**Case Studies**

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Section

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7/28/2021

# Case Study #1:

# *A Case of Cheating?* by Clyde Freeman Herreid*,* Department of Biological Sciences University at Buffalo, State University of New York

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| **Sections** | **Criteria** |
| Overview | Margaret Blake is an introductory physics teacher in a class of 24 students at  Metropolitan College. However, she has experienced issues lately as she received an unfavorable report from Paula, one of her brightest students, on the cheating habits of Bill and Charles, two Asian students at the college. Charles and Bill are good friends who do everything together. But unfortunately, they exhibited ill behaviors like coming late to class and dyeing their hair green, encouraging the teacher to separate them in group team discussions.  Margaret uses a team learning approach, peer evaluation, and a scoring machine to obtain assessment test results, allowing her to separate students into groups to discuss course curriculum and handle assignments without direct lecturing. However, her students kept complaining of Bill and Charles on reports of cheating, not collaborating with others, and their limited contribution to the group initiatives (Herreid,2006) The students in group 2 accused bill of changing his answers and stating that he had received a wrong mark after the test scoring.  Margaret critically analyzed her peer response submissions, revealing several discrepancies in her student's relations. For example, even though Charles was bright and often scored high in test scores, he received the lowest mark from all his group members on allegations that he cheated and never contributed. Bill, who was relatively weak in grasping course concepts, also received the lowest marks from all his peers, except Thomas, an African American in their group, giving him the highest score. |
| Needs Analysis | Even though the goal of the team-oriented approach was to help students form alliances and influence positive habits on others, Margaret did not achieve her objectives as the students did not showcase collaboration. Bill and Charles have limited interest in interacting with their peers, sending out a message that they do not contribute. Additionally, the scoring machine has significant weaknesses as students can take advantage of its errors to cheat. Additionally, the institution seems to be divided along racial lines as only the African-American suggested that Bill met the requirements. Thomas was also a student who experienced issues with learning development, suggesting that the culture is rooted in the institution. To initiate improvement, the teacher should foster positive relations between her students to inhibit discrimination and segregation associated with individuals' backgrounds or cultures. |
| Task Analysis | To offset the detrimental impact, the teacher should develop a lesson plan to include all her students in learning to facilitate inclusion while improving their perceptions of individuals’ culture and background (Fischer, 2011). One of the probable reasons why Thomas, Bill, and Charles might be falling back is because of negative responses and discrimination from other students. Therefore, the teacher should not play a role in alleviating the issue. Even though group discussions are critical to helping students establish social relations and share ideas, the teacher should also incorporate lectures and personalized approaches to focus on each student's issues. The teacher should also update her scoring system to ensure that it limits cheating. |
| Learner Analysis | Cultural proficiency and improvement require the input of several individuals to ensure its success (Keengwe, 2010). First, the students must be exposed to an environment that acknowledges the adversities of discrimination to encourage positive practices. Therefore, the teacher must include the school administrators and the students’ parents to develop appropriate approaches for improvement. Additionally, Bill, Thomas, and Charles should be encouraged to put more effort into their classwork to obtain better results. |
| Goals/Objectives | The ultimate goal of the improvement initiatives is to foster a positive culture of collaboration to offset the adverse impact of discrimination on the learning outcomes.  The main objectives of the solutions are;  -To help Thomas, Bill, and Charles interact with others better and encourage their cooperation in group activities.  -To inhibit the students from developing negative behaviors like cheating to improve their learning development.  -To encourage the other students against discrimination and including the three in discussions to promote a collective approach to learning.  An appropriate implementation of the solutions will initiate positive outcomes as students will maximize engagement. The teacher will also employ a student-based approach and access improved learning assessment technology to aid accurate evaluation. The framework will enable the teacher to achieve her goals with all students. |

**Case study #2**

*Paul Seymour, Assistant Professor: A Dilemma Case in Teaching*

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| **Sections** | **Criteria** |
| Overview | Paul Seymour, an assistant professor at the State University of Chicago, is very disappointed and depressed because of his failed approach to getting his learners to collaborate in learning development. Even though Paul is a qualified professional with vast experience, his wealth of research and employing lessons learned from researchers such as Mary Craxton were not fruitful. Moreover, Paul's students did not appreciate his collaborative approach towards learning. Instead, they suggested that they understood concepts more with direct lecturing and demonstration (Herreid, 2006). However, Paul’s approach to introducing his new technique played a role in the adverse outcomes. |
| Needs Analysis | Paul did not obtain an appealing response from his students because he did not introduce his new concept and create awareness of its benefits to encourage the student's participation. In addition, the students have high levels of change resistance as they prefer the usual techniques of direct instructional guides to facilitate learning. Therefore, it is vital to develop approaches to enhance their communication, teamwork, and collaborative approaches (Yılmaz & Kılıçoğlu, 2013). Additionally, Molecular Evolution is a challenging course requiring personalized guidance to achieve success. Therefore, the teacher should develop a plan to work with the students while they discuss in groups. |
| Task Analysis | All students should be aware of the benefits of group discussions, peer evaluation, and shared ideas as they contribute positively to their learning development and outcomes (Fischer, 2011). The teacher should adopt a strategy to facilitate a smooth transition from the old learning practices to the new methods by mixing the techniques and working on other essential skills such as communication and critical thinking (Yılmaz & Kılıçoğlu, 2013). |
| Learner Analysis | Initiating positive outcomes will require changes at all levels. Therefore, Paul should seek help from other professors on the best way forward. Additionally, the students should constantly engage with the basics of group discussions to understand its concepts, reduce their change resistance, and identify possible ways to maximize positive outcomes. |
| Goals/Objectives | The goal of the new initiatives is to help students transition from old learning techniques to new methods by introducing them gradually and informing them of how to tackle issues.  The general objectives of the initiatives include;   * Promoting positive perceptions of group work and discussions to facilitate course development. * Maximize learning outcomes using mixed methods to encourage students’ participation. * Enhance the students’ critical thinking, reasoning, and communication skills to help them develop their learning abilities.   The students are expected to change their perceptions of the new methods and be open to new ideas presented by teachers. These suggested solutions will enhance the students' ability to interact with their environment and manage changes. |

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