Can Cases Replace Textbooks?

What would be required of the cases, would they require changes?

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Abstract

Case studies undeniably have great educational merits and provide real-world insight in a way that many textbooks do not, but can cases replace textbooks in the context of education? This literature review set out to answer this question and to determine in what ways case studies would have to change in order to be able to replace textbooks. Multiple sources, primarily existing case studies, were studied in order to determine what qualities of textbooks make them suitable for education and how these are reflected by case studies, and how well some case studies hold up to the standards of textbooks established. Several case studies were briefly reviewed with these criteria in mind, and the conclusion was drawn that while case studies certainly do have great educational significance and they do have their place in the classroom or lecture hall, as they are now they should not replace textbooks. It was concluded that despite their many strengths case studies need to put greater focus on teaching empirical theory as well as its practical applications in order to replace textbooks, but they should certainly continue to be used as literature in higher education.

Keyword: case study, textbook, education, pedagogics

Introduction

In higher education the primary sources of knowledge for students are the Professors and other lecturers of Universities and their combined expertise and knowledge, and of course also the literature itself. Literature in itself is a quite broad term, applying to everything from stories for children to accounts of historical events to research papers, but the form of literature that the typical university student is most familiar with is perhaps the textbook. Much like the term literature, the term textbook is also a broad one, applying to any imaginable field of study and with great variation in style and format. The common features of textbooks are generally that they are non-fictitious, instructive and that they describe a particular field, event or other subject which is covered in varying degrees of detail. The purpose of textbooks is to, as has been hinted, to relay knowledge of its contents to its readers, and textbooks are generally produced with education as their intended applications. But whereas textbooks tend to be broad in terms of their scope, an alternative form of literature that delves into even greater detail than the average textbook with a narrower scope is the Case Study.

The case study is a research method that can make use of both qualitative and quantitative data (Yin, 1981) and which aims to examine a particular phenomenon, or case, in great detail
through empirical analysis in order to gain a deeper understanding of said case or phenomenon (Cope, 2015; Harland, 2014; Stake, 1995). A case study offers a level of depth, detail and complexity not found in a typical textbook but at the sacrifice of the broader scope and variety of information found in most textbooks. In short, the case study be defined as “empirical inquiries of single cases that are contextually unique and usually address a problem or an intervention of interest to the researcher’s professional practice” (Harland, 2014). The academic purpose of the case study is twofold, being in part purely educational with the role of providing students and professionals alike with rich, in-depth knowledge of the particular subject matter (Harland, 2014); or alternatively, under the right circumstances a case study can lead to advancements and the development of new theory and understanding within a field. One example of such a case study is the case of H.M., or Henry Molaison, whose unique case of anterograde amnesia caused by surgical removal of parts of the hippocampus, amygdala and temporal lobe helped researchers gain significant understanding of connection between brain function and memory, and more specifically on the role of the hippocampus in the relay of short term semantic memory (Gross, 2010).

It is evident that the case study has academic merit and therefore it has its place in higher education as well as in academic research, but could the role of the case study in education be expanded beyond its current applications? Currently case studies are used in conjunction with textbooks in education in addition to other forms of literature, but does the case study have the potential to fully replace textbooks in the context of higher education? Some potential detriments of textbooks are the tendency to focus primarily on theory rather than real world examples and applications and an overall lack of real world context, but these drawbacks can be and are often resolved by the addition of case studies within textbooks. Taking all of this into consideration, the question that this literature review poses is this:

*Can cases replace textbooks, and what would be required of cases?*

What will follow in this review is an in-depth comparative review of research and other trustworthy sources regarding both textbooks and case studies, taking into specific consideration the aspects of textbooks that make them suitable for the purpose of academic education and how these can be reflected in cases, and how, if at all, cases will need to be adapted in terms of structure and contents in order to be fit for that purpose.

