

Student Case Study in the Classroom

Introduction

Understanding the unique challenges and strengths of students in a classroom setting is key to fostering a supportive and effective learning environment. This case study explores the educational journey of Emily Turner, a 12-year-old 7th grader, who faced specific learning challenges in a traditional classroom setting but thrived when tailored strategies were implemented.

Background

Emily Turner, a student at Greenfield Middle School, displayed strong creative and analytical skills but struggled with engagement and focus in a standard classroom environment. Initially, her challenges were attributed to disinterest, but further observation suggested that Emily needed a different approach to learning.

Identifying the Challenges

- 1. Engagement Issues:** Emily often appeared disinterested in lessons, leading to a lack of participation.
- 2. Focus Difficulties:** She had trouble maintaining focus for extended periods, particularly during lectures.
- 3. Limited Interaction:** Emily rarely interacted with peers during group activities, affecting her collaborative learning experiences.

Implementing Targeted Strategies

- 1. Interactive Learning:** Incorporation of interactive and hands-on activities in lessons to enhance engagement and understanding.
- 2. Shorter Learning Sessions:** Breaking down lessons into shorter, more focused sessions to help maintain Emily's concentration.
- 3. Peer Pairing:** Assigning a classroom buddy or mentor to encourage positive peer interactions and collaboration.

Positive Outcomes

- 1. Increased Engagement:** Interactive learning methods led to a noticeable increase in Emily's participation and interest in class activities.
- 2. Improved Focus:** The shorter, more dynamic learning sessions helped Emily maintain better concentration and absorb information more effectively.
- 3. Enhanced Peer Interaction:** With the support of a classroom buddy, Emily became more involved in group activities, improving her social and collaborative skills.

Conclusion

Emily Turner's case illustrates the impact of customized teaching strategies in addressing specific student needs in the classroom. By shifting from a traditional approach to a more interactive, focused, and socially supportive educational model, Emily's engagement, focus, and peer interactions improved significantly. This case study underscores the importance of flexibility and adaptation in teaching methods to cater to diverse learning styles and needs.

Student Case Study Example

Yan Bai

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Case Study Analysis in the Classroom Renee W. Campoy, 2004-09-13 Case Study Analysis in the Classroom encourages students to consider best practices in teaching and to solve problems concerning students who are gifted underachieving resistant to classroom learning or who have special needs. This book is a valuable way to introduce students to the complex world of teaching and learning. Arthur T Costigan Queen's College City University of New York Stories of students in need or of teachers who are struggling draw readers into the process of solving classroom problems in a manner that traditional textbook formats are unable to match. Presented in an engaging and stimulating manner Case Study Analysis in the Classroom Becoming a Reflective Teacher provides beginning teachers a variety of typical classroom problems to analyze and solve. Solving the case study problems helps new teachers develop the knowledge bases they need to solve real problems in their own classrooms. More than a book of cases it is an important starting point for students learning about case study research especially the analysis of cases and their potential uses in the classroom. In addition readers will also be guided through the process of reflective problem solving developing an educational philosophy and writing their own case studies. Author Renee Campoy has written cases that tackle challenging and controversial problems. Her approach rests on the foundation that authentic learning and growth are best achieved through ideas that challenge assumptions and preconceived notions about education. A matrix of case studies is included that groups the cases by grade level case focus and primary educational topic allowing students and instructors at all levels to customize their use of the book. Case study topics include Low academic achievement Learning disabilities Low motivation Misbehaving and disruptive students Reluctant readers High stakes assessment Inappropriate scaffolding Cultural conflict Socioeconomic issues Attention deficit hyperactive disorder Parent conferences Bilingual education. To support the problem solving process each case study includes a rubric that provides feedback to the reader about the quality of their solution. The rubric is research based and written according to the King and Kitchener model of reflective judgment. This approach encourages teachers to apply their classroom experiences knowledge of content and understanding of learning theory during classroom problem solving. Case Study Analysis in the Classroom is well suited as a text for courses throughout education curricula including educational foundations research methods field experience and practicum and instructional strategies courses. It will also be an invaluable desk reference for practicing teachers and administrators who need additional guidance on classroom problem solving.

