



Co-creating mini-cases with students

Focal problem

Student involvement may be at the core of a number of issues in the coursework, as for instance, the issue of not receiving sufficient recognition for the amount of workload, the issue of an uneven participation level between the group members, etc.

Purpose of the project

We conceive of the **students-as-co-creators of mini-cases** intervention as one that has the potential to increase students' involvement to **engage in the actual learning process**.

A **mini-case** is a short version (i.e. 2-4 pages) of the more traditional teaching cases that are widely used in management education (Mintzberg, 2005). These mini-cases will be elaborated on the basis of the innovation challenges posed in the courses (e.g. Innovation Process, Cycle de Conférences), and of local organizations' innovation challenges.

Motivation is a key driver for students' involvement in learning and teaching (see Beghetto, 2004; Gardner, 2011; Guay et al., 2000; Hidi & Harackiewicz, 2000; Stiggins, 2001). Motivation has been referred to as "the conditions and processes that account for the arousal, direction, magnitude, and maintenance of effort" (Katzell & Thompson, 1990: 144). It is what *drives learners to spend the time and effort that is necessary for students to perform on a learning task* (Bransford, 2000).

While evaluations are seen as a key driver of student motivation, as they can either increase or decrease students' motivation to learn (Chappuis & Stiggins, 2002; Stiggins, 2001; Walker et al., 2004), much less attention has been paid to other *'softer' types of interventions* in management education in particular. We propose an intervention that has the potential for shaping students' intrinsic and extrinsic motivation to engage in the actual learning process and to enhance students' contribution to the group work task.

We invite students to co-create a mini case study (e.g. from their submitted group work) with a publication goal (e.g. in the Case Center, Sustainability in Academia Open Access Education Platform.). The aspects that may have the potential to *enhance extrinsic motivation* may be, for instance, the reward of increased recognition for their work, the actual publication of their work or the future use of these cases. The aspects of the intervention that may have the potential to *enhance intrinsic motivation* may be, for instance, the levels of individual and situational interest that students experience in the task (see Hidi & Harackiewicz, 2000; Martin et al., 1997; Ntoumanis & Blaymires, 2003; Walker et al., 2004).

Project output

This project has led to the following mini teaching case studies:

- **Avincis: Design an integrated value proposition between Avincis and other actors in the energy efficiency ecosystem through design thinking**
- **Nestlé YEP: Putting innovation at the service of solving youth's unemployment**

The cases will be submitted for publication consideration to **The Case Center** and used in **future course iterations**.

Sources

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Nestlé: Putting innovation at the service of solving youth's unemployment



Develop an integrated ecosystem offering between Avincis and other actors in the energy efficiency ecosystem through a design thinking process

This case was written by Caroline Mohni (student assistant) and Stephanie Villadiego De La Hoz (Ph.D. Candidate), both at the University of Neuchatel's Institute of Management. The case is intended to be used as a basis for class discussion rather than to illustrate the (in)effective handling of a management situation.

The case/background note was compiled from published sources.

Keywords: Ecosystem, value proposition, design thinking

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Implementation of the students-as-co-creators of mini-cases intervention

We implemented the students-as-co-creators of mini-cases intervention in different ways:

Student engagement in the learning process and participation in the group work:

To enhance students' involvement in the group work task in the Innovation Process course, we announced at the beginning of the course that the best assignment could lead into the co-creation of a mini-case study to be submitted for publication consideration. Within the scope of this project, a publishable case study has been elaborated with participating members of the team. With this, we further addressed the course's learning objectives: (1) knowing and applying user-centered and design thinking methodologies, (2) analyzing a firm's innovation challenge, (3) managing an innovation process based on design thinking methodologies, as well as transferable skills, such as (4) creativity, (5) team work and (6) writing skills.

Student engagement in the learning process: Within the scope of a Master student's assistantship at the Institute of Management, we co-created a mini-case for future teaching purposes. Learning objectives: analyzing a firm's innovation challenge and developing writing skills.

Student Statements

"I really appreciated learning such a methodological approach to innovation that gave me clear steps to use... Looking back, I remember wanting to jump to specific solutions at times throughout the process. However, in the end, I ultimately realized just how important it is to continue through the process and use the tools provided throughout each step. These tools assisted me in achieving a greater understanding of what it is my team was trying to solve and who we were trying to solve it for. Throughout the process we were able to put our point of view to the side and come up with a more innovative solution than we would have come up with if we had chosen to stick to our initial ideas for the solution."

"...the fact that it will be read by other people and could help students to develop their knowledge in the field of innovation is very rewarding. I also found it motivating to be able to choose the angles from which to approach things or to choose the examples of innovations. Furthermore, I was particularly interested in being able to link the knowledge I had acquired during my studies to the Nestlé case by writing this case study."

Special thanks to

Caroline Mohni
Kangatharan Karthigejan
Stephanie Villadiego de la Hoz

