, so only one tutor was able to judge the clarity of the case document in terms of receiving it and using it for the first time as teaching material. This tutor commented that they found the cases “absolutely clear” and the tutor’s manual very useful and well written. When asked what could be improved, this tutor suggested – having experienced the requirement to adapt classes due to Coronavirus measures – that perhaps the teaching guidance could include a hierarchy of cases for first time tutors in case of a necessity to shrink the material. Having said that they found weekly tutor meetings useful in making those decisions and aligning themselves with the other tutors in that respect.

For the same reasons that tutor was also the only one able to comment fully on whether case method teaching saved them time in terms of preparation for the class. They commented that the case method in general supported by the teaching guidance made preparation significantly easier and this meant they could focus on developing their contribution to the class and debate. This was because of the ease and accessibility of the student material and guidance. While the other tutor was involved in the development of the cases, they commented that case-based classes are easier and more enjoyable to prepare generally due to the dynamic of open discussion in class. They said that while the role of the tutor is to be aware of the arguments, they also play devils advocate to foster understanding, an approach which they felt worked better through case based learning as it moved away from the tutor being a one directional source of answers.

These results demonstrate that the written learning materials and the teaching guidance were considered clear and useful. Additionally, the teaching guidance did save tutors time in preparation and allowed them to focus on developing their contribution to the class, as well as offering them a more dynamic way of teaching and interacting with the students.

4. Student Safety and Respectful Debate

“There were people who had strong opinions arguing either way. You could really see them trying to rationalise their point. They were very open to different views and willing to listen”

Both cases taught dealt with potentially sensitive issues that can relate to people’s identities. Especially in an international group, matters of national identity, citizenship and migration can be part of students – and tutors – personal history. On top of this, the case of conflicting rights deals with two of the most sensitive and potentially dividing topics of religious freedoms and freedom to express ones sexual identity. Open academic discussion on these topics is of course key, thus, it is important to explore how comfortable students and tutors felt in the classroom to discuss these matters and whether this impacted on them in any way in terms of their understanding of the material and confidence in the classroom.

When asked whether the students felt that the classroom was a safe space to discuss these topics no student said that they felt unsafe, uncomfortable or intimidated. All 17 students asked agreed that they personally felt comfortable discussing the topics. The main reason given for this was they felt there was an open-minded atmosphere between the students and the tutors and all showed respect and listened to each other.

The second most common comment what that they felt more comfortable because they were assigned a side in the debate, and this meant they were not being asked to defend their personal beliefs or identity, or were even required to reveal this. For example, one student said:

“I think it was a very safe space, I follow a religion myself but the questions and classes were done in a way that we didn’t have this kind of nagging against one another. It was based on specific academic ideas, not our own beliefs. That’s why ***we didn’t have any problems in the classroom.***”

A number of students identified an imbalance in direction in the debate on the conflicting rights of freedom of religion and same sex marriage, and they were able to identify that this could be due to the Western leaning make-up of the class. Three students said that with this in mind they could understand if that made someone who agreed with the opposite side uncomfortable and it could feel less safe in that sense. When asked what the tutor’s role in this was, one student pointed out:

“Whenever the discussion veered to one side, [tutor] would throw in a very good short but strong argument to try swing it to the other side. He definitely facilitated that balance”

Generally this feedback shows that while one should not assume that debating these topics will always be comfortable for students, or that no student would ever step over the line in terms of respect, the tutor's role in these classes is of critical importance in creating an atmosphere of safety and respect. When the tutors were asked about this they agreed with the students that they felt the discussion felt both unrestricted and comfortable. They emphasised their feeling of responsibility in fostering this atmosphere. This was achieved by:

- Setting out "ground rules" in the first class about being open and respectful
- Keeping the discussion on track
- Stressing that it is an opportunity to practice academic arguments rather than discuss personal opinions
- Pointing out that there is not a singular favoured opinion at all, the purpose is not to decide who is wrong or right

5. Areas Where Case-Based Teaching in History Could be Improved

Both students and tutors were asked if they could identify opportunities to improve the experience of case method teaching. 10 out of 17 students made a suggestion for improvement. As well as drawing from comments made by the students throughout the interviews, the main areas for development identified by the students surrounded the following two points:

