
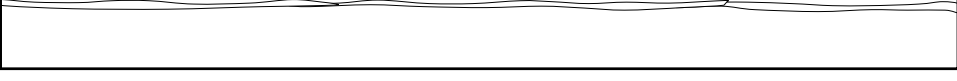


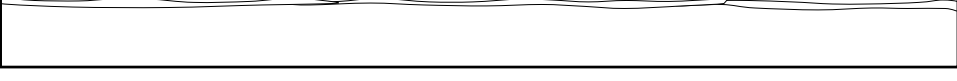
*How I used diversity cases to teach
quantitative methods and didn't lose
my economist credentials*

marieka klawitter
evans school of public affairs,
university of washington
marieka@u.washington.edu



Two case examples:

- ☛ “Growing Resentment: Issues of Farm Worker Safety in Washington State Orchards”
 - quantitative methods (traditional)
 - Integrating economics and quant (exec)
 - Policy analysis (traditional)


 - ☛ “A Heritage Worth Saving?: The Case of the Acheen Street Malay Mosque Village”
 - Policy analysis (traditional)
 - Also economics
- 

Why teach with cases in analysis courses?


- ☞ Cases capture student interest
- ☞ Students better understand and learn to apply concepts in messy real world scenarios
- ☞ Provides opportunities for “cross-training” with economics, analysis, and management concepts
- ☞ Accommodates different learning styles than other course materials
- ☞ Introduces critical skills and knowledge about diversity for public affairs students

How to integrate cases in analysis courses:

- ☞ Cases must support teaching goals
- ☞ Have to mindfully focus yourself and class on key concepts
- ☞ Cases must be used with other teaching methods:
 - Mini-lectures on key skills and concepts
 - Short student “writes” (2 minutes to focus)
 - Small group discussion/problem solving
 - Large group synthesis/summary of material



What can institutions do to help instructors integrate interesting cases?

- ☞ Encourage faculty development and experimentation
 - ☞ Provide resources to help faculty collaborate to create new cases and curriculum
 - ☞ Facilitate school-wide norms regarding open, respectful discussion on issues of diversity
 - ☞ Offer courses and workshops for faculty and students on cross-cultural communication
- 



Conclusions:

- ☞ Adding cases to analysis classes can pay off in better student learning
 - ☞ Meeting teaching goals with cases requires:
 - Matching of case with goals
 - Management of discussion
 - Explicit focus on analysis concepts in student preparation, discussion, and post-case summary
 - ☞ Be creative, learn by experimentation, share with other teachers, have fun—it shows
- 