

**CASE STUDIES AS A  
TEACHING-LEARNING TOOL  
IN ACCOUNTING AND  
MARKETING COURSES**

An Instructor's Perspective

**Yusof Ismail**



**IIUM PRESS**

**INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA**

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**IIUM Press**

Published by:  
IIUM Press  
International Islamic University Malaysia

First Edition, 2011  
©IIUM Press, IIUM

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Perpustakaan Negara Malaysia

Cataloguing-in-Publication Data

Yusof Ismail: Case Studies As a Teaching-Learning Tool in Accounting and Marketing Courses: An Instructor's Perspective

ISBN: 978-967-418-186-4

Member of Majlis Penerbitan Ilmiah Malaysia – MAPIM  
(Malaysian Scholarly Publishing Council)

Printed by :  
**IIUM PRINTING SDN.BHD.**  
No. 1, Jalan Industri Batu Caves 1/3  
Taman Perindustrian Batu Caves  
Batu Caves Centre Point  
68100 Batu Caves  
Selangor Darul Ehsan  
Tel: +603-6188 1542 / 44 / 45 Fax: +603-6188 1543  
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## CHAPTER 4

# Cases Studies in Integrated Case Studies Course

**Shamsul Nahar Abdullah**

### **Introduction**

Using cases in classrooms has proven to be an effective way of teaching recently. This approach of teaching and learning was started in business schools in the US. I was first introduced to cases in the classroom when I did my undergraduate degree at a US university. I took one course named *Business Policy* (which is now called *Strategic Management*) in the final semester. The course had no formal lectures but cases, ranging from medium size to big companies with myriads of problems. Subsequently, at my master's degree at an Australian university, cases formed the major components of the courses.

Using cases is interesting as it allows students to use their knowledge, creativity and imagination to solve the problems found in a case. Cases tend to be multi-disciplined and thus require a broad knowledge to solve. Unlike lecture-centric mode of teaching and learning, using cases requires students to be actively involved in the discussion. While there is no right or wrong answer to the problem in a case, a depth and thorough analysis is required in order to reach a sound and informed decision. Sometimes, students are required to do some research in order to get additional information and read additional textbooks to understand certain topics which are relevant to the case at hand.

I started teaching the *Integrated Case Studies* course which is offered to the final year accounting students in September 2011/2012 semester. The course is unique because it relies on cases and lecture was only held in the first week. The lecture was intended to expose students on how to handle cases. As the intention of the course was to develop students' analytical, decision making, team work and communication and inter personal skills, the class was conducted in seminar mode. In each class meeting, students are required to present, discuss and debate among themselves and the lecturer's role was to facilitate and guide the discussion. The major benefit of using cases in the classroom is that students are exposed to the real problems that actually had taken place. Hence, students are better prepared and more confident when they enter the job market upon their graduation. At the end of the semester, students said they learned a lot from the cases and they enjoyed them. They said the cases that were discussed in the class had opened their mind and perspectives.