- (1) Some students found the cases 'easier' because they felt they couldn't get it wrong as the debate was about opinions. This suggested that they may have missed that academic substantiation was a key part of the debate and of course part of the final assessment. Other students more clearly expressed that they felt there was not enough connection and embeddedness in academic literature during the class, so the discussion at times felt reduced to opinions rather than using theory and literature to substantiate arguments. In a similar vein, a couple of students felt that the connection between the cases and their final exam/assignment could have been made clearer. Overall, they felt the tutors could have made this connection clearer in the class either through talking through the academic literature or with some slides to keep the discussion on track and academically based.
- (2) Some students (6) considered the sports and citizenship case less engaging when compared to the conflicting rights case, with the main comments being that either they struggled to find it relevant to their interests, relevant to the 'average' person, or due to there being multiple sides to the arguments the conflicts were more difficult to grasp. A proportion did comment that this improved after having discussed the case in class.

The same areas for development were identified by the tutors along with possible solutions:

- (1) Balancing of literature discussion with debate was identified as needing improvement. Discussing the relevant literature and assignments submitted prior to the class is important, and so is being able to strike that balance correctly with the debate so that the students are engaging in the debate but knowingly, so they don't forget to embed their arguments in academic theory. As the written cases did refer to academic literature, some avenues for development could be:
 - Tutors encouraging students in class to ground arguments academically, which could be stressed in the teaching guidance
 - Effective recapping of relevant literature and concepts at the end of class
 - Weekly reflections on student assignments so that students have the opportunity to build on feedback
- (2) The sports and citizenship case was identified as weaker in terms of understanding and engagement by students and tutors, some avenues for development the case could be:
 - Making it less dense in information or split it into two
 - Making the relevance clearer in terms of the concepts of the course
 - Develop the teaching guidance and student questions to draw out the varying levels of depth to the topic. Part of that challenge is where to draw the line in a continuing and complex real-world debate
 - Restructure of the class discussion, possibly by allocating students to sides or asking the students to consider the more normative moral aspects of belonging and citizenship

Conclusion

Overall, it can be seen that students are more likely to actively engage with the cases prior to class when case method teaching is used. They feel more prepared and more motivated compared to regular classes due to viewing the debate as a critical thinking challenge and an opportunity to practice academic arguments on the spot with their peers. The structure of the debate (being assigned to one of two sides) in the conflicting rights case especially motivated them and enhanced their feeling of engagement. The live interaction with other students helped them think through the concepts and consolidate their learning in a way that didn't happen in traditional classes. It also provided them with a chance to apply otherwise potentially abstract concepts to real life historical examples. As a result, a number of students reported a more comprehensive level of understanding and a higher level of enjoyment and interest in the classes.

For the tutors, they required less time to prepare for classes which meant they were able to focus their time on developing their contribution. It is clear that experienced tutors are needed when dealing with sensitive and complex concepts that have real life effects. However, when a respectful and open environment is achieved, all benefit from the debate. The tutors reported a multidirectional feel in case method classes, where students bounced off each other's critical thinking, rather than relying on the tutor for answers. This created a

more dynamic and engaging atmosphere. While there was some missed conceptual grounding for some students, this could be improved through the tutor refocussing the debate academically, which can be integrated into the teaching guidance. Similarly, the written cases and structure of the class can continue to be developed to emphasise the real life relevance of the cases and maintain an academic focus.

