

**KAPITEL 6 / CHAPTER 6 ⁶****USING THE CASE-METHOD AS AN INTERACTIVE TEACHING METHOD
IN HIGHER EDUCATIONAL INSTITUTIONS****DOI: 10.30890/2709-2313.2025-38-03-018****Introduction.**

The implementation of innovative educational tools is increasingly being applied in the modernization of the system for training capable, competitive future specialists and in the professional development of teaching and research personnel.

The use of modeling systems and case-based technologies enhances the quality of content delivery and instruction, promotes the development of skills in analysis, evaluation, and the search for alternative solutions to practical problems is achieving the best results while minimizing shortcomings. The core of the problem-situation analysis method lies in solving specific case-based tasks, which expands the possibilities of the educational process and helps to gain practical experience. Therefore, this study examines the concept, pathways, and advantages of implementing this interactive method in the educational process of Ukrainian institutions.

In the context of contemporary transformations, the educational sector is undergoing dynamic changes that necessitate constant enhancement, modernization, and systemic reform [1]. The integration of information technologies and the ongoing digitalization of various spheres place new demands on educators, students, and learners, requiring a shift from traditional pedagogical approaches toward innovative, technology-driven methods [2]. Central to this process is the establishment of a digitally enriched learning environment, where learners occupy a focal position and where modern, student-centered teaching methodologies are implemented to promote active participation and engagement [3].

A critical emerging criterion within the educational paradigm involves the personalization and inclusivity of the learning experience. Education is increasingly

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becoming diversified, comprehensive, accessible, and tailored to individual learning needs [4].

Emphasis is now placed on recognizing each student or learner as an autonomous individual with unique cognitive and personal characteristics. In this context, the widespread adoption of advanced information and communication technologies (ICT) significantly facilitates the fulfillment of pedagogical objectives and addresses the diverse needs of all stakeholders involved in the educational process [5].

6.1. Theoretical definition of the case method.

The case study method is used worldwide as an effective and innovative teaching tool. It helps not only to gain knowledge, but also to develop practical skills necessary for the successful activity and career of both future specialists and teachers in general.

Thus, having analysed the definition, history of origin, and main features of the case method, we come to the conclusion that it is a pedagogical approach that involves the creation by a teacher (possibly using computer technology, an interactive environment) with the participation of other students, students close to real-life situations, practical tasks that need to be solved. This method best shows what future specialists will face in their work, so it is one of the most effective means of developing critical thinking, analytical abilities and practical skills.

In the context of distance learning, when there is no possibility to interact in person, being close to each other or in the same room, new aspects and requirements arise before learning through the use of the case method. These challenges require the use of information technology - computers, applications, virtual environments, which in turn creates new opportunities for both students and teachers.

This is a method of active problem-situational analysis, based on learning by solving specific tasks-situations (solving cases). This method of specific situations belongs to non-game imitation active learning methods.



6.2. The history of the case method.

Among the innovative technologies currently applied in educational practice, the case method occupies a significant place. The term “case” (from English *case*, meaning “situation”) refers to the approach known as Cognitive Acceleration through Science Education (CASE), developed by British researchers M. Shayer, P. Adey, and C. Yates [6; 297].

The historical development of the case method in education is closely linked to the practical need of every society to train successful and capable professionals able to solve real-world problems.

This approach, also known as the method of situational analysis, was first implemented in the early 20th century and has since evolved through several distinct stages:

- legal education: The case method originated in the United States at Harvard Law School in the 1870s, when Professor Christopher Columbus Langdell introduced it as a way to teach students through the analysis of real court cases. The key idea was not merely to memorize laws but to learn how to apply them in concrete situations.
- business education: In the 1920s, the method was adapted for teaching business at Harvard Business School. It became the foundation of the learning process, enabling students to analyze and solve complex managerial problems. Through this approach, learners developed critical thinking, decision-making, and teamwork skills.
- in other fields: the case method spread to various disciplines, including medicine, engineering, pedagogy, and the social sciences. It gained popularity due to its practical orientation and effectiveness in preparing students to meet real-life challenges [7].

6.3. The concept of the case method as an example of innovative teaching tools.

We should explore the features of this method and its place among other new information-based teaching methods.



One of the characteristics of the case method is learning through experience, i.e. by analysing real or close-to-real situations. The second is the involvement of pupils, students and teachers in active activities through interaction, when all participants in the process offer their solutions, discuss and look for the best options. The third is that the case method is aimed at developing a very important trait of every successful professional and personality in general - the development of critical thinking, when students learn to think comprehensively and take into account various aspects of difficulties and circumstances.

This method also allows students to develop critical thinking, problem-solving and knowledge integration skills in real-life situations, which enriches their methodological competences [8; 152].

