

From Theory to Real-World Learning: Empowering Students Through the Case Methodology

From Passive Learners to Active Thinkers: Unlocking the Potential of Case-Based Learning

Location: Gothenburg, Sweden

Venue: Sjölin's Gymnasium, Gothenburg

Proposed dates: Week 7, 2027, Wednesday to Friday (17-19/2), arrival 16/2 and departure 20/2

Target group: Teachers, school leaders and educational staff working in upper secondary general/theoretical education and Vocational education VET

1. Overall goals of the course

Main aims

The overall aim of the course is to introduce participants to Case Methodology as an active and student-centred approach to teaching and learning, and to equip them with practical tools to design, facilitate and evaluate case-based learning activities in their own educational contexts. Case methodology is a methodology that is being used and comes from Harvard business school.

Participants will explore how carefully designed cases and case seminars can connect theoretical knowledge with authentic situations, encourage deeper learning and develop students' ability to analyse complex problems, collaborate, communicate and make informed decisions.

The course combines theoretical input with practical workshops, collaborative activities and hands-on case development.

Educational challenges and needs addressed

The course responds to several current challenges in upper secondary education, including:

- the need to move from predominantly teacher-centred instruction towards more active and student-centred learning;
- engaging students in meaningful and authentic learning experiences;
- developing critical thinking, problem-solving and decision-making skills;
- connecting theoretical knowledge to real-world situations;
- supporting collaboration and communication across different learning contexts;

- creating learning environments that accommodate different abilities, perspectives and ways of learning.
- using more open and flexible teaching approaches, while maintaining clear structure, guidance, and support for students.

Case Methodology provides teachers with a structured approach for addressing these challenges while maintaining strong links to curriculum content and subject-specific knowledge.

Support for participants' teaching practice

Participants will learn how to:

- identify suitable learning objectives for case-based learning;
- select, adapt and design authentic cases;
- formulate questions and tasks that promote higher-order thinking;
- facilitate student discussions without taking over the learning process;
- use digital tools to create and write cases;
- assess both the learning process and the outcomes of case-based activities.

A central part of the course will be practical application. Participants will work individually and collaboratively to develop a case that can be adapted for use in their own school or subject area.

European educational priorities

The course supports several European educational priorities, particularly:

- **Innovative teaching and learning**, by introducing an active and student-centred pedagogical methodology;
- **Inclusion and diversity**, by exploring how cases can provide multiple entry points and allow students to contribute from different perspectives and strengths;
- **Participation and active citizenship**, through authentic problems, discussion, argumentation and decision-making;
- **Critical thinking and problem solving**, which are essential transversal competences for learners in contemporary Europe.
- **Digital transformation and digital competence**, through the use of digital tools for research, collaboration, communication and presentation;

2. Training course summary

The course is designed as a three-day intensive training programme combining short theoretical sessions, practical workshops, collaborative learning and reflection.

Day 1: Understanding Case Methodology, Case methodology in different subjects and learning contexts

Day 2: Designing and facilitating cases

Day 3: From theory to practice – participants design and present their own case

optional cultural/social element in Gothenburg

Day 1 – Understanding Case Methodology, Case Methodology Across Subjects and Learning Contexts

Participants will be introduced to the foundations of Case Methodology and explore:

- What is Case Methodology?
- Why use cases in upper secondary education?
- The difference between a case study and Case Methodology as a pedagogical approach;
- The role of the teacher and the learner;
- Student-centred and inquiry-based learning;
- Connecting curriculum objectives with authentic situations;
- Examples of cases from different subject areas.

Participants will also experience a case from the perspective of a student.

Participants will explore how Case Methodology can be adapted to different subjects and educational contexts.

Examples may include:

- social sciences and humanities;
- business and economics;
- science and STEM;
- languages;
- interdisciplinary learning;
- sustainability and global challenges.

The day will also explore the use of digital tools to support research, collaboration and communication during case-based learning.

Day 2 – Designing and Facilitating Cases

The second day focuses on the practical design of cases.

Topics include:

- the case seminar as a part of a case period;
- identifying learning objectives;
- choosing an authentic problem or situation;
- constructing a meaningful case;
- identifying different pastures;
- developing questions and tasks;
- scaffolding learning;
- facilitating discussions;
- encouraging student collaboration and participation;

- managing different perspectives and possible solutions;
- pre- and debriefing

Participants will begin developing their own case.