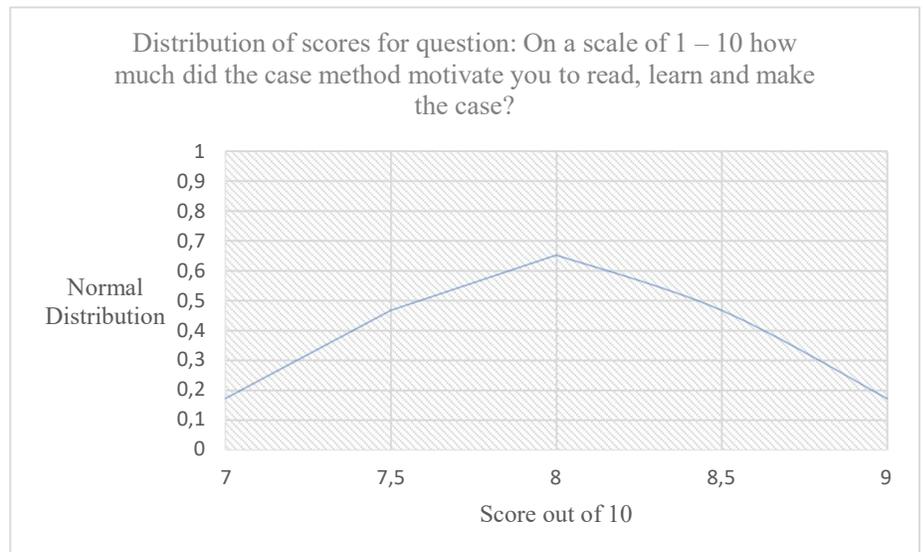
Student Zoom Interview Data

On a scale of 1 – 10 how much did the case method motivate you to read, learn and make the case?

Number of answers: 16

Average score: 8

Standard deviation: 0.61

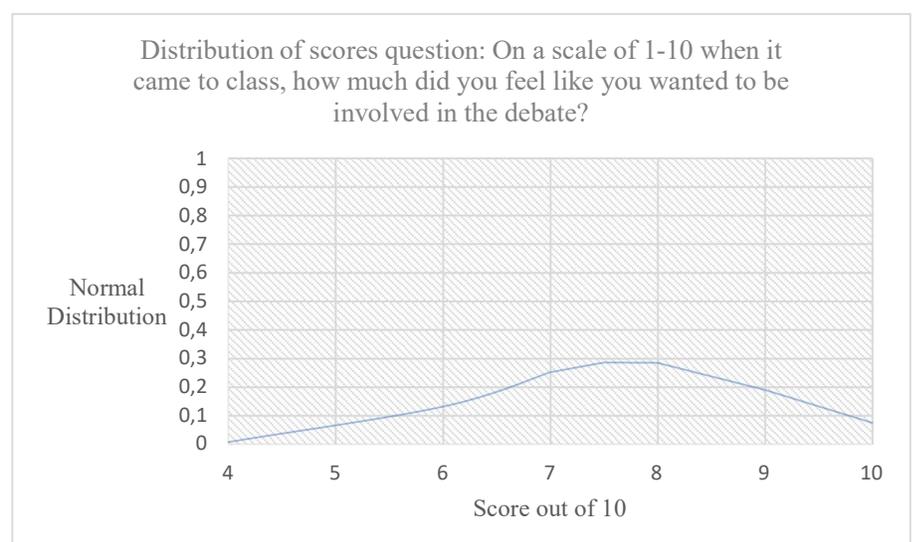


On a scale of 1-10 when it came to class, how much did you feel like you wanted to be involved in the debate?

Number of answers: 16

Average score: 7.73

Standard deviation: 1.38



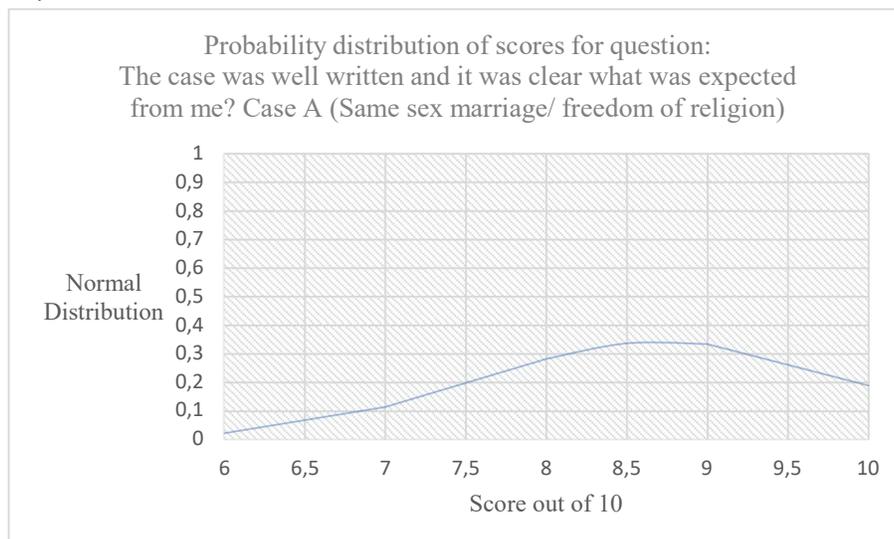
Anonymous Feedback Form Data (all questions scored on scale of 1-10)

