

# **The utilization of case studies in social work education: As a part of higher education reform movement**

**Kenichi Shimura**

From the systems thinking perspectives, every open system changes according to information the system has been exchanging to and from other systems. Schools are not exceptions. Administrators, teachers, students, parents and/or the communities at large also change them. The purpose of this paper is to review several issues in the higher education reform movement in the United States and Japan, and to examine case based education as a tool for the movement. "Higher education" means education in college and university in this paper unless it specifies otherwise.

## **1. Schools as learning organizations**

Schools as open systems have to change or have to be reformed according to the information exchanged from the external affairs. Wheatley (1999) expressed that it is sad and ironic that we have treated organizations like machines, acting as though they were dead when all the time they have been living and open systems, capable of self-renewal, and she also stated that these systems are called "open" because they have the ability to continuously import energy from the environment and to export entropy. In order for schools to exist within the community, they must continuously exchange information to and from the society and the community, from the young to the old, and also within the schools themselves.

Cynically, although teaching is a profession, teachers' professional lives are quite different from other professions. Sagor (1993) explains that although they may work in a building with other teachers and even use the same materials and follow the same schedule, they rarely turn to one another during the school day except during their thirty-minute lunch period, where informal norms often forbid any kind of professional talk. They are not exchanging information even within the school system. However, Senge (1990) mentioned that we are learning that there is deep hunger to rediscover our capacity to talk with one another. Thus it is time for schools to break the ice, and move forward in the 21st century.

Although there are many regulations, laws and/or persistence, schools are capable of being changed. Senge et al. (2000) said it is becoming clear that schools can be re-created, made vital, and sustainably renewed, not by fiat or command, and not by regulation, but by taking a learning orientation. This means involving everyone in the system by expressing their aspirations, building their awareness, and developing their capabilities together (Senge et al. 2000). The approach was published by Senge in 1990, based on his organizational seminar practices at MIT, and he points out that every organization is a product of how its members think and interact, and organizations work

the way they work because of the ways that people work (2000). Thus, individuals' hunger for learning merged with this perspective, and the idea of learning organizations will emerge. Learning organizations are those organizations where people continually expand their capability to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together (Senge, 1990).

To practice learning organizations, five disciplines have been explained as follows.

1. **Personal mastery:** Personal mastery is the practice of articulating a coherent image of your personal vision-the results you may most want to create in your life-alongside a realistic assessment of the current reality of your life today. This produces a kind of innate tension that, when cultivated, can expand your capacity to make better choices and to achieve more of the results that you have chosen.
2. **Shared vision:** This collective discipline establishes a focus on mutual purpose. People with a common purpose (e.g., the teachers, administrators, and staff in a school) can learn to nourish a sense of commitment in a group or organization by developing shared images of the future they seek to create and the principles and guiding practices by which they hope to get there. A school or community that hopes to live by learning needs a common shared vision process.
3. **Mental models:** This discipline of reflection and inquiry skills is focused around developing awareness of attitudes and perceptions-your own and those of others around you. Working with mental models can also help you more clearly and honestly define current reality. Since most mental models in education are often "un-discussable" and hidden from view, one of the critical acts for a learning school is to develop the capability to talk safely and productively about dangerous and discomfiting subjects.
4. **Team learning:** This is a discipline of group interaction. Through such techniques as dialogue and skillful discussion, small groups of people transform their collective thinking, learning to mobilize their energies and actions to achieve common goals and drawing forth an intelligence and ability greater than the sum of individual members' talents. Team learning can be fostered inside classrooms, between parents and teachers, among members of the community, and in the "pilot groups" that pursue successful school change.
5. **Systems thinking:** In this discipline, people learn to better understand interdependency and change and thereby are able to deal more effectively with the forces that shape the consequences of their actions. Systems thinking is based on a growing body of theory about the behavior of feedback and complexity-the innate tendencies of a system that lead to growth or stability over time. Tools and techniques such as stock-and-flow diagrams, system archetypes and various types of learning labs and simulations help students gain a broader and deeper understanding of the subjects they study. Systems thinking is a powerful practice for finding the leverage needed to get the most constructive change.

Appropriate disciplines from above will be utilized in this paper to analyze

emergent issues around higher education fields.

## 2. Historical development of higher education

### (1) The origin

Although it is impossible to describe exactly when higher education was established, the system was created sometime in medieval Europe, and modern higher education has developed almost exclusively in Europe and North America (Ben-David, 1977). Similar systems existed in Asia and Middle East, but they were not influential outside of their countries or their colonial countries. The purpose of original higher education was to transmit intellectual heritage; it was education in the classical languages and in the reading and interpretation of classical texts. Criticisms of these types education emerged in differing ways.

