

The Case Method, Online

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September 14, 2012

MBA@UNC
SHAPING GLOBAL LEADERS ONLINE

- **First cohort of students: July 2011**
- **Highly selective admissions**
- **Partnership with 2tor, Inc.**
 - ▣ Online programs with other top schools
 - ▣ State-of-art platform
 - ▣ Support
- **My role: Curriculum and Faculty Support**

Personal Perspectives

1. Interactive Cases

- *cognitive load*

2. Asynchronous case discussion

- *Hard to get desired effects*

3. UNext: business scenarios

- Connect to student's own knowledge

- **Asynchronous, and Synchronous**
- **Synchronous class meetings**
 - **Webcams required**
 - **Maximum 15 students**

About MBA@UNC

The Case Method, Online

The screenshot displays an Adobe Connect online meeting interface. The main window shows a grid of eight participants in a video conference. The top bar includes navigation options like Meeting, Layouts, Pods, and Audio. The right sidebar shows the Attendees list with 16 participants. The bottom section contains a Chat window and a Poll window.

Attendees List:

- Hosts (2): Mitchell Amoros, William (Bill) Putsis - Lead Professor
- Presenters (0)
- Participants (16): Andrew, Ben, Brad 2, Lara, Nicole, Rachel, robert, 218xx0282, 240xx3093, 240xx3095, 240xx3920, 301xx4116, 301xx4133, 301xx4136, 301xx4328, 919xx4275

Chat (Everyone):

William (Bill) Putsis - Lead Professor: Why do you think I have termed "distribution" as "points of access?"

Ben: I think the definition in a business sense has changed in recent years with the advent of the internet

William (Bill) Putsis - Lead Professor: Great ... we now need to access multiple segments via multiple nodes of contact

Poll:

How much was graphic designer Carolyn Davidson paid for the Nike logo?

Option	Percentage	Count
a) \$0	16.67%	(1)
b) \$35	66.67%	(4)
c) \$1,000	16.67%	(1)
d) \$55,000	0%	(0)
No Vote		

- **Asynchronous, and Synchronous**
- **Synchronous class meetings**
 - Webcams required
 - Maximum 15 students
- **Courses and cases**
 - Best practices
 - Team teaching model

- **Coaxing the student down a path**
- **LMS platform capabilities**
 - ▣ interaction
 - ▣ sequencing
- **Making the most of the synchronous session**

- Atul Nerkar

Agenda

- Philosophy behind case method

- Online case teaching

Philosophy – Case method

- Inductive versus deductive
- Experience versus lecture
- Learning by doing versus learning by observation

Online Case Discussion

- The challenge of engagement
- The pros and cons of online discussion
- An example of a class
 - ▣ Corporate Strategy

Case Discussion - Flow

- **Part 1** – Students read case ahead of time and complete an online assignment before actual discussion of case.
- **Part 2** – Faculty read the responses and use the responses in developing presentation
- **Part 3** – Faculty run the discussion using the responses to evolve the underlying theory that is relevant for the case discussion. Discussion ends.
- **Part 4** – Students go online to see a summary of the discussion and read assigned articles and complete a homework assignment where they apply the framework that they evolved in the class discussion.

Case Discussion - Example

- **Case:** Coke versus Pepsi
- **Conceptual Framework:** Industry analysis – Porter’s Five forces framework
- **Online assignment** – Provide one reason (only one!) why Coke has been successful. Explain the underlying rationale in one sentence.
- Powerpoint has individual responses which would be classified into ‘buckets’ that would evolved the final framework but also enable discussion.

Thank you!

- Q & A

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Q&A