7 Interdisziplinäre Zusammenarbeit veranschaulicht am Beispiel der Reflexion der (Harvard-)Case-Methode aus gruppendynamischer Perspektive[1]

Die hier dargelegte Publikation zeigt auf, wie mittels transdisziplinärer Zusammenarbeit ein didaktisches Konzept entwickelt wurde. Bei der Zusammenarbeit handelt es sich um eine sogenannte *teaching mobility* im Kontext des Erasmus+ Programms. Dabei haben Lehrende die Möglichkeit, sich miteinander auszutauschen und gemeinsam zu forschen. Dies entspricht der interdisziplinären Ausrichtung von Interventionswissenschaft und -forschung. Im Folgenden ist das von den Forschern Jürgen Radel und Roland J. Schuster gemeinsam entwickelte didaktische Konzept beschrieben. Die Beiträge von Radel sind mittels Nennung des Namens in den jeweiligen Überschriften gekennzeichnet.

7.1 Abstract

The aim of this chapter is to show how the combination of the (Harvard) case method (HCM) and the group dynamics approach (GDa) can benefit students, teachers, and teaching institutions. The text also provides a critical reflection on the benefits and risks of the two methods. To provide orientation, a synopsis of the HCM is presented and compared with aspects of the group dynamics approach. The idea of an authority complex is used to explain probable difficulties in the student-teacher interaction and the impact on student and teacher learning. The authority complex includes teachers' institutional, professional, and internal authority. By using a concept from depth psychology, the importance of integrating emotional aspects into a teaching approach is emphasized. It is argued that by integrating emotional aspects into a teaching approach, the emotional intelligence (EQ) of students and teachers can be (further) developed. The chapter ends

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[1] Dieses Kapitel wurde in leicht veränderter Form veröffentlicht im Sammelband: Herbert Gölzner und Petra Meyer (Hg.): Emotionale Intelligenz in Organisationen. Der Schlüssel zum Wissenstransfer von angewandter Forschung in die praktische Umsetzung. Wiesbaden: Springer Fachmedien Wiesbaden, S. 279–314, (Schuster und Radel 2018, Copyright © 2018, Springer Nature).

by introducing a combined teaching approach, i.e., the experience-centered teaching approach (ECTA), developed by the authors.

7.2   Overview of the (Harvard) case method and its teaching approach (Author: Jürgen Radel)

Teaching using cases is not a new teaching technique; indeed, it is a very old one that uses cases to teach by example. Case teaching originated in law schools, as Desiraju and Gopinath (2001, 395) stated, but it can also be traced back to the 1800s to psychology, sociology, and medicine (Naumes & Naumes 2006, 4). Nowadays, it "… has been closely identified with the Harvard Business School …" (Barnes et al. 1994, 34), and is even thought to have originated there (Forman & Rymer 1999, 373). It has become a widely adopted teaching method across many higher education institutions and executive education formats (e.g., Badger 2010; Desiraju & Gopinath 2001, 394). Forman and Rymer went one step further and stated that "… the case method of instruction has such importance for management education that it has been embedded in the facilities of MBA schools themselves; the pedagogy has been permanently institutionalized in highly visible arenas …" (1999, 373).

In this section, we use the term "(Harvard) case method" (HCM) to show our appreciation for Harvard's contribution to the development and dissemination of this method. Regardless of where the case method originally developed, the basic assumptions behind the use of a case seem to be slightly different in each field of application. One similarity might be the desire to expose the learner to a situation that is as realistic as possible, depending on the field of work the learner is in now or will be in soon. "A case is defined as a factual account of human experience, centered on a problem or issue faced by a person, a group of persons, or an organization (Fisher 1978, 262)" (in: Desiraju & Gopinath 2001, 395). In general, cases are often taught in a Socratic way, »in which students carry the discussion through answers to a stream of questions« (Ellet 2007, 5). It also serves as a tool for reflection on decision-making (e.g., Snyder & McWilliam 2003) and a way to practice problem-solving skills (Forman & Rymer 1999, 378). A case should help learners to take time to analyze the situation, and should serve as a model of reality (Savery 2006) for similar situations that might occur. Those situations are usually management dilemmas or – more generally – scenarios where people interact and must solve a complex problem. The case should be based on a real situation, as suggested by the definition of the North American Case Research Association and other authors (Naumes & Naumes 2006, 9).

Nevertheless, fictional cases are also used for teaching purposes. Essentially, a case is a story or a metaphor (Barter & Tregidga 2014). Based on the discussion with a case teacher (Radel 2013), anything can be a case if it is possible to discuss the relevant matter. Students reflect on the situation they are given and try to find a solution. The prerequisite for mutual reflection is emotional involvement, i.e., empathy, with the people in the case. In fact, Desiraju & Gopinath (2001, 394) suggested using a case to address the problem of lack of emotional engagement with the subject material. However, Radel (2016) stated that it is not easy to achieve all the benefits a case might provide, because of the