Case-based technologies, which include situational and modelling systems, are a vivid and effective example of innovative technologies that help build new principles of relationships in the educational process between teachers and students. It is this method that creates the best conditions for the implementation of knowledge in practice, not just 'transfers' knowledge, but teaches non-standard (critical) thinking in different life situations. It is interesting that this method requires the involvement of knowledge from other (related) disciplines, because the situations are close to real life, and therefore require a systematic solution.

6.4. Advantages and disadvantages of using the case method in higher education.

Experience of foreign countries.

The case method as a technique of teaching specific situations requires the teacher to prepare and constantly improve and update their skills and knowledge, as it is a method that directly depends on the development of society, various spheres of life, digital technologies, simultaneously participate in the discussion, practice various business situational games together.

Skills and abilities acquired by students and applicants using the case method in



the educational process:

- the ability to make the best decision and the most correct decision, particularly in conditions of uncertainty;
- the ability to develop the right order or plan of action (algorithm), actions in practice;
- to see and take into account the points of view of other participants (experts) in a group situation game;
- to learn to correctly assess all the circumstances of the situation, to see different aspects and details, to master various skills and abilities;
- the opportunity to put the knowledge gained into practice and see what aspects and gaps need more work and what knowledge needs to be consolidated.

If we examine the use of the case method in education in foreign countries, it is worth noting that in the United States and most European countries, the case method is one of the most effective, efficient and popular teaching methods in higher education.

From the point of view of foreign teachers and educators who practice “case studies”, “case method”, this method brings future specialists closer to the real conditions of professional activity. They note that the use of this method contributes to the development of practical, analytical abilities, skills and abilities that are important for the successful career of each graduate.

Despite the significant advantages and benefits of the case study method in education, it is worth noting the problems of implementing the method. There are two key trends that demonstrate these difficulties:

Focus on competence development - the modern educational system is reoriented from an emphasis on acquiring specific knowledge to the formation of competences, skills and mental abilities. This implies the development of individual characteristics and consideration of learning abilities. The case study method is in line with this trend, promoting a deeper understanding of situations and the development of critical thinking.

The requirements for the quality of graduates - the growing demands on the quality of graduates are determined not only by their ability to acquire specific



knowledge, but also by their ability to behave optimally in different situations, and by the consistency and effectiveness of actions in a crisis. The case study method meets these requirements by promoting the development of analytical and strategic skills, as well as the ability to work with information under conditions of uncertainty [9].

These research results allow us to state the advantages of the case-study method in higher education.

Development of practical skills. The case method allows students to apply theoretical knowledge to solve real or realistic problems. This brings learning closer to practice and prepares students for the real world.

Critical thinking and analytical skills. Students learn to analyse complex situations, evaluate different options and their consequences. This develops the ability to make decisions under conditions of uncertainty and limited information.

Cooperation and teamwork. The case method usually involves working in groups, which helps to develop teamwork and communication skills. Students learn to cooperate, listen to each other, present and argue their ideas.

Preparation for professional activities. Through realistic case studies, students gain experience in solving problems that they may encounter in their future professional activities. This allows them to better adapt to the labour market after graduation.

Increase motivation. The use of real or close-to-reality situations often motivates students, as they see a direct link between what they are learning and what they will have to do in practice.

The use of the case study method in higher education is very important, as already more mature and defined (in their professional future) individuals-applicants get great opportunities for creativity, independence, develop their practical thinking, ability to analyse information, formulate opinions and judgements, solve problems, and form their life competences.

The disadvantages of using the case method in higher education include the following.

1. A heavy workload for the teacher. Preparing and developing cases, as well as



organising their discussion, requires a lot of time and effort from teachers. In addition, it is necessary to constantly update materials and cases to keep them relevant.

2.Lack of universal cases. Different majors and areas of study require specific cases, which can complicate the process of adapting the method to different educational programmes. Finding and developing cases for each discipline is a complex and resource-intensive task.

3.Lack of student motivation. Not all students are ready for active learning through the case method. For some of them, it may be difficult to change their usual approach to learning, where they are used to traditional lectures and exams. Some students may have difficulty with group work or working independently with materials.

4.Technical difficulties. When using the case study method in distance learning, there may be problems with technical support, including access to online platforms, the necessary tools for collaboration or data analysis.

Ways to overcome such shortcomings and difficulties may include: professional development of teachers - courses on new methods, working with new technologies for the effective use of the latest information tools, including the case method; official integration of the case method into the curriculum by the administration of the higher education institution - development and implementation of specific cases for different disciplines will allow integrating this method into a wide range of programmes, which will increase its effectiveness; development of interactive online platforms, applications for the case method - the use of specialised online resources to support the work with cases can facilitate the organisation of the educational process, making it more accessible; increasing the motivation of applicants - to motivate students to work with cases, you can use game elements, competitions, a system of awards in the form of additional points or communication from real professionals (successful well-known specialists in the relevant field) who can evaluate their solutions.



