



## Step-by-step methodology for CEEDA case study development

Outlined below are the key steps in the case study development process, which typically takes 4–5 weeks in all. The major data-gathering tool is one-to-one semi-structured interviews with multiple stakeholders to the activity and engineering education programs, as outlined in Step 4.

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| <b>Step 1</b> | <p><b>Permission to proceed with case study</b></p> <p>An invitation is submitted to the institution/school in question, seeking permission to proceed with the case study.</p>   |
| <b>Step 2</b> | <p><b>Identify case study focus and distinctive features</b></p> <p><u>For case studies taken from institutions identified in the 2018 MIT report:</u> the project lead will work with the university to identify a suitable institutional course/activity that both exemplifies institutional best in remote collaborative engineering learning and offers insight into how key challenges facing academics teaching in this mode might be overcome.</p> <p><u>For case studies identified by thought-leaders:</u> particular courses/activities repeatedly identified by thought leaders as exemplifying global best practice remote collaborative engineering learning – from anywhere in the world – will form the second set of case studies.</p> <p>One individual at each university in question will be identified as a key contact point for the case study, who will take the lead in providing information and identifying interviewees.</p> |
| <b>Step 3</b> | <p><b>Provide background information on the case study activity/system</b></p> <p>The university contact point will provide any readily-available material that would help to compile key case study components. For example, information may be provided on the:</p> <ul style="list-style-type: none"> <li>• schedule/structure of the activity (e.g. course plan or brief given to students);</li> <li>• the student cohort size and broad profile (e.g. their year groups and disciplines);</li> <li>• deliverables required from students and assessment protocols adopted;</li> <li>• technology/equipment used to support the remote/online learning;</li> <li>• nature/size of the teaching team that designed and delivered the activity.</li> </ul> <p>Any readily-available video footage suitable for inclusion in the case study video, as a complement to interview feedback, should also be supplied (with permission for its use).</p>  |
| <b>Step 4</b> | <p><b>First ‘wave’ of one-to-one interviews, held with consultant</b></p> <p>The project lead will hold initial discussions with the leader/s of the activity/course, which will focus on its design and delivery; outcomes will be used to identify the key themes for the case study as well as priority individuals for interview. Informal interviews will then be held with 5–10 additional individuals, including student participants and other key stakeholders (such as external collaborators, university/school leaders and teaching assistants). Outcomes will be used to document the case study, identify key opportunities, challenges and lessons learnt and identify the ‘story board’ for the video.</p>  |
| <b>Step 5</b> | <p><b>Second ‘wave’ of one-to-one interviews for production of short videos</b></p> <p>The video producer for the project will hold short follow-up interviews with 4-8 key stakeholders. Two short (3-4 minute) video will be produced, one to showcase the focus and distinctive features of the case study, and one to highlight the current and future institutional approach in engineering education.</p>   |
| <b>Step 6</b> | <p><b>Review of draft case study and case study launch</b></p> <p>The draft case study and rough-cut video will be supplied to the university contact point to review and identify any inaccuracies or omissions to be rectified prior to release.</p>  |