Philosophers, scholars and administrators initiated the modernization of higher education in France, Germany and England. They were dissatisfied with the increasing gap between the classical education given at the universities and the new scientific research and modern literary-philosophic culture that grew up outside the universities (Ben-David, 1977). In the eighteenth century, the reform movement of higher education was to create specialized professional schools. This was the result of critiquing of classical education.

### (2) In the United States

The first college, Harvard College, was established in 1636 in the United States. The curriculum included various arts and humanities, and the same types of colleges were established after Harvard. The purpose of those colleges was to educate Christian gentlemen, not scholars or professionals. The old American system shared with the old European system their almost exclusive emphasis on classical learning and their poor standards of scholarship (Ben-David, 1977). Dissatisfaction with this type of curriculum surfaced during the nineteenth century. Young scholars who were educated mainly in Germany came back to the States, and wanted to practice their knowledge. University and college presidents who sensed that there were new needs and opportunities for higher education and tried to identify and exploit them (Ben-David, 1977). Together they created institutions for professional training in medicine and law.

The major change was seen in the nineteenth century. First, the kind of higher education in which a person studies a specific subject with the expectation of making a respectable living out of practicing the subject, was an innovation of the nineteenth century (Ben-David, 1977). Another innovation of the nineteenth century was the openness of the traditions cultivated at the universities (Ben-David, 1977). Science and scholarship were assumed to be continuously advancing, and higher education had to keep pace with this advancement. In most cases this implied that the university was engaged in both research and teaching (Ben-David, 1977).

Developments toward what is sometimes called mass higher education began in the United States in the 1920s (Ben-David, 1977). For forty years, universities had grown dramatically in size and in number, and those forty years were the "Golden Age" of the American university. It was a period when growth was financed by Cold-War

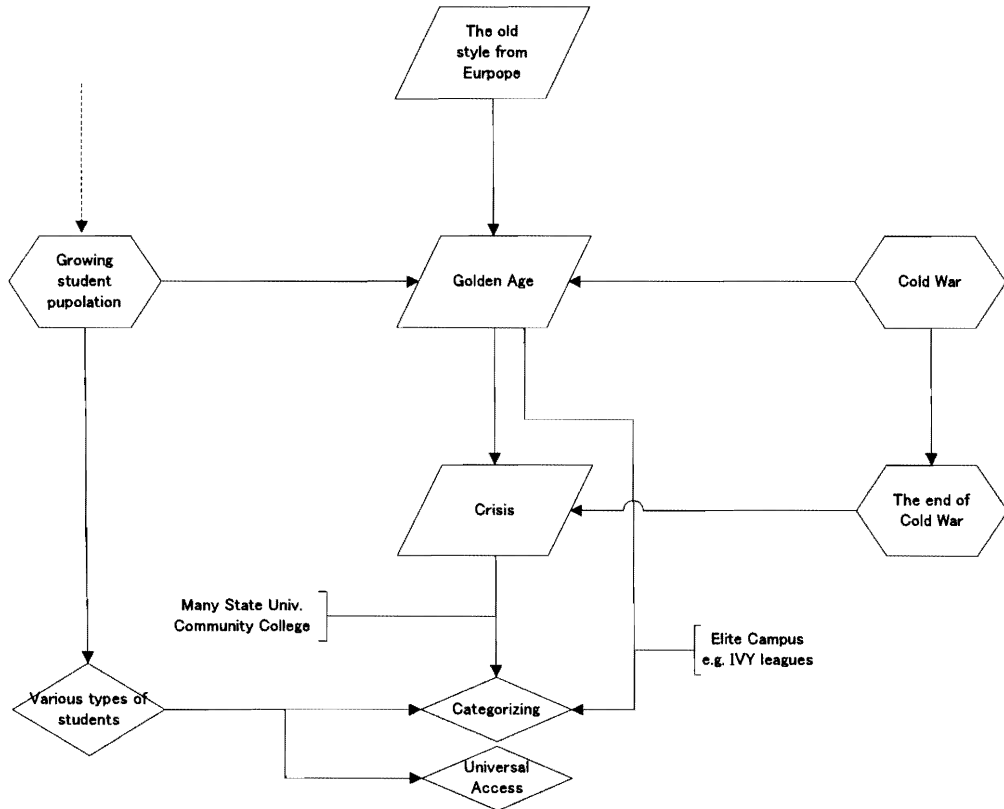


Figure 1 Reform movement of the US higher education

based government funding of research in the sciences and engineering, and rapid increases in tuition dollars from a growing student population that benefited from government-backed student loans (Rojstaczer, 1999). The Golden Age made American universities an intellectual leader of many academic disciplines in the world, and this strongly influenced Japanese universities. At the end of the 1970s, the American research university was a confident, financially healthy institution that by and large was held high esteem.