Day 3 – From Theory to Practice

The final day focuses on implementation in participants' own schools.

Participants will:

- finalise their case;
- test and present their case to other participants;
- receive structured peer feedback;
- discuss assessment and evaluation;
- identify opportunities and potential challenges for implementation;
- develop an individual action plan for applying Case Methodology after the course.

The course concludes with reflection on how participants can transfer the methodology to their own teaching and learning environments.

Methodology

The training itself will model the methodology being taught. Participants will therefore not only learn about Case Methodology but experience it as learners.

The course uses:

- active learning;
- collaborative learning;
- problem-based activities;
- case discussions;
- peer learning;
- workshops;
- reflection;
- practical experimentation;
- digital collaboration tools.

The emphasis is on learning by doing and on immediate transfer to participants' professional contexts.

Program and Schedule (suggestion)

Arrival: Tuesday

Departure: Saturday

	Day 1, Wednesday	Day 2, Thursday	Day 3, Friday
8:30-12:00	Welcome Presentation of each other Expectations Case	Case	Case
12:00-13:00	Lunch	Lunch	Lunch
13:00-14:15	Case	Case	Case Feedback, summerizing and closure, Certificates
14:15-14:30	Swedish fika break, small cookies	fika break - Make your own Semla	fika break - Mudcake with whipped cream
14:30-15:00	Case	Case	Case
Late afternoon Evening	17:00 Guided walk 19:00 Welcome dinner		15:30 Cultural activity 19:00 Traditional dinner

3. Training course learning outcomes

By the end of the course, participants will be able to:

1. **Explain the principles of Case Methodology** and distinguish it from more traditional uses of case studies.
2. **Identify appropriate learning objectives** for case-based activities and connect them to curriculum content.
3. **Design or adapt an educational case** that presents an authentic problem, situation or challenge relevant to their students.
4. **Develop questions and learning activities** that encourage analysis, critical thinking, discussion and problem solving.
5. **Facilitate case-based learning** while supporting student autonomy, participation and collaboration.
6. **Use digital tools appropriately** to support research, communication, collaboration and presentation within case-based learning.
7. **Provide and use peer feedback** to improve the quality of case-based learning activities.

8. **Evaluate the learning process and outcomes** of a case-based activity using appropriate assessment approaches.
9. **Develop an implementation plan** for introducing Case Methodology in their own educational context.

Measurable outcomes

The effectiveness of the training will be assessed through practical evidence. By the end of the course, each participant or participant group will have:

- designed or adapted at least one educational case;
- formulated learning objectives and associated case questions;
- participated in a facilitated case activity;
- presented their case or learning design to peers;
- received and incorporated peer feedback;
- developed an action plan for implementation in their own institution.

4. Participant requirements

The course is intended for:

- teachers in upper secondary general/theoretical education;
- school leaders and educational managers;
- internationalisation coordinators and other educational staff;
- staff interested in innovative, student-centred approaches to teaching and learning.

Prerequisites

No previous experience of Case Methodology is required.

Participants should, however, have experience of working in an educational setting and preferably have responsibility for teaching, learning, school development or pedagogical leadership.

Participants are encouraged to bring an example of a topic, subject area, curriculum unit or educational challenge that they could potentially develop into a case during the course.

Technical requirements

Participants should bring:

- a personal laptop or Ipad or tablet
- mobile phone

A stable internet connection and digital tools required for the course will be available at the venue.

5. Validation and recognition

Participants' learning will be validated through continuous formative assessment rather than a traditional written examination.

Assessment methods will include:

- participation in case-based activities;
- practical workshops;
- peer feedback;
- development and presentation of an educational case;
- reflection on the application of the methodology;
- an individual implementation/action plan.

Successful completion will require active participation throughout the course and completion of the practical case-development task.

Participants who successfully complete the training will receive a **Certificate of Participation/Completion or A Certificate of Attendance**, documenting the course title, duration, learning outcomes and competences developed.

The course is designed to support participants in transferring the acquired knowledge and methodology directly into their own educational practice.