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Section IV

Teaching Cases for Use in Faculty/Instructional Development

As LuAnn Wilkerson and John Boehrer have indicated in the preceding article, teaching cases can be extremely useful in faculty/instructional development. Because of increased interest in the use of cases and because of feedback that suggests that *To Improve the Academy* should continue to provide some practical materials that can be reproduced simply and used, we have included some teaching cases.

“The Case of Edwina Armstrong” by Rita Silverman and William Welty is appropriate for stimulating faculty members’ critical thinking about a variety of issues related to teaching effectiveness, particularly issues of cultural diversity. In “Just Tell Us What You Want,” Marilla Svinicki focuses on issues that arise when an instructor adopts innovative teaching approaches for which students have not been properly prepared. “See You on Wednesday!” by Elizabeth Fideler and Deanna Yameen is designed to create discussion about the diverse student needs that present themselves in college classrooms, particularly in the community college setting. Emily Wadsworth, in “The Case of the Missed Exam,” raises issues about instructors’ cultural awareness and difficulties that can arise when two cultures collide in the instructional context. In “How Can I Be Heard?” LuAnn Wilkerson, using the small group problem-based tutorial in medical school as the setting, raises a variety of questions related to student participation in small groups. The last two cases focus on the teaching experiences of Professor Bill Jasper. In “Bill Jasper’s First Night,” Nick Brockunier, Alan Heffner, and Barbara Millis create the bases for discussion of teaching effectiveness for the

beginning instructor. Ken Zahorski has written "The Return of Bill Jasper" as an extension of the previous case to focus on issues related to teaching effectiveness for an experienced professor, in this case, Bill Jasper, after he has had some teaching experience.

Each of the first six cases is followed by a brief discussion entitled "Use of the Case" that describes how the case has been or could be used in a workshop with faculty. The actual cases have been printed on pages separate from the discussion of their use so that each one can be readily reproduced as a resource within itself. The last case, "The Return of Bill Jasper," has no discussion of its possible use, partly because it can be used in conjunction with "Bill Jasper's First Night," but mostly because it provides an opportunity for readers to be imaginative in thinking about how it might be used in a faculty/instructional development workshops.

These cases reflect a variety of purposes and approaches for the use of cases. The discussion of the cases makes it clear, however, that the teaching case is not just a way to make workshops more interesting and entertaining but is a carefully planned instructional strategy designed to achieve specific workshop objectives. It is hoped that these cases and the accompanying discussion of their use will stimulate ongoing discussion about how cases can best be used in faculty/instructional development.