The Golden Age ended in 1980s. There were a series of events, chief among them being the end of the Cold War, that had led to the demise of the Golden Age (Rojstaczer, 1999). It was not only at the end of the Golden Age. It grew more and more difficult to resist the impression that higher education had indeed fallen into a state of “crisis” (Lucas, 1996).

There are two approaches, classifications and the universal access, to take higher education beyond the crisis. Figure 1 is the systems’ view of the factors that are explained above and the two approaches. One is to classify universities, and have them specify responsibilities under each category to avoid unnecessary competition among schools. Several agencies like the American Association of University Professors (AAUP) and/or the Carnegie Foundation for the Advancement of Teaching (CFAT)

**Table 1.** Classification of AAUP

Category	Explanation
Category I	Doctoral-level institutions
Category IIA	Comprehensive institutions
Category IIB	General baccalaureate
Category III	Two-year institutions without academic ranks
Category IV	Institutions without academic ranks

**Table 2.** Classification of CFAT

Category	Explanation
Research university	Research oriented institutions
Doctoral Universities I	Institutions awarding at least 40 doctorate/year in 5 or more disciplines
Doctoral Universities II	Institutions awarding at least 10 doctorate/year in 3 or more disciplines or 20 or more doctorate degree in one or more disciplines
Master's (Comprehensive) Universities and Colleges I	Institutions awarding at least 40 masters/year in 3 or more disciplines
Master's (Comprehensive) Universities and Colleges II	Institutions awarding at least 20 masters/year in one or more disciplines
Baccalaureate (Liberal Arts) Colleges I	Primarily undergraduate colleges. Selective admissions and awarded 40% or more of their bachelor's degrees in liberal arts fields
Baccalaureate (Liberal Arts) Colleges II	Primarily undergraduate colleges. Less selective admissions and awarded less than 40% of their bachelor's degrees in liberal arts fields
Associates of Arts Colleges	Offering associate of arts degrees
Professional Schools and Specialized Institutions	Theological seminaries Free standing health profession schools Separate schools of engineering and technology Schools of business management Independent schools of art, music, design or law Teachers' colleges Other institutions that do not fit any other classification category

classify types of institutions, and each category has its own goals and purpose. The table 1 is the classification of AAUP, and the table 2 is the classification of CFAT. Thus, professors' roles differ on every level, and there will not be any single job description for professors' positions in colleges. Consequently, it became impossible to define what higher education is, and also impossible to establish one single goal or a

common purpose of higher education. In some cases higher education is to educate and train in academics as was historically done, and/or some other cases higher education is training for professional occupational skills, such as nursing, teaching, accounting and/or social work.

Another approach is to make universities as universal access institutions. Karabell (1998) explained that American higher education is approaching a point where it is as universal as grade school. When people try to imagine college students, several stereotypical characters come to mind. They are about 20 years old, living in dormitories, fraternity or sorority housings, athletic, and studying as full time students. This description is true in elite Ivy League schools, but higher education is becoming mass education and in the process is being radically democratized. Almost two-third of high school graduates now go to college, fifty-five percent of them are woman, many of them attending part-time, and many of them "mature" students in their thirties and forties (Karabell, 1998). Thus, college is no longer owned by academics, but society at large.

### (3) Japanese systems and social work education

The current higher education system was introduced after the Second World War. There had been a modern higher education system since the University of Tokyo was established in 1877, but the General Head Quarter (GHQ) reformed the system, thus an external force did the biggest reform, and the fact made difficult to reform by Japanese own system in future.

The reform was not only in the field of education but also many areas of Japanese society. After the GHQ's occupation, Japan experienced dramatic recovery and growth in many aspects, such as economy, culture, medicine, engineering and/or education for 50 years. This was also the Golden Age of Japanese higher education. The numbers of children increased and the pursuit of higher education also increased. The peak of this Golden Age was in the 1990s, and following are the characteristics of higher education in Japan (Yamamoto, Fujitsuka & Hokda-Okitsu, 2000).

1. Most higher education institutions are private, and they expanded into the field of social sciences.
2. Those private universities are very diverse in size, prestige, history and quality.
3. Companies that employ new university graduates do not typically expect them to have acquired specialized vocational skills.
4. Geographical gap in educational opportunities is large.
5. Enrollment of graduate school is very small.