The case was well written and it was clear what was expected from me? Case A (same sex marriage/ freedom of religion)

Number of answers: 24

Average score: 8.72

Standard deviation: 1.16

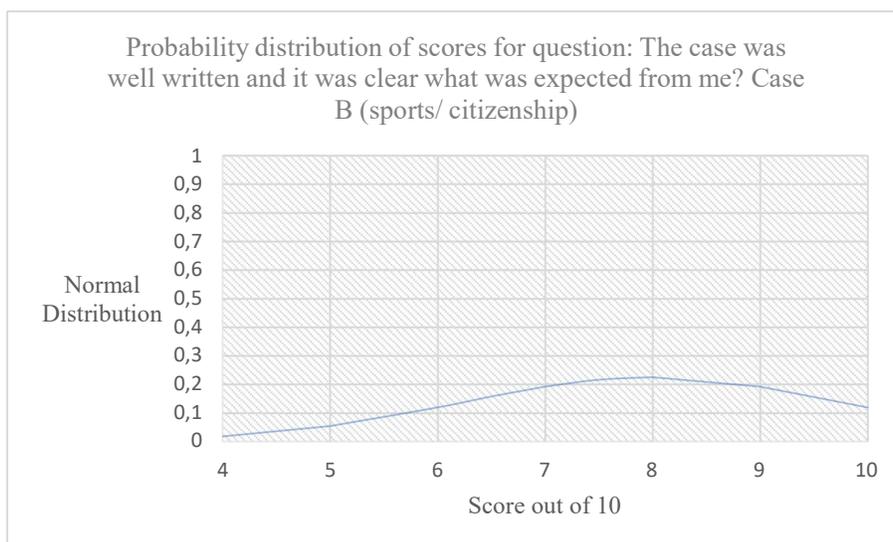


The case was well written and it was clear what was expected from me? Case B (Sports/ citizenship)

Number of answers: 23

Average score: 8

Standard deviation: 1.78

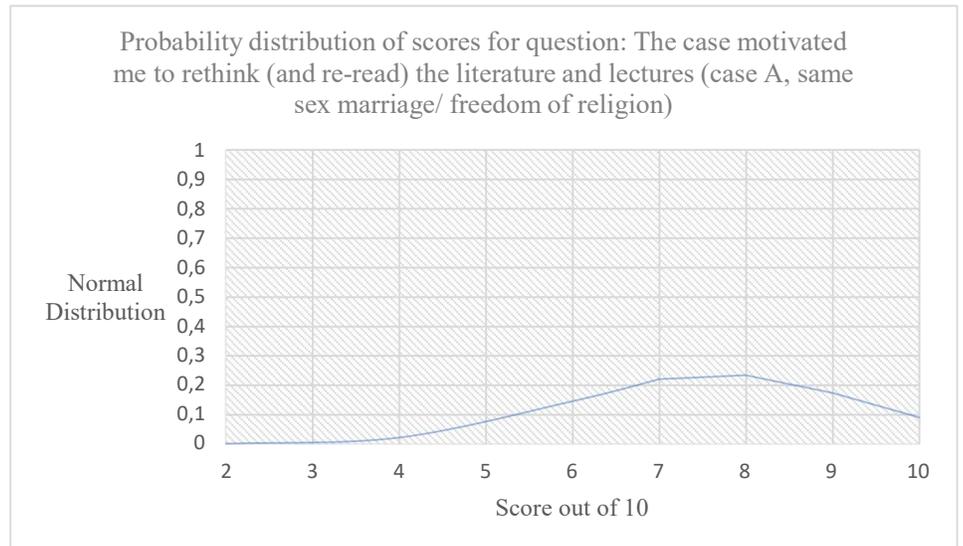


The case motivated me to rethink (and re-read) the literature and lectures? Case A (same sex marriage/freedom of religion)