**Literature Review**

**Defining the business case study**

While it was briefly mentioned earlier, the definition of the case study is often unclear, to such an extent that some argue that there is no consensus definition of the case study, rather the definition differs between disciplines (Solberg Søilen & Huber, 2006). But within the field of business the case study is defined as a scientific method by some, while regarded as unscientific by others, and the method itself is defined as the study of a specific case at a specific point in time with the distinct goal of reaching some sort of decision, and within the field of business the most common subjects of case studies are organisations of varying sizes and dispositions (Solberg Søilen & Huber, 2006). The case study is according to Solberg and Huber (2006) a pedagogic tool intended to provide rich background material for discussion of a practical problem. Within business case studies are often used when investigating socially complex issues and phenomena, which is why it is difficult if not impossible to reach a definitive correct solution to the problem area investigated (Solberg Søilen & Huber, 2006). The use of case studies is considered acceptable by most when there is a lack of empirical theory regarding a subject, or when there is an excess of theory (Solberg Søilen & Huber,
2006). The advantages of the case study as a method are largely of pedagogical benefit due to their ability to give relevant real-world examples, and as such they are often used as a supplement to textbooks; in fact, more and more textbooks are making use of small snippets of real-world examples or whole case studies in addition to any theory (Solberg Søilen & Huber, 2006). While the case study as a method is commonly used in business and other social sciences, the origin of the case study as a scientific method is the study of the natural and medicinal sciences, but since its dawn the case study has evolved and adapted to be used in various fields (Solberg Søilen & Huber, 2006). As aforementioned the definitions of the case study varies between disciplines, and within the field of business the focus of the case study is a specific organisation, and within this organisation key figures are often described and interviewed by the authors of the case study, and any other organisations considered are often competitors and/or suppliers, but rarely are individuals in these other organisations named or described in any great detail (Solberg Søilen & Huber, 2006). In order to determine whether or not case studies could replace textbooks in higher education some clear idea of the pedagogical merits of the case study method. Pedagogics simply refer to the art and practice of education with the goal of developing and implementing better and more effective methods of attaining knowledge. Case studies are highly suitable for open discussion thanks to their real-world connections and the recognition of large and well-known companies. Previous research of existing literature has found that the use of case study methodology in education can bridge the gap between theoretical education and actual practice and can aid in the improvement of higher cognitive skills (Sankar, Varma & Raju, 2008). Case studies can be used to deepen specific aspects of learning by allowing students to engage in class while also helping to develop critical evaluation skills (Mondéjar-Jiménez, Cordente-Rodríguez, Gómez-Borja, Andrés Martínez & Gázquez-Abad 2010).

While case studies have their place in education as shown by Sankar et al (2008), the textbook also serves an important role in higher education, as was shown by Nicholas, Rowlands and Jamali (2010), who in their case study made use of both primary and secondary sources of data. 5000 questionnaires were issued to both students and staff at various universities and various secondary sources were also used. Nicholas et al (2008) found that e-textbooks were immensely popular and widely used by students, particularly when it came to obtaining snippets of information and fact finding. E-textbooks, in most cases, are identical to their print counterparts in terms of actual content, although it is not uncommon for these digital editions to include additional content not found in printed media. As such, e-textbooks should be considered to be equivalent to printed textbooks in the context of higher education, especially since digital media is still becoming more and more relevant. While students seem willing to embrace the digital textbook with open arms their professors and other faculty seem to be more sceptical towards e-textbooks according to Brown (2013) whose study found that a majority of teaching faculty surveyed preferred printed textbooks over their digital counterparts.

