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

Yusof Ismail

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An Instructor’s Perspective

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Using Case Studies in Operations Research

Zaihan Mohd Noar

Introduction
Using cases in the course can help students to improve their understanding of the course. Cases give the students the opportunity to apply the methods learnt and solve the problems. Although some cases are based on situations which students are unfamiliar with, such as those related to a multinational or global company they will learn along the way. Cases also allow students to work individually or in groups. More often students will be required to present their work in class and this will give them the opportunity to practise and improve their oral presentation skills. Using cases is a useful tool to both the instructor and students.

Objectives of using cases
I set three (3) objectives in using cases in this course:
1. To help the students to understand the subject matter better.
2. To enable the students to relate what they study in the textbook to real life examples.
3. To enable the students to identify and solve practical problems.

Relevance of the cases with theory and practice
The cases are directly related to the theory and hence require students to apply the theory and methods in order to solve the problems given. Operations research (OR) involves applications of various methods and techniques. Students would be required identify the correct methods and techniques in order to solve problems.

Some of the examples may be foreign to students, but when the cases are examples of multinational or global companies they make the students relate to familiar organizations. By including cases from well known multinational companies which students are familiar with, the case help enhance student understanding of the concepts.

Criteria of adoption of main textbook
My rating of the adoption criteria of a textbook using this scale Not important 1 2 3 4 5 
Important is shown below.

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