Number of answers: 25

Average score: 7.7

Standard deviation:
1.67

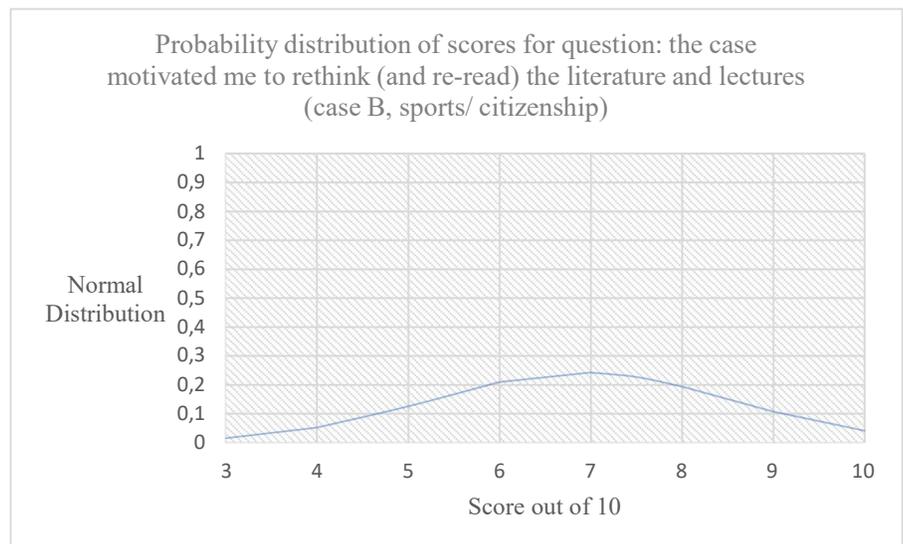


The case motivated me to rethink (and re-read) the literature and lectures? Case B (Sports/citizenship)

Number of answers: 25

Average score: 6.9

Standard deviation: 1.65

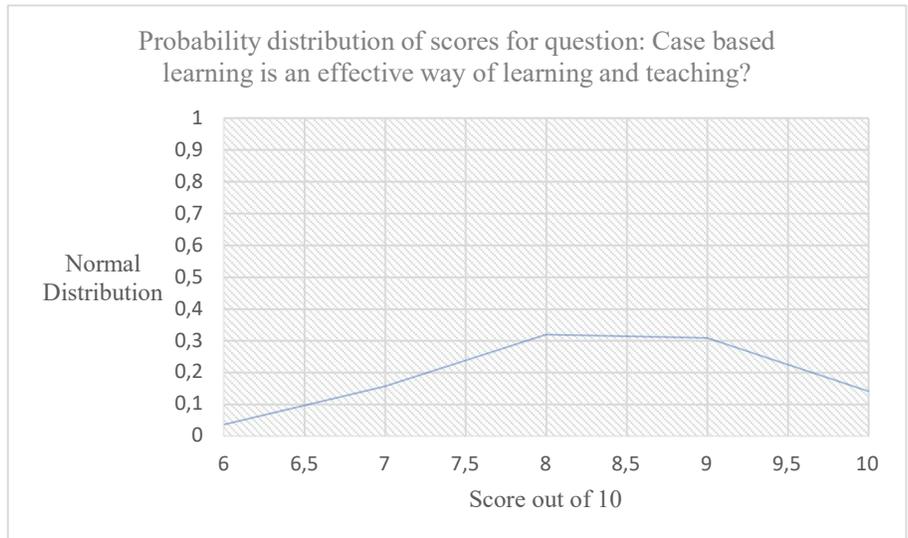


Case based learning is an effective way of learning and teaching?

Number of answers: 22

Average score: 8.45

Standard deviation: 1.16



Appendix II: List of Student Quotes and Summary of Tutor's Feedback

"It was very interesting to have the case and use everything we learned in the course in a different way and that was very motivating for me." Student 2, excerpt from answer to question: *On a scale of 1 – 10 how much did the case method motivate you to read, learn and make the case?*

"I want to make my argument as convincing as possible to the other side. And that's how I'm encouraged to research more about the concepts, law and rights involved in the case." Student 17, excerpt from answer to question: *On a scale of 1 – 10 how much did the case method motivate you to read, learn and make the case?*

"The whole point of the course was to keep developing your ideas on migration or citizenship for example, so having that debate really helps you develop your ideas, because you get counter ideas that you then have to develop yourself and you get a more clear view of what you actually think about the subject." Student 8, excerpt from answer to question: *How does the Case Method compare to the more traditional way of teaching? Better/worse/same*