**What makes a Good Case Study?**

In order to determine whether or not cases could replace textbooks some insight into what makes a good case study is required. Because case studies as a method are somewhat vague in their definitions there is also some vagueness in determining what makes a case study good. Beckisheva, Gasparyan and Kovalenko (2014) argue that a good case study should be a vehicle for bringing in a portion of reality into the classroom to be worked over by students and instructors alike. A good case keeps the discussion grounded to the stubborn facts that must be faced in real life situation and they should bridge the gap between theory and practice and also that between the academy and the workplace (Beckisheva et al, 2014).
Similarly, Harland (2014) argues that a quality case study must bring the reader as close as possible to the experience described, meaning that he stresses the importance of real-world examples in case studies and that their most important role is to bridge the gap between theory and practice. A good case study, like any empirical research of quality, should be persuasive, but unfortunately the authors of case studies often cannot refer to levels of certainty or similar measures to persuade readers that their research is valid, and as such they must often achieve persuasion through other means. Siggelkow (2007) argues that one reason for the lack of persuasiveness in case studies are the relatively small samples that are often used, but Siggelkow (2007) also posits that in many circumstances a single highly representative sample such as a specific company or even individual can be just as persuasive given that the subjects of case studies are often unique in some aspect and as such a larger sample may be impossible. Siggelkow (2007) also refers to another common criticism of case studies which is that they are often not representative and that the samples are biased. In response to this Siggelkow (2007) argues that a case study’s sample need not necessarily be representative of a larger population, since after all the subject is often unique and as such it would be difficult if not impossible to increase the sample, and the objective of a case study is often to examine a particular existing phenomenon and that the goal is not to make the research representative. However, Siggelkow (2007) also states that due to this fact it is even more important for researchers to determine whether or not they wish to conduct representative research before selecting a subject and sample for case studies; and he also argues that researchers should take extreme care in the conclusions that they draw while keeping in mind any limitations in the sample and being cautious about generalization. But a case study cannot stand on descriptive feet alone, rather Siggelkow (2007) argues that a persuasive case has to offer some conceptual insight. His argument is that grand theoretical claims in case studies should be matched with a greater degree of free-standing theory: in other words, a reader should be able to solely read only the conceptual part of a case paper and still grasp the internal logic of the conceptual argument. A good case study thus, is one that effectively manages to illustrate a real-world situation while providing practical application of theory in a persuasive manner. But are these criteria of quality enough to determine whether or not cases can replace textbooks? In order to say for certain some idea of what represents quality in a textbook is necessary in order to see if there is sufficient overlap to allow cases to fully replace textbooks.

**What Makes a Good Textbook?**

As is the case with cases, there is no real consensus of what constitutes quality in a textbook, but it is still possible to establish some common indicators of quality in textbooks. Ansari and Babaii (2002) established a framework of criteria of textbook quality, stating that a good textbook should contain, among other factors, a statement of purpose, selection and rationale behind selection of contents and it should be able to satisfy the syllabus of any course it is used in. For the instructor a good textbook should be able to serve as a guide to the subject and provide them with a general outline of what should be taught, and for the students a good textbook should be structured to relay information piecemeal, unit by unit in an orderly way to aid with processing of the information and to prevent information overload (Ansari & Babaii, 2002). The structure of textbooks is important for students and it should be constructed as to aid learning and understanding by giving students opportunities to test and revise what they have learned, and at the same time it is important to keep the reader engaged in order to promote reading further, which can be achieved through use of appealing an informative graphics and through creative writing (Ansari & Babaii, 2002). Readability is also an important factor of textbook quality, referring both to the difficulty of the language used and the format of the page, and at least in marketing textbooks there is a tendency for
the language used to exceed the average language comprehension of the intended readers, that being students (Shuptrine & Lichentstein, 1985). Badua, Sharifi and Mediavilla (2014) investigated top selling textbooks to attempt to establish some measures of textbook quality. These measures were emphasis, diversity, integration and sequentially. Emphasis was defined as the extent to which a textbook stresses conceptual, or theoretical, and practical aspects (Badua et al, 2014). Diversity refers to diversity of topic coverage; the extent the discussion is spread over a broader range of topics (Badua et al, 2014). Integration refers to the number of chapters discussing a specific topic. Discussion of a topic in multiple chapters may be seen a positive since it provides a more comprehensive and cohesive narrative than texts that treats topics in isolation, and because repetition reinforces student learning (Badua et al, 2014). Lastly, Sequentiality is the proximity of subsequent mentions of a topic in which it was first covered, and sequentiality allows learners to easily review information when it is brought up in relation to the original topic or in relation to related topics. Testing of these criteria on bestselling AIS (Accounting Information Systems) textbooks revealed that the most successful textbooks within the field do indeed have an emphasis on technical and practical aspects, although the emphasis of one particular type of content should be expected to vary greatly between fields. Regarding diversity and integration the results were rather ambiguous, as were the results regarding sequentiality, but the authors reason that this may be due to the fact that many textbooks within the field are based on the bestselling textbooks. Sequentiality and revision however do seem to be indicators of quality in textbooks, as Ansari and Babaii (2002) also found that repetition and revision aid in student learning. While Dabua et al’s study only considered textbooks within one particular, their findings are supported by studies and their measures could be argued to be somewhat universal in their application to textbooks, as the criteria are not specific to the field of accounting information systems. Mukundan, Nimechisalem and Hajimohammadi (2011) also attempted to construct some criteria of textbook quality. The study was conducted with English textbooks in mind, but the authors did establish some general criteria not specific to the given subject. Among these general criteria were that any tasks or exercises should be appealing and interesting, tasks should be arranged in order of simple to more complex to facilitate progressive learning, task objectives should be achievable by most readers in order to avoid lacking motivation due to excessive levels of difficulty, any situational and real-world examples should be up to date and the textbook should cover a sufficient variety of topics (Mukundan et al, 2011). These criteria line up with existing research in that they stress the importance of structure and opportunities for learners to test and apply what knowledge they have gained.

