

**CASE STUDIES AS A
TEACHING-LEARNING TOOL
IN ECONOMICS, FINANCE
AND QUANTITATIVE COURSES**
An Instructor's Perspective

Yusof Ismail



IUM PRESS

INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

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IIUM Press

Published by:
IUM Press
International Islamic University Malaysia

First Edition. 2011
©IUM Press, IUM

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Perpustakaan Negara Malaysia

Cataloguing-in-Publication Data

Yusof Ismail : *Case Studies As A Teaching-Learning Tool In Economics, Finance And Quantitative Courses : An Instructor's Perspective*

ISBN: 978 967 418 185 7

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

Printed by :
IUM 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
EMAIL: iiumprinting@yahoo.com

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Case Studies in Decision Science

Nur Anisah Abdullah

Introduction

It would be useful for each chapter (theory and concept) be supported with at least 1 case study. Case studies enhance student appreciation of circumstances and scenarios with theories and concepts in *Decision Science*. Instructors ought to play the facilitator role when it comes of group case assignment. We have to move away from the 'talk and chalk' method to providing supervision and expert advise to students to enable them to benefit more learning from case study. It is always appropriate for students to work as a group for case study assignment especially when the work required for case study is normally too heavy for student to work alone.

Objectives of using cases

I specify three (3) objectives in using cases in *Decision Science* course:

1. To develop *knowledge and skills* in students by actively engaging students in learning process based on topics that demonstrate theoretical concepts in an applied setting to bridge the gap between theory and practice.
2. To provide a platform for the development of *key skills* such as communication, team working, critical thinking, problem solving and resourcefulness in searching for information and relevant materials outside the usual classroom environment;
3. To shift from the monotonous-one-way 'talk and chalk' method to *active learning* with opportunities for collegial discussions and exploration of open-ended, multiple interpretations and solutions for any given case/scenario.

Relevance of the cases with theory and practice

There are a number of ways case studies were developed. Some were developed based on the instructors' research of which is supported by in-depth knowledge and interests in the topic, while others were developed based on experience gained from industry. Both approaches could potentially encourage active student learning on theory and practice

Materials developed from both approaches would generally be grounded on real situations requiring **more** realistic solutions. Students could benefit from gaining better understanding of **business** environment. With the sufficient and skillful supervision and guidance from facilitators, students could potentially learn application of theories and concepts onto circumstances closer to their known environment.