"It's not just the debate, you also have to think of all the different arguments that could be made. So I'd say that it stimulates more than regular class discussions, yes. Because you don't know in advance which side you are going to be arguing for so you have to prepare both sides." Student 12, excerpt from answer to question: *On a scale of 1-10 when it came to class, how much did you feel like you wanted to be involved in the debate?*

"When I listened to the arguments from the side I don't agree with, I thought actually that makes sense, in a way that I never thought I would. So I can see a lot of complexities and difficulties in reconciling all these conflicting issues. Without the case method I think I would not see them that clearly." Student 17, excerpt from answer to question: *Did you feel that you reached your learning goals when you learnt via the case method?*

"It challenged my own opinions, sometimes that's a bit harder with the more traditional way, but it made me go further, it made me realise – ok I have all these different ideas about migration, it's maybe a topic I'm interested in and it challenged me to go further by reflecting on those ideas." Student 2, answer to question: *Is there anything specific you feel that you have gained or learnt from this teaching method compared to the more traditional ways of teaching, or do you feel about the same?*

"I found the case studies quite structurally organised, if you had to go back to them in class, it was easy to figure out where the different points were" Student 8, excerpt from answer to question: *Were the cases [of same-sex marriage & football/citizenship] clear enough to understand from the document you were given?*

"There were people who had strong opinions arguing either way. You could really see them trying to rationalise their point. They were very open to different views and willing to listen" Student 14, in answer to question: *Did you feel the classroom was a safe space for you to debate and offer your genuine opinions?*

"I think it was a very safe space, I follow a religion myself but the questions and classes were done in a way that we didn't have this kind of nagging against one another. It was based on specific academic ideas, not our own beliefs. That's why we didn't have any problems in the classroom."

Student 13, in answer to question: *Did you feel the classroom was a safe space for you to debate and offer your genuine opinions?*

“Whenever the discussion veered to one side, [tutor] would throw in a very good short but strong argument to try swing it to the other side. He definitely facilitated that balance” Student 12, in answer to question: *Did you feel the classroom was a safe space for you to debate and offer your genuine opinions?*

Summary of Tutor Feedback

1. *Were the case documents clear?*

Tutor 1: Yes, tutor manual was very useful and well written, I am a first time teacher on this course and I had enough information from the manual to start, of course the weekly tutor meetings were very helpful.

Tutor 2: The first case on conflicting rights, at the moment it's O.K. The football case might be a bit dense in information, we might have to split it in two or lighten the amount of information and it could be made better if we emphasise wider relevance.

2. *Was the teaching guidance clear & useful? Could it be improved?*

Tutor 1: Something that could be improved for the future is to have a hierarchy of cases in case of the necessity to shrink the material.

Tutor 2: First case (conflicting rights) is the best evolved one, for that one we have good interventions, good moments for teachers to fuel the discussion or change the direction. The second one on sports is a relatively new one. We still have to figure out how we can get the best questions on there that makes sense to the students and get the varying levels of depth. That might be that we have to get rid of some of the questions. We did four actors but you can think of even more, I tried to predominantly base the case on the formal aspects of citizenship over the public acceptance side. So a consideration is where to draw the line in a continuing and complex debate, which is an issue that is and will be hard to reduce into a short case study. It might be more interesting to allocate the different actors to different groups of students and discuss what arguments they can make for claiming a certain athlete.

3. *Did using the case method save time or not in terms of preparation? (Compared to usual class preparation)*

Tutor 1: Absolutely, it made my preparation, as far as reading the students material easier, I could focus on what is most important for my part of the class. To prepare myself better, re-read the manual.

Tutor 2: I've been involved in developing both so it's hard for me to answer that, but I do appreciate preparing and doing those cases more than just having to give the students the answer to questions about an article. The dynamics of the freedom of open discussion I prefer very much to being the teacher who gives the answers. In that sense it's easier to prepare. You have to be aware of most of the arguments but I also try to be devil's advocate and come up with a totally different position. I also say “it's not my opinion but what do you think about this argument”, “how strong do you think

it is". I think that works way better through the case based approach than just saying this is what the author argues.