There are several reasons that made these characteristics of Japanese higher educations. Private educational foundations established higher education institutions to meet the needs of growing numbers of young people who pursue college education. Social science related departments were easier for those foundations to establish. Because life long employment planning and on going on site job training made it possible for Japanese companies to employ new graduates without specific skills, many students didn't recognize the necessity of pursuing a graduate degree. Students have not

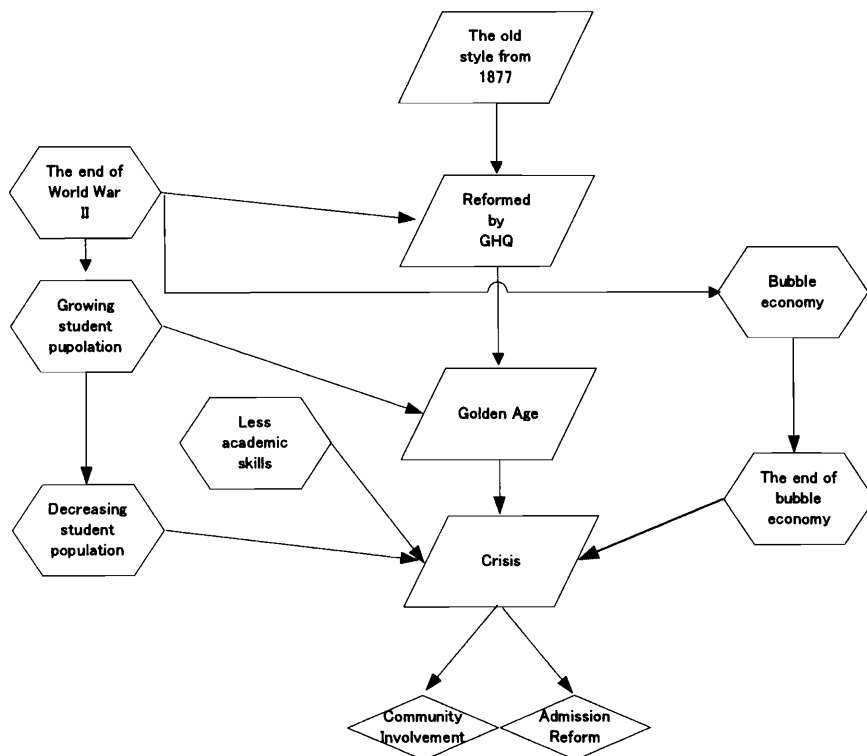


Figure 2 Reform movement of the Japanese higher education

been serious about studying, and universities have been called leisure lands, however this situation was ended at the end of the bubble economy.

After the bubble economy burst in the late 1990s, the situation changed dramatically. Life-long employment was no longer expected, and companies could not afford to train in basic vocational skills. The end of Japanese higher education's Golden Age was not because of only these economic related changes, but also the life stages of people have changed over time. The average age of marriage is older than the past, and couples have been having fewer children, and more people began choosing not to marry. More women have professional careers, and more people pursue graduate studies. Higher education institutions are now facing those changes.

Many universities have attempted to change admissions, its education and its relationship to the community. First, entrance examinations have been identified as an unhealthy system screening new high school graduates and even harmful to the whole Japanese education system. The purpose of high school education was to prepare students for the college entrance examination, and memorizing test items was a main character of this education. Many universities have created new admission systems including interviews, writing essays and/or an evaluation of extracurricular activities. More universities have admitted non-traditional students and transfer students. Secondly, education curriculum includes more participatory classes such as seminar classes and practicum works, and less lecture courses. To increase critical thinking skills, debate

skills and/or creative skills, small participatory classes are more effective, and companies have asked universities to educate students in those skills. Finally, universities should not be called "ivory towers". Research should be done with and within the community and/or companies as much as possible, and knowledge from academics should be available to the community at large.

In social work education, the Ministry of Health, Welfare and Labor introduced a new social work curriculum in 1999, and it emphasizes case studies in several course works. It had strong impact on many social work schools because many professors had not been trained to provide case based teaching. In addition, students are not used to participating in their learning. The ways they were used to be were the traditional lecturing style, and they were passive in their learning. Many professors want to obtain some explanations about case based education in this field, and I will discuss this issue in next chapter.

### **3. Case based education**

"If I only knew how to analyze the case...The class seemed to go far beyond my own analysis, and in directions I never saw. I feel frustrated. I was unable to contribute very much to the discussion. While I feel I am learning from my classmates, I believe I should be contributing and learning more." This quote was written by an anonymous student in the book, *the art of case analysis* (Ronstadt, 1992). Many Japanese students who are in case based education classes may feel the same way, because Japanese higher education delivery systems used mostly lectures to teach theories, methods and/or knowledge. The ability to analyze cases encompasses the ability to learn by him/herself, case based learning is not favorable for Japanese students who are so used to learning passively.

