Case-based Comparative Learning in Action
Designing and writing CBCL Materials
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Session 1: Designing and writing material for an interactive CBCL session—

Preparing material
  o Brainstorm
  o Look at old lectures, content used previously
  o Ask your colleagues
  o Start at the end
    ▪ What are the learning objectives for this session?
      • Looks at your notes/outlines from previous sessions
      • Decide what is core content
      • Decide on what is the straight-forward content
        o This can be included in RAE
      • Decide on what is more complex
        o Include as questions in the prep material which can be discussed in class.
  o Homework/preparatory material
    ▪ Aim for 1.5-2 hours prep per session. Less is more!
    ▪ Be aware of what other prep is being required for the same day
    ▪ Should to be very specific to session for next day
      • Concise, clear, pertinent – this is the content that will provide the foundation for the applications, integration, synthesis that you want to do in the class session
      • Remember, you know what is important. Try to look at the material from the student perspective—will allow you to “weed out” extraneous content.
      • Consider assigning only parts of a book chapter
      • Think carefully about assigning any primary literature, unless the paper will be specifically discussed.
      • If necessary, previous lectures on the topics can be made available—but consider editing your previous lectures into smaller segments.
      • Make sure all of the abbreviations and/or jargon are clearly defined. If not the in-class session can be derailed by student confusion on terms.
        o Consider including a “glossary” of terms so students don’t have to spend time just looking up definitions (unless this is part of the learning objective.)
      • Supplemental material is encouraged for the student who wants to know more—but should be clearly identified.
  o Readiness Assessment
Goals:
- Ensure preparation
- Drive students back to their assignments
- Elaborate knowledge, enhance enduring knowledge
- Check for understanding

Different courses are handling this in different ways

Options (for discussion):
- Required, but not graded MCQ—students just have to submit the quiz online.
- Required, students keep taking the quiz until 80% correct
- Required, graded (usually few points/question; low stakes)
- Required, students get their seating assignment only after the quiz is submitted.
- MCQ vs. open response—if you do open response, someone has to read it!

In-class exercises (the focus here is on preparing the in-class exercises, not actually running the session.)

Options
- Questions/cases given ahead of time in prep work
- New questions/cases given in class
- Combination of both
  - Start with discussion questions/cases from homework
  - Give new questions in class requiring similar reasoning

Start “easy”—use clear, more simple problems to start before moving on to more complex problems*

Do not “pack” the session with too much material

Prepare more material than you think you will need

Try to anticipate time management
- Set recommended time frame, but don’t make it too tight.
- Keep notes for next time so that you can adjust the amount of time needed.

Prepare a detailed Faculty guide of discussion points
- Include:
  - Timing
  - Summary points
  - Discussion of how/when to use slides or other materials
  - Anticipate difficult content, and let faculty know to be prepared to discuss it.

Distribute this to students after the session?
- Solves the problem of not addressing every topic
- Solves the problem of different Societies
- Problem: will these guides be passed on to future classes?
General tips:

1. Present a draft session to faculty with some time left to edit
   a. Serves as faculty development for the session
   b. Improves the material overall
   c. Creates buy in from Core Faculty—this may be the most important function!

2. Delete, delete, delete. Less prep is more valuable than too much.

3. Make sure your content is congruent with other content in your course.

4. Think about how technology will be used, and include this in Faculty Guide.

5. Paired-teachers need to meet ahead of time to decide how to run session and review the material

6. Students appreciate and strongly prefer prep work specifically prepared for a course/session

7. Time keeping is critical.
   a. Too little time is better than too much
   b. Include a generally recommended timeline for your session.

8. Time for review of major points
   a. This can be done periodically during the session
   b. Save 10 mins at the end of the session

9. Faculty guides should include a list of summary points.

10. Seek feedback from Faculty and Students after the session. Keep notes so you can revise the materials as needed.