

Intro to Case Study Research Approach

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Abstract:-A case study is an in-depth, up-close and comprehensive analysis of a topic and its related background conditions. It could be examination of a person, group, community or event. A case study is a technique of research that defines situations rather than modeling causal relations. It illustrates an occurrence comparing to an ideal definition. It's simpler to handle descriptive work than causal suggestions while working in a case study method. Secondly, a case study is better when the purpose contemplates the depth over width in research. Case study best offers a depth examination of phenomena. An empirical case study is explicitly based on observation and experimentation.

Keyword:-Students, Case study, Education, Teaching, Methods, Class size, Institutional

I. INTRODUCTION

The research design used in this particular case study is through synthesizing research involving consequences of the large size of classes and analyzing implications for the achievement of undergraduate scholars, in general, first-year college students. A discussion of the inferences of the studied research for adequate training of undergraduates, identification of ideal class size, administrative decision-making, and institutional mission and priorities, and standards.

The Institute of Education in a report cautioned administrators and state governing panels to avoid making the maximum student credit hour numbers without emphasis on the quality of Education. Present Budgetary Limitations are bringing about cost control, within which large classes may be viewed as quick and convenient cost-control strategy. More than half of all students dropping out of college are in the first year resulting in a dropout rate of above 25% for first-years students at four-year institutes, and about 50% at two-year institutions.

One factor causative to this high is the huge, introductory general-education classes. At a national university, transcript analysis exposed that 55% of credit hours in general education were earned in 100 or more students classes in first-year students were disproportionately represented in this size classes. Rates of failure in massive class courses contribute substantially to overall institutional drop-out rates for first and second years. Learning in large class situation may be a predominantly hard adjustment for students

transitioning from high school to university since above 80% of high school seniors 'advance from institutes with admissions of below 500 yet majority of college graduates commence college experience at universities with admissions of above 10,000 students.

Arguments against classes of large-size are strengthened by empirical confirmation, which suggests eight harmful outcomes connected to large-sized classes. Increased teaching reliance on lecture method of tutoring, learning process involves less student involvement, frequency reduction of instructor Contact with scholars. Reduced depth of thinking students in the classroom, reduced depth and breadth of course objectives, unit assignments, course-related strategies of learning, reduced general course fulfillment with the book learning experience, and poorer student ratings or evaluations of course instruction.

First, large class size rises faculty dependence on the lecture technique of teaching. Large classes are more likely to practice lecture methods and are less liable to use discussion than small classes" Study on the lecture method suggests that scholar attention and concentration drops off radically after 10-20 minutes of unceasing instructor discourse. Amongst undergraduates in overall about half the time throughout lectures, they think about unrelated things to the lecture content. Up to 15% of class times are consumed fantasizing. Kulik (1979) concluded in their broad literature review, recording that scholars involved in courses which making use of discussion sets most likely developed positive approaches toward the course. Data collected from nearly 25,000 students at 110 institutes, showed pedagogical practices powerfully associated with first-year scholar fulfillment. The whole quality of training was those emphasizing the connection with, faculty, peers and the course itself (Sax&Keup,2002).

Secondly, large classes decrease scholars' active participation in the learning process. Terenzini and Pascarella(1991), the most so lidded actionist the least astonishing. Scholar's responsibility, commitment in academic under taking academic involvement of college, the better his or her knowledge acquisition level and general cognitive growth.

Limitation of the depth and breadth of course objectives assignments, and course-related learning outside the classroom; a report survey, exposed that lecturers' educational objectives in courses taught solely by the lecture

method commonly in courses with enormous class size were restricted mostly to information acquisition (Terenzini, Theophilides & Loran, 1984).

In contrast, teaching courses using instructional methodologies placing extra emphasis on participation of the scholar for example, seminar-style teaching and discussion-oriented, were likely to follow course goals that stressed critical thinking, lifelong learning and communication skills. Moreover, classes that trained using student-involving approaches were additional useful in accomplishing course objective, as per student progress assessments, than lecture-method courses were in realizing their goals greatly, restricted, lower-level objectives. One significant restraint in the nature of class assignments in courses with the enormous class magnitude is that they are less probable to involve scholar writing. As evidenced by study results gathered from 534 professors, proved that test scores in outsized classes (averagely 45 students) were mostly based on tests with multiple-choice. On the other hand, smallest classes were often based often on tests requiring students to write. Students in big classes will likely adopt surface rather than deep learning when preparing for examinations. The quality of studying and learning outside the classroom is affected.

On students' academic achievement in academic performance grades drop in courses with significant class size. Survey showed the insights 800 students registered in large-sized classes. Students who registered in these courses stated that they, quickly lost attention, were distracted by classroom noise as well as student discussions and were not as much motivated due to the lack of individual accountability and impersonal nature of the class. A large-scale study piloted in the United Kingdom showed the impact of enlarged class size on students' performance percentage of A and B+ grades awarded decreased increasingly as module enrollments increased.

Finally, students account less course satisfaction classes' of large size. This assertion is supported by a review of the literature by McKeachie (1980). He established that, the majority published studies, students and faculty articulated a robust preference for classes of small-size.

II. CONCLUSION

In conclusion, the enquiry reviewed shows that large class size is a critical variable that has adverse effects on learning, adjudicated by dropping students' level of active involvement with the course tutor, with classmates, and with the subject matter. Large classes, in general, are not effective as small classes are for knowledge retention, attitude change, and critical thinking. Taking these basic results of knowledge retention, attitude differentiation and problem-solving, as learning criteria evidence favors precisely small classes over large classes. Finding any empirical evidence or compelling reason but the fiscal advantage to encourage large class sizes.

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