6.5. Examples of implementing the case method in the educational process in higher education institutions.

The case method is widely and effectively used in higher education in various disciplines. For example, this method is a staple in many business schools around the world, such as Harvard Business School, where students gain experience in making decisions, conducting strategic planning, making unconventional decisions in critical situations, and solving cases with real business problems.

In medical and law schools, this method is used for students to solve real situations that may arise in their professional activities (for example, medical diagnoses - medical practice or legal cases - mock trials) [10].

In engineering specialities, the case study method is used to solve technical problems, issues related to the design of engineering systems or process optimisation, which develops students' practical skills in real-life situations [11].

The use of the case method helps to overcome a common drawback of traditional teaching - its 'dryness', lack of real-life examples in teaching the material and opens the door to the teacher's creativity and sometimes radically changes the teaching process itself. Scientists define the case method as an analysis of situations, and consider it a method of interactive technology that involves not the acquisition of ready-made knowledge, but the formation of professional skills [12; 38].

The case method is a very effective, accessible and efficient approach that allows improving the skills and knowledge of both students and teachers, this method is actively used in both traditional and innovative teaching and finds its place in distance education.

The main goal and task of the case method is to help solve practical life problems through the analysis of specific situations (real or close to real tasks), which allows developing analytical and critical thinking, decision-making skills, non-traditional approaches, etc [13; 97].

The use of the case method in distance learning can have a number of advantages.

One of these advantages is the flexibility of learning, as in online learning,



students have the opportunity to work with cases at a convenient time for them, which allows them to study the material independently, find solutions, and return to the tasks if necessary [14].

Another positive aspect is the interactivity of this method in a remote environment, which is the use of innovative computer technologies (e.g. webinars, video conferencing, forums, chat groups), allowing students to discuss cases with fellow students and teachers, work in groups and collectively hold discussions and exchange ideas and approaches to solving problems. Also, group discussions allow future professionals to take into account different views, find like-minded people and improve their solutions.

In addition, analysing specific real-life situations and solving 'real-life' cases enables students to develop the ability to approach problems critically, evaluate different aspects of the situation and propose effective solutions in each case, which is an important component for both future professional and personal development.

Today's conditions in which our country is struggling for survival and preservation of its identity and independence require appropriate conditions and adaptation. Distance learning solves many issues, the use of the case method and information technology allows us to take into account modern problems and needs in education, including internationalisation, integration of practical skills and active interaction between participants in the learning process.

Virtual platforms allow individualising the learning process at a distance, where each student can work with cases at their own level of training, and the teacher helps to select the appropriate level of situational tasks and gives feedback to help adjust the learning process.

A lot of information computer technologies (technical aspects) are used to implement the case study method in distance learning. Examples of platforms for case-based methods include various learning management systems (LMS), such as Moodle, Blackboard, or specialised web-based case-based learning platforms. Forums, discussions, chats, and video conferencing are tools that help to keep case discussions interactive and dynamic.



The use of videos, presentations, graphics, articles and documents are multimedia resources that can significantly enrich the content of case studies and make the learning process more interesting and visual.

Here are examples of cases and ways to solve them in the context of distance education.

For medical majors: a description of a medical situation is provided, where students have to make a diagnosis and propose a treatment plan. This task can be solved through interactive video conferences with teachers or medical professionals. [9; 156]

In business management, students are given a case study to solve the problem of a company facing a crisis. They have to analyse financial data, assess the market situation, risks and choose a strategy for solving the problem, and present their solution in an online discussion. [13; 98]

Summary and conclusions.

Have been considered the case method is not just an innovative technology, but a whole philosophy of learning that transfers students from the traditional role of passive listeners to the position of active participants in the cognitive process. Were received the results that due to its practical orientation, interdisciplinarity and integration of knowledge into a real-world context, this method is an effective tool for developing key professional competencies, including critical thinking, analytical skills, teamwork and the ability to make decisions under uncertainty.

In this research we concluded that role of the case study method is especially important in the context of the digital transformation of education - distance and blended learning opens up new horizons for the application of this approach, while posing new challenges for both the teacher and the student. Despite the difficulties, they can be overcome by increasing digital literacy, improving technical support and systematic integration of the method into the educational process.

Thus, the case method is a modern, dynamic, and, most importantly, effective means of training a competitive specialist who is ready to solve complex real-world problems in his or her professional activity.