The Ministry of Health, Welfare and Labor developed new curriculums for social work education after the announcement of the reform of the social welfare fundamental systems report. Case based education was recommended for the introductory course and the social work seminar course. The two courses are very important within the curriculum, and the assumption is that case based education will increase the degree of understanding of introductory social work and will contribute to the seminar course, because the latter naturally requires students' participation.

In the field of social work at large, case based techniques have not been utilized as a teaching method, rather as a method of social work research. Nemoto (2000) pointed out that the case method has three meanings; case method for teaching/training, case study for assessment/planning and case study for research, however case method for teaching/training has been used neither widely nor effectively, especially in higher education for social workers. The Ministry of Education, Science, Culture and Sports explained in the report from the Central Educational Council that education at the undergraduate level is not for professional training but for life-long-learning skills. If it is true that case based education is effective in empowering life-long-learning, it is essential to utilize cases for social work education.

In this section, case based education will be briefly examined, and then its



effective use for social work education will be considered. In this report, most case based education information is from Harvard Business School's case method model unless specifies otherwise, and it will cover the incident process method and the grounded theory.

#### (1) History of case method at Harvard: A summary of the history section of teaching with cases at the Harvard Business School

The history of Harvard's case method started in 1908 when the business school was established. In 1908 only 5% of the nation's 18-to 21-year-old age group enrolled in colleges and fewer than 4,000 master's degrees were awarded by the entire education system in 1909-1910 in the United States. Pioneering efforts included the undergraduate program of the Wharton School of Commerce and Finance, established in 1891, and the undergraduate and graduate programs of Amos Tuck School of Administration and Finance, established in 1900. There were not enough higher education systems for business administration in 1908. President Eliot's decision to establish the business school was ahead of its time.

The early curriculum was a potpourri of courses, some borrowed from other departments of the University, others specifically constructed for the new venture. The faculty seemed to agree on only one point: that business administration was not the study of applied economics. Apart from this negative definition, they were less articulate about just what business administration was.

Unable to define their field of study or logic for curriculum design, the faculty was paradoxically precise in its statement of educational purpose, proposing "to give each individual student a practical and professional training suitable to the particular business he plans to enter". The key words, practical and professional, remain central to the Business School's mission. Dean Gay was clearly determined to achieve that objective with an emphasis on a pedagogy that linked the classroom to the actualities of business and engaged the MBA student in a practice-oriented, problem-solving instructional mode. He encouraged the faculty to explore not only what they taught but how they taught, a tradition that persists to this day, and this pedagogy suits the Business School's mission of training men and women not only to know, but to act. The case method of business training is deemed the best preparation for business life. The discussion of issues by the banker, the manufacturer, the merchant and/or the transporter discerns the essential elements in a situation and applies to them the principles of organization and trade. Those people's most important work consists of solving problems and for this he must have the faculty of rapid analysis and synthesis.

The case method also meets a faculty's teaching and research needs. The development of new field cases links instructors to the world of practice. It encourages them to be in touch with their professional counterparts, maintaining a dialogue that explores current problems and anticipates future issues. Clinical fieldwork provides a faculty with rich data from which to extract new hypotheses' and modify current working generalizations.

#### (2) Fundamentals of case based education

Because case based education is a teaching method, it holds several

fundamentals. The following are the essentials from Harvard's case method. (A summary of the basic pedagogical element of the teaching with cases at the Harvard Business School)

1. The primacy of situational analysis.

Analyzing a specific situation forces the student to deal with the "as is", not the "might be". He or she must confront the intractability of reality: an absence of needed information, the ever-present conflict of objectives, and the imbalance between needs and resources. The goal of the case discussion is to help students develop the capacity to deal with the specific situation, not to deliver commentaries on the general situation.

2. The imperative of relating analysis and action.

The traditional academic accomplishment has been to know; the practitioner's necessity has been to act. The case method of instruction seeks to combine these two activities.

3. The necessity of student involvement

The active intellectual and emotional involvement of the student is a hallmark of case teaching. This involvement offers the most dramatic visible contrast in a stereotypical lecture class.

4. A nontraditional instructor role.

A teacher thoroughly experienced in traditional methodologies may well find case teaching difficult to understand. The instructor's role in this kind of learning process differs in several respects from traditional practice. First, the task is not so much to teach students as to encourage learning. Second, the teacher must be willing to forgo the role and status of center stage, intellectually superior authority figure. Third, the instructor must be both a teacher and a practitioner.

5. A balance of substantive and process teaching objectives: the development from an administrative point of view.

When case based education was successfully delivered, it produces a manager who are grounded in theory and abstract knowledge and, more important, he/she can apply those elements.

