

## 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)

**Objective**

**Subtopics Included in this Objective**

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **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