**Example Cases Archive**

These cases illustrate the range of formats and the variety of skills that students can build using cases. Examples are classified by:

* Format:
  + Single versus multiple sessions
  + Continuous versus interrupted
* Total time required
* Focus or key activities:
* Content and conceptual knowledge
  + General knowledge
  + Discipline-specific knowledge
* Thinking skills
  + Critical thinking
  + Applied thinking
  + Synthetic thinking
* Practical skills
  + Experimental design
  + Interpreting data, summarizing observations
  + Reporting in a notebook
* Affective and metacognitive skills
  + Self-reflection
  + Strategic thinking
  + Process assessment
* Level:
  + Introductory (100-level courses)
  + Intermediate (200- and 300-level courses)
  + Advanced (seniors, graduate students)
* Availability and current state of instructor notes:
  + Yes. Case document includes a complete set of instructor’s notes
  + Partial. Case notes are incomplete or still in progress
  + None. Only the case scenario and student materials are available.

While some of the cases have aged out as the relevant fields have moved on, they remain useful for illustrating case structures and organization strategies.

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| --- | --- | --- | --- | --- | --- | --- |
| Name | Format | Time Required | Focus or Key Activities | Level | Instructor Notes | Comments |
|  |  |  |  | Nonmajors |  |  |
|  |  |  |  | Nonmajors |  |  |
| [Effects of feeding flossflower on Manduca development](LINK) | Continuous; single session | 30-60 min. | * Designing experiments * Interpreting results * Summarizing observations * Reporting in a notebook | Introductory | Yes | A good case for teaching TAs how to:   * Manage group discussions * Introduce lab notebooks. |
| [name](LINK) |  |  |  |  |  |  |
| [name](LINK) |  |  |  |  |  |  |
| [name](LINK) |  |  |  |  |  |  |
| [Mapping a Promoter](LINK) | Interrupted; two sessions | 2-3 hrs | * Understanding how transcription factors bind to promoters * Interpreting data from multiple sources * Supporting a conclusion with experimental evidence | Intermediate | Yes | I have extensively annotated this case to show how it was constructed, and how each piece contributes to the learning goals. |
| [FDA Clinical Trial Approvals](LINK) | Interrupted; two sessions | 3 hrs | * Learning how clinical trials are conducted * Evaluating proposals based on set criteria | Intermediate to advanced | Yes | This case is a model for assessing clinical trials or research studies in any field. |
| [Team Work](LINK) | Interrupted; two sessions | 3 hrs | * Responsible conduct of research * Professional ethical decision-making * External data collection * Self-reflection * Debriefing a group | Advanced | Yes | Example of how a classic problem-based learning case is formatted. |
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Flipped Class and Cases

MDMA Case Study- Answer Key Submission 6-23-2016.docx

MDMA Case Study- Case Teaching Notes Submission final.docx

MDMA Case Study- Teaching Notes comments by ADJ.docx

PTSD case study document Submission final, ADJ comments.docx

Review of Case Study on MDMA in PTSD, ADJohnson.docx