(3) Issues of case based education

Although case based education is an effective educational method as described above, several issues still remain. As Harvard provided business management education through the case method at the graduate level, that case method also required a certain level of appropriate knowledge in the particular area of study. Thus it may not be appropriate for undergraduate level education. Iwama (2000) explained the incident process method was introduced to compensate for Harvard's case method that the discussion tends to be abstract. The followings are the issues around case based education in social work education.

1. Knowledge of case based education

Most social work educators have experienced case studies in their professional activities by either providing cases or learning from cases. However, the educational use of cases for social work has not been well understood. Japanese Association for Social Work Education and/or social work related academic societies should plan and offer

educational seminars for case based educational methods.

## 2. Students' participation

Case based education requires active students' participation, however it has been quite long since people started to concern the academic knowledge of college students have declined. In addition, some students don't show up unless the teacher conducts roll calls, or even if they come to class, some of them sleep, talk and/or send e-mail via cell phones. It is questionable whether to provide case based education under these circumstances. It may be more appropriate to provide case based education at the graduate level education.

## 3. Lack of cases for educational purpose

It is necessary to have enough cases for social work education use, however there are not enough casebooks available especially for educational purposes. At Harvard Business School, there were 20 MBAs to write up cases for education. Case preparation consideration that includes appropriate topics for particular social work educational goals is critical.

## 4. Evaluation of case based education

The evaluation of case based education is not easy. The purpose of case based education includes increasing the ability to think logically and critically, solving problems, developing leadership skills and/or increasing effective communication. It is possible to test how much knowledge was acquired when the knowledge transmission was the goal within education, however the educational purpose of case based education is often qualitative, thus it is essential to establish some alternative way to evaluate this type of education.

## 4. Application models of case based education

In this section, three case based education application models will be briefly explained. The first model is from the incident process method, and the second model is from Harvard's case method, the last model is the application of grounded theory.

### (1) Incident process method

Pigors at MIT created incident process method in 1950 (Pigors, 1980). This method is the most popular case study method in Japan. He visited Japan, and provided seminar courses to use this method in business fields, and it spread outside of the fields including social work.

#### 1. Start with an incident

Incident process method starts with an incident. Teachers provide a case by showing videotapes, by written materials or by role-playing the incident. The goal is for students to make a case of their own, not with others. Questions will be based on what kind of information they should gather to decide the actions they will take first.

#### 2. Gathering information to the end of the incident

The goal of the second process is to gather and organize information chronologically for decision making later. Working together on this project makes information gathering multi-dimensional; however, it can also create chaos. (Although from a systems thinking perspectives, chaos is a necessary step in creating new order.)

Noticing this kind of complication is also a goal of the second process.

### 3. Deciding problems to solve

Students prioritize the problems according to the information that was gathered during the second process. Then decide which problem they should solve first.

### 4. Decision-making and the reasoning

Students will work on the three steps. The first step is to make the best plan and choose the best technique to attack the issue, and the second step is to discuss why their ideas are the best, and the final step of this process is to plan how to effectively present their ideas. At this point, students may feel they have studied and discussed enough, thus they may want to stop learning from the particular case.

### 5. Reflection

The goal of the final process is to generalize what they learned from the case. Common sense, background, positive factors and/or their position on long term plans from within this case are the categories they may discuss.

## (2) Harvard's case method

Harvard's case method is the most difficult among three methods to explain, because there is no the case method. Methods vary according to the purpose of the course or the topic, thus the following process is only an example.

### 1. Preparation of case

Students analyze and discuss, according to professional standards, the written materials about a particular professional situation. For example, for business education, written information of a business situation will be used, and for social work education, written information of a social work situation will be used. Often times, cases are written through one person's perspective, thus the discussion might become subjective as Iwama pointed out before. However, a case should include information of the agency and the client and/or general background of community for students to start out. It may include the particular situation that a social worker made a decision. In other case, there is an obvious need to be solved, but the social worker has not recognized yet.

### 2. Learning from case

In Harvard's case method, the first goal of learning is to acknowledge what the problem is, and the next step is to determine what makes up the problem or what causes the problem. When the students do not have that particular knowledge, the need to study emerges, and the need may include broader areas of the study and/or methodologies of the study. The positive point of Harvard's method is to raise questions within students naturally. Students also begin to gain a realization of the complicated nature of these situations, in which human personality, motivation, and group behavior are essential determinants.

A major problem that confronts the student in each case is the extent to which he can derive generalizations of greater usefulness than mere solution of the current problem (Waller Carson, 1954). There are cases which he can derive generalizations and can not derive generalizations. The limitation of Harvard's method is that it doesn't teach students how to derive generalizations, namely there is not a methodology to making generalizations, however if the purpose of the method is to teach rather to

research, it shouldn't be criticized. More importantly, through learning from cases, students should gain the ability to determine which cases are possible to generalize, and which cases are impossible.

