

An Analysis on Who Learns! by Which Method (Role Play or Case Study)



Education

KEYWORDS: Role play, Case study, impact model, control group and experimental group.

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ABSTRACT

Teaching method by role play or case study is is an operating model which exhibits the characteristics of a system. This paper have analyzed the effectiveness of case study and role play method of teaching aid. Using ANOVA the results showed case study have better impact even thought students enjoyed the role playing model more in class.

Introduction

Teaching method by role play or case study is is an operating model which exhibits the characteristics of a system. The simulation method is used to make students understand specific point (Kolb).

New methods of teaching approaches make the students see situations in a action perspective. Case study allows students to think on several solutions for the same problem or case (Angelo & Bohrer). Case study is an application of theoretical concept (Davis & Wilcock). This method makes students feel in real time projects (Daly, 2002). There are situations where learning process in faster in that in class tuition or factual materials (Roberts and Lee). Even though these teaching aids are there the result of the effectiveness of these methods have shown varying results (Siegfried and Fels).

Case study method was normally used were the researcher , watches out the various aspects of the individual or a group of participants' activity to understand deeply and analyze the various features in maintaining a general view on a large public people (Cohen and Manion, 1994). In the above mentioned case study the moderator is both participant and the observer.

Objective and Methodology

The purpose of this paper is to evaluate the effectiveness of role playing and case studies into the post graduate course of MBA. Joyce and showers educational impact model is used to evaluate the effectiveness of the teaching method.

Joyce and showers model explain that the effectiveness of teaching aid in students is measured by application of theory, exhibition of skill, practice in simulated and class room settings, through feedback, on job application. If the entire above mentioned feature is present in the teaching method it will have greater impact.

Hypothesis will be formulated using experiments conducted during a semester of course. The testing is done using average test score as a indicator of students performance.

Role Playing

Role playing is mostly used in classroom learning which requires physical involvement by the students. Students act as the characters of the situations in a hypothetical situation. In role play the students will be trained under the features of application of theory, exhibition of skill, practice in simulated and class room settings which is mentioned in Joyce and showers model. Normally feedback and job application is not part of role playing

Case study

The objective of studying real cases in the class room is not to understand pointed answers to specific problems, but to devel-

op analyzing and decision making skill, in the process of arriving at answers (Ladd).

During the case study analysis, first the student examines the case by finding out relevant facts. Then the student assigns himself some role in the case and argues his point based on his knowledge of facts. At last based on discussion of facts and solutions the team or individual comes out with the best solution.

In case study the students will be trained under the features of application of theory, exhibition of skill, practice in simulated and class room settings, feedback and job application which is mentioned in Joyce and showers model.

Table 1: Impact of teaching method on exam score in MBA course

Teaching Method	Average Exam Score ^a		% Change	
	Control Group	Test Group	Total	%Delta/hr ^b
Role Playing	65	68	4.6	4.6
Case study ^d	70	78	11.4	2.3

Score is from a maximum possible of 100.
^b Only one time is contact for role playing and case study; ^c Sample size for each group: 45.;
^d Sample size for each group: 30.

Hypothesis

It is assumed that both method are expected to improve the learning among the students based on the application of theory, exhibition of skill, practice in simulated and class room settings, through feedback, on job application of the Joyce and showers model.

Average test score is good in both cases. Role playing has only a small effect on exam score. ANOVA result show that there is difference in the control and experimental group of 90% significance level. Written comments of students say that they enjoyed role playing more than case studies. Significance level of 95% through ANOVA was got for case study method. The average test score using case study method is around 11%.

The result showed that case study is better than role play method even though students enjoy the later in terms of course results.

Conclusion

A good understanding of the decision making environment is got through the role play method of teaching. The disadvantage of role playing is that the information or variable studied and also the time period of analysis is limited.

Normally the case studies give elaborated information about situations, but students does not feel "in the shoe" of the char-

acters in the case. If the student is little complacent the business environment and statement of the problem cannot be viewed correctly. The case study method is employed if the teacher has large information in the form of problem need to be conveyed or solved. From this analysis it was found out that case study have given better effectiveness.

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