How to do your Case Study Gary Thomas, 2010-12-14 Case Study is one of the most widely applied methods of research and instruction in use today. Cases are used to frame research aid teaching and help learning the world over. Yet despite being so widely used there remains a great deal of uncertainty about what constitutes case study research and how case studies should be designed and carried out. In this lucid accessible and often witty new text Gary Thomas introduces students and researchers to the basics of case study research. Using a wide range of real life examples this book sets out for

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Case Study Research In Educational Settings

Bassey, Michael,1999-05-01

Readers are taken through the various stages in conducting case study research including a helpful account of data collection and data analysis methods Structured narrative and descriptive approaches to writing case study reports are also discussed

Encyclopedia of Case Study Research Albert J. Mills, Gabrielle Durepos, Elden Wiebe, 2010

This is the authoritative reference work in the field An interdisciplinary set it investigates the extensive history design and methods of case study research

Case Study Methodology in Higher Education

Baron, Annette, McNeal, Kelly, 2019-06-28

In higher education case studies can be utilized to have students put themselves into problems faced by a protagonist and by doing so address academic or career related issues Working through these issues provides students with an opportunity to gain applied perspective and experiences Professors in higher education who choose this method of teaching require navigational tools to ensure that students achieve stated learning objectives Case Study Methodology in Higher Education is an essential research publication that focuses on the history and theories relating to case study methodology including techniques for writing case studies and utilizing them in university settings to prepare students for real life career related scenarios This publication features a wide range of topics such as educational leadership case writing and teacher education It is essential for educators career professionals higher education faculty researchers and students

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Summary of the Dissertation[s] Submitted in Partial Satisfaction of the Requirements for the

Degree of Doctor of Philosophy California University Graduate Division, 1915

A Manual for the Illinois Student

Longitudinal Case Study System (ISLCS), 1982

Using Case Study in Education Research Lorna Hamilton, Connie

Corbett-Whittier, 2012-11-19. This book provides an accessible introduction to using case studies. It makes sense of literature in this area and shows how to generate collaborations and communicate findings. The authors bring together the practical and the theoretical, enabling readers to build expertise on the principles and practice of case study research as well as engaging with possible theoretical frameworks. They also highlight the place of case study as a key component of educational research. With the help of this book, M Level students, teacher educators and practitioner researchers will gain the confidence and skills needed to design and conduct a high quality case study. Dr Lorna Hamilton is a Senior Lecturer in Education Research at the University of Edinburgh. Dr Connie Corbett Whittier is an Associate Professor of English and Humanities at Friends University, Topeka, Kansas. Drawing on a wide range of their own and others' experiences, the authors offer a comprehensive and convincing account of the value of case study in educational research. What comes across quite passionately is the way in which a case study approach can bring to life some of the complexities, challenges and contradictions inherent in educational settings. The book is written in a clear and lively manner and should be an invaluable resource for those teachers and students who are incorporating a case study dimension into their research work. Ian Menter, Professor of Teacher Education, University of Oxford. This book is comprehensive in its coverage yet detailed in its exposition of case study research. It is a highly interactive text with a critical edge and is a useful tool for teaching. It is of particular relevance to practitioner researchers, providing accessible guidance for reflective practice. It covers key matters such as purposes, ethics, data analysis, technology, dissemination and communities for research. And it is a good read. Professor Anne Campbell, formerly of Leeds Metropolitan University. This excellent book is a principled and theoretically informed guide to case study research design and methods for the collection, analysis and presentation of evidence. Professor Andrew Pollard, Institute of Education, University of London. Research Methods in Education series. Each book in this series maps the territory of a key research approach or topic in order to help readers progress from beginner to advanced researcher. Each book aims to provide a definitive, market-leading overview and to present a blend of theory and practice with a critical edge. All titles in

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