### (3) The educational use of grounded theory

Similar to other research methodologies, grounded theory has stages. The typical stages of research include introduction, related literature reviews, methods, results, and discussions, and these stages flow straight in order. In grounded theory, the process includes preparation, data collection, analysis, memoing, theoretical outline, sorting, and writing, and these processes flow spirally according to what emerges. First, I will review the process of grounded theory, and will consider the educational application of grounded theory.

#### 1. Process of grounded theory

The first stage of grounded theory is preparing a general topic. Usually research starts with a research question, but in grounded theory study, the first stage is just preparing a general topic, because it minimizes preconception. Other research methodologies require reviewing related literature at this point, but grounded theory do not review literature preliminary. As literature reviews increase preconception, the researcher will use pre-determined theory from the literature reviews as a pet theory. Literature reviews will be used for a different purpose in grounded theory.

The second stage of grounded theory is theoretical sampling. Theoretical sampling is the process of data collection for generating theory whereby the analyst jointly collects, codes, and analyzes data and decides what data to collect next and where to find it, in order to develop his theory as it emerges (Glaser, 1978). The general procedure of theoretical sampling is to elicit codes from raw data from the start of data collection through constant comparative analysis as the data pours in. The codes are used to direct continued data collection, from which the codes are further theoretically developed with respect to their various properties and their connection with the other codes until saturated. Theoretical sampling on any code ceases when it is saturated, elaborated and integrated into the emerging theory (Glaser, 1978). Usually the researcher conducts an intensive one to one and a half hour-long interview, and analyzes the context by coding.

While the researcher was collecting data, he had started analyzing it already, leading into the third stage of grounded theory, is called constant comparative analysis. First the researcher compares an incident to another incident, next he compares the incident to a concept, then he compares the concept to another concept. To do this, the researcher codes the data. The first step of coding is open coding, that is, the researcher asks three questions as follows.

Q1. What is this data a study of?

Q2. What category of does this incident indicate?

Q3. What is actually happening in the data?

Hopefully, while doing open coding, the research can find the variable which possibly the core variable will be. The core variable is constantly emerging and is related to everything; thus it fits, is relevant, and works. Then he will code related to the

core variable; that is called selective coding.

The forth stage of grounded theory is memoing. Memos are the theorizing write-up of ideas about codes and their relationships as they strike the analyst while coding (Glaser, 1978). In the beginning of the study, the principal source of memos is the constant comparative process, comparing indicator to indicator, then indicator to concept (Glaser, 1978). After this, sources will increase as the study moves until it saturates. Without memos, there are no theoretical ideas to sort, and density with integrative richness and to write up (Glaser, 1978).

In the final stage of grounded theory study, writing is a "write up" of piles of ideas from theoretical sorting (Glaser, 1978). It includes an introductory chapter with the general problem, methodology, and the outline of the coming substantive theory. Then each chapter or section discusses the core valuables and categories related to the core valuable.

## 2. Educational application of grounded theory

As described above, grounded theory is the process of discovering substantive theory from theoretically sampled data. Thus, the educational application of grounded theory is the training of deriving generalizations from case. In grounded theory, everything is data, thus cases prepared by teachers may include a script of an interview, videotapes, pictures and/or a recorded interview. As a matter of fact, when attending a workshop of grounded theory, participants learn the process, as explained above, through a script of a one hour long interview. When conducting research by grounded theory, the researcher must determine the level of emerged codes, but in the educational setting, teachers can write up all codes emerged by participants, then they can group the codes and/or discuss the conceptual level. By conducting these activities as a group, students can learn broader, multi-dimensional and multi-level concepts of cases. Like this type of constant comparing analysis, it is to train students to state something from a case, or derive generalization, and it also displays the process of the method.

### (4) Choosing the method for case based education

Each case based educational method has different characters, and the method should be chosen according to the educational level, purpose and/or participants. When providing it in undergraduate education, incident process method should be used at first. For example, when students try to image the social work process and facilitation techniques before entering a social work internship, learning from the incident process method will be more effective.

After students have completing the social work internship, Harvard's case method may be the most effective. When they try to raise research questions toward their undergraduate thesis option, the decision making process of the social worker or administrator of their internship experience should be reviewed. The process of decision making, necessary techniques, displayed values were experienced throughout the internship, and Harvard's method triggers the raising questions naturally. Incident process methods are also effective in reviewing what they learned at this level.

Since Harvard's method was developed at the graduate level, it is best to use it at the graduate school. When I took a facilitation technique class in the first year of

graduate school, the instructor said that MBAs learn from high quality case, and it makes them more valuable than others who work in the field for two years. Then she continued saying that she will provide high quality cases for the course so that we can facilitate clients better than those who are in the clinical setting for two years. As she said, many cases were used through out the course. She presented cases using both the incident process method and Harvard's method according to the purpose.