4. *Do you feel the cases are effective in terms of helping students reach their learning goals?*

Tutor 1: They seemed to enjoy the interactive part of the cases, and connecting the reality with the theory. I get the feeling that the theory without the cases would be much more difficult for the students to digest.

Tutor 2: In general yes, in the first case more so but it's more measurable. In the second case I think the students got the point about fast track citizenship and how people make claims to citizenship. I felt that using the cases really helped them to get a better grip of these issues. I think for the coming years it would be good to emphasise their opinion or perspective in relation to what they have read. So use the work or the literature to say who they agree with and disagree with and substantiate it. So they improve their academic skills and are actively using the literature. You also have to balance what to include and what not to include, we try to stress the elements of the case that are most relevant for this course.

5. *How do you feel the levels of engagement compared to normal class?*

Tutor 1: I think especially tutorials which involved role play were about 85% engagement, much higher compared to other classes, possibly the engagement is what made the students really like those tutorials compared to the other classes that are only theory and you are occasionally asked to do a presentation. They were really ready to be active and I think the expectation from the start - that each tutorial meant participating – I could sense a level of engagement in the majority of the students.

Tutor 2: In general the engagement was higher. Particularly I recall the first case where I split the group in three – one each side and a jury. During the breakout sessions and afterwards, there were quite a few students who were really enthusiastic about this approach. They felt that although they were put on the spot, or they had to defend a position they didn't agree with. They found it really useful and interesting that they *had* to defend them because they said we had to change our view on the situation and see how we can counter arguments that we basically feel are the stronger ones.

6. *Did you feel that the debate was comfortable, there was no offence or crossing of the line?*

Tutor 1: I didn't have the feeling that anyone felt restrictions. It helped that we appointed their positions, they had to argue in favour or against, they just had to practice their argumentation not say their opinion. Most of the students were rather liberal, but on the other hand they felt free to argue what they were appointed to. I didn't sense any exclusion within the group. But that's something that could be noted in a teacher's manual, that it is the role of the tutor to really keep encouraging students who want to represent another viewpoint, by pointing out that there is no one favoured opinion within the classroom. I think it's good that they can realise that there is a majority and that it has some kind of power in the room, but by creating a classroom where people are talking about difficult and sensitive issues in a respectful way, it's a good starting point.

Tutor 2: I think it went well, for me as a tutor the classroom being a safe space is the key, it's one of the things I set out in the first tutorial. Everyone has the right to say what they think in a non-offensive way of course but it's a discussion, not about who is wrong or right but discussing with

each other openly. I try to emphasise this in my classes. It did feel like an open and interesting discussion. The more silent students, it might even be harder in those kinds of debates to speak up, unless you give them a turn or request them to speak but that's not really my type of teaching. I try to make sure it feels safe and free and invite students to speak out.

7. Was there anything you felt didn't work or could be improved?

Tutor 1: I had a feeling that I sometimes had to rush with discussing the literature because I really wanted them to participate in the debate but knowingly. I did see that they got a grip on the theoretical concepts by discussing, so I myself decided to quickly go through the introduction where you talk about what they have been reading and writing in their assignment i.e. the theoretical side. So perhaps there could be some more discussion centred on the texts that they are reading. What I noticed is when students go into debate they forget to embed the arguments in the literature. Many students put a lot of thought into presenting their constitution but forgot to implement and embed it in the literature. I think also if we had rather given suggestions and hints earlier and feedback when they submit their assignments that might improve their work.

Tutor 2: From a teacher and developers perspective I think I could have another look at the framing and the questions relating to the frame. And perhaps even explicitly state or emphasise to the students that it's about a specific part of a case, because both cases are so complex.

8. Was there anything you felt worked especially well about this teaching method?

Tutor 1: I really liked the engagement of the students and the atmosphere, even though the theoretical background was quite difficult. I see the students getting more and more enthusiastic, also most of them really were submitting assignments on time. they were more prepared for the class.

Tutor 2: What I think works best in relation to the case method is having a debate structure, it shouldn't always be a law suit structure like with conflicting rights, but it's best if we can create a framework in which the case can be discussed live. Because its different to what they're used to they engage more and they also learn more from it. For me as a teacher it's also important to round up and conclude the debate in a way that takes 5 minutes to explain what we discussed, what it relates to and why it's important to know it. This could be made clearer in the course manual – a good way to wrap it up.