PBL Case Development Worksheet

Curriculum Component in Which Case Will Appear:

Student Level:

Step One – Think about the Case Objectives

Consider the learning objectives for your course, and think of the ones that you will focus on for this case. For the today’s workshop, include up to 3 major topics for this sheet)

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<th>Objective</th>
<th>Subtopics Included in this Objective</th>
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Step 2 – Think about the Story (Case Scenario)

Start by writing a brief synopsis (a paragraph) that describes the situation. As you think about the scenario, consider the following components:

- What is this a case of?
- Who is the audience? (What level of students? What are their experiences and motivations?)
- Who are the main characters?
- What is the point of view? (Who is telling the story)
- How does the story incorporate a need to know about the targeted objectives?
Step 3: Building the Case Storyboard

A. **Focus on Stage 1**

- *Where does the story begin and end? How much do you want to tell in this first stage?*

B. **Begin to consider additional stages**

- *How long will the entire case be?*
- *How much of the story will you tell?*
- *How much of the story will you reserve for these additional stages of the case?*
- *If the is about a protagonist’s story, what else happens to the patient in each of these stages?*

C. **Begin to sequence the additional stages**

- How will you sequence the presentation of the case? Write brief synopses of any additional stages of the case that you will include.

  *Stage 2*

  *Stage 3*
Refining the Case – Part I

A. Read over the initial scenarios that you have written. Think about the learning issues that students might have in Stages 1 and 2, and briefly list the most important ones for each stage.

Stage 1:

Stage 2:

B. What questions (if any) will you pose directly to the students? These questions typically guide students to consider broader issues that they might not otherwise think of, so they are often “divergent” in nature (rather than convergent, or leading to a specific point)

Stage 1:

Stage 2:

C. Will students be asked to perform additional tasks and/or will their learning be assessed in some way in one or more of the stages of your case? If so, briefly describe the possible strategies you will use.
Refining the Case – Part II

Reflect back on your initial case stages and use these questions to guide a refinement of what you have written.

Student Perspective

A. Difficulty Level:
   • *Is the problem length appropriate?*
   • *Is the problem too complex? Complex enough*

B. Research:
   • *Are appropriate learning resources available?*
   • *Are appended materials needed?*
   • *Do students have the theoretical background necessary to get started with this case?*

C. Engagement Stimulated by Story:
   *Would someone outside a school setting have a reason to be interested in this story?*

D. Tasks and Assessments:
   *Are expectations clearly stated?*

Instructor Perspective

A. Timing:
   • *How many class periods will be needed?*
   • *Where will this fit in your course? What comes before it? What comes after it?*

B. Resources:
   *What additional information do you need to write the final version of the case?*

C. Assessment:
   • *What additional strategies (in addition to the questions and problem statement), if any, are needed to facilitate the desired content objectives at each stage?*
   • *How will you determine if students have met the learning objectives of one stage before moving on to the next?*
   • *Are the tasks authentic - those that a person outside of a school setting would do?*
   • *Are the tasks and assessments aligned with your learning goals?*
   • *If students’ learning is assessed for this case, will it contribute towards their grade for the course? How much?*
   • *Will the assessment products be completed on an individual or a group basis?*

D. Content & Difficulty:
• What did you intend for students to learn in each stage of the case? How does this intent connect to your stated learning objectives for the overall problem?
• Why did you include some information in the problem statement, but eliminate other information? Should you include more? Eliminate more?

*Teaching Plan*

• How will you introduce the problem to students?
• For each stage of the problem, what will students do during each class period? What will you do to facilitate their learning? (lectures, whole class discussions, guidance of individual groups)
• What conceptual pitfalls might the students encounter, and how will they get past them?
• How will you help students move forward in the problem and stay on task?
• How will you bring the problem to an end? How will you help students to bring the case to resolution?
• How will you be assured that all group members have contributed responsibly?

*See Additional Handout for Expanded Worksheet*