When expecting generalization from case to theory inductively, grounded theory should be used. Generalization is usually a project at the doctoral level, because social science methodologies should be understood when conceptualizing facts or finding the true meanings of the facts.

It is important to choose the appropriate case based education method. Teachers should choose one based on to whom it will be delivered and what they want to teach through the case. Teachers' abilities to choose a method are as critical as knowing these methods in the case based education.

## **5. The effect of case based education on social work education**

### (1) Establishment of the methodological foundation of social work

The situation of social work education and research in Japan is similar to the situation that Harvard established in its business school. The curriculum of Harvard Business School 90 years ago was made up with new courses and coursed from other schools. The social work departments of Japanese universities consists of professors from sociology, psychology, law and/or education, and varying theories are applied from those disciplines. Furukawa pointed out that much social work research was done by the application of the newest concepts from within these disciplines, which may not necessarily the lead to the development of social work research. Satomi pointed out that many social work researchers in the field of social work techniques or methods have been educated in social work from the undergraduate level. Thus, the accumulation of case based education and case studies will support the social work fields just like the business administration did at Harvard, because both of them are founded in professional education, not liberal arts education.

### (2) The effect of case based education on higher education

The Ministry of Education, Culture, Sports, Science and Technology explained that the purpose of education at the undergraduate level is to develop self-educating skills for life-long-learning stated in the report from the Central Educational Council. It should include the ability to adapt to changes, to anticipate future problems, and to make decisions from broader perspectives. It also emphasis on the training of the ability for life-long-learning. With this perspective, traditional lecturing education has not been successful, and case based education may be more effective. An educational method in higher education hasn't developed in Japan, and case based education in social work may become the pioneer of Japanese higher education.

## References

- Ben-David, J. (1977). *Centers of learning: Britain, France, Germany, United States*. New York: McGraw-Hill.
- Glaser, B.G. (1978). *Theoretical sensitivity*. Mill Valley, CA: The Sociology Press.
- Iwama, N. (2000). *Enjowo takameru jireikenkyuu no houhou* [Case study method to increase social work ability]. Kyoto, Japan: Minerva.
- Karabell, Z. (1998). *What's college for? The struggle to define American higher education*. New York: Basic Books.
- Lucas, C.J. (1996). *Crisis in the academy: Rethinking higher education in America*. New York: St. Martin's Griffin.
- Ministry of Health, Welfare and Labor (1999). *Shakaifukushishiyouseishisetudou ni okeru jugyokamoku no mokuhyou oyobi naiyou no kaisei ni tsuite* [Changing curriculum for social work education]. Ministry of Health, Welfare and Labor. (Shaen No. 2667)
- Nemoto, H. (2000). *Case study methods in social work research. Studies on social work*. 26 (1) 11-18.
- Kan, S. (Trans.). (1981). *Inshident purosesu jireikenkyuuhou* [Pigors, P. & Pigors, F. (1980). The Pigors incident process of case study. Educational Technology Publications Inc.]. Tokyo: Sanno Daigaku Publications.
- Rojstaczer, S. (1999). *Gone for good: Tales of university life after the golden age*. New York: Oxford.
- Ronstadt, R. (1992). *The art of case analysis: A guide to the diagnosis of business situations* (2nd ed.). Dover, MA: Lord Publishing, Inc.
- Sagor, R. (1993). *How to conduct collaborative action research*. Alexandria, VA. Association for supervision and curriculum development.
- Senge, P. (1990). *The fifth discipline: The art & practice of the learning organization*. NY: Doubleday-Currency.
- Senge, P., Cambren-MaCabe, N., Lucas, T., Smith, B., Dutton, J. & Kleiner, A. (2000). *Schools that learn: A fifth disciplines fieldbook for educators, presents, and everyone who cares about education*. NY: Doubleday-Currency.
- Waller Carson, W. Jr. (1954). Development of a student under the case method. In McNair, M.P. (ed.), *The case method at the Harvard Business School* (pp82-86). New York: McGraw-Hill.
- Wheatley, M. J. (1999). *Leadership and the new Science: Discovering order in a chaotic world* (2nd ed.). Berkeley, CA: Berrett-Koehler.
- Yamamoto, S., Fujitsuka, T. & Honda-Okitsu Y. (2000). From traditional higher education to lifelong learning: Changes in higher education in Japan. In Schuetze, H.G. & Slowey, M. (eds.), *Higher education and lifelong learners: International perspectives on change* (pp195-216). New York, RoutledgeFalmer.