Textbooks are of course not free of criticism either, and one quite significant critique is that textbooks often fail to stimulate the process through which educative experience unfolds in the readers; learners are not engaged due to a lack of heightened sense of lived meaning unfolding in time (Oral, 2012). In their paper, Oral (2012) argues that textbooks in higher education may in fact be more of a hindrance than an aid because they are not conducive to the emergence and flourishing of the educative experiences in which learners should be immersed. Oral (2012) asserts that the immersion of learners into the educative experience is essential in order to facilitate learning, and that what textbooks achieve is merely the transmission of fixed knowledge in the most effective and convenient way without making the effort to engage and stimulate the learner, which can be achieved by allowing learners to actively process knowledge and information and relate it to their own experiences and prior knowledge. Oral (2012) also asserts that rather than this, the goal of education should be sustained engagement with the novel and emergent possibilities of the subject at hand. Oral (2012) posits that capacity for further growth is what the educative experience aims to achieve, and that most textbooks do not manage this.
Based on the previous research studied, there are indeed some measures of textbook quality, and it is quite noticeable that they do not directly overlap with the already established measures of case study quality. To briefly summarise, some marks of a good textbook are the structure, which should promote learning through repetition and revision of topics (Ansari & Babaii, 2002), preferably with topics being brought up again in later chapters after their introduction (Badua et al., 2014); readability is also a mark of quality, since in order for learners to internalize the knowledge of a textbook it needs to be presented in a way which they can understand (Shuptrine & Lichtenstein, 1985), and a good textbook should be able to immerse and engage its readers to induce an educative experience (Oral, 2012). Judging from the frequency with which it was brought up in research the structure of textbooks seems to be a fairly universally recognized indicator of textbook quality.

**Do cases hold up to the standards of textbooks?**

In order to replace textbooks as teaching materials cases need to be able to fulfil the same purpose, in other words, they need to be suitable for education, and therefore some examples of case studies are needed. If case studies are to replace textbooks, then these cases should be structured as to aid learning with opportunities for repetition and revision, they need to be readable and easily understood by students, they should introduce not only relevant theory but also real-world examples in order to demonstrate the application of said theory. In addition, an educative case study should be able to engage and immerse its readers in order to increase attention and interest.

In her case study of Apple Inc. Reder (2009) covers how Apple Inc. controls digital content through technological and legal means, and this particular case study was intended for education. Reder (2009) describes Apple’s introduction of its ubiquitous media player, the Ipod, explaining how its appealing design, simple interface and convenience of downloading lead it to become the benchmark of MP3 players. Reder (2009) goes on to outline how Apple established and maintained control of digital audio content and describes this process with reference to relevant legal text and precedent. Overall, Reder’s (2009) case study provides great detail of a real world example, and the case study is chronologically structured, covering events in the sequence in which they happened, so Reder’s case at least reaches the criteria of having a structure which should aid learning, and it does indeed provide great practical application of theory and law. However, Reder’s case study suffers from the drawback that plagues many cases, and that is the lack of theory compared to the traditional textbook. This case study is written with the assumption that its readers are already familiar with the relevant theory. Lack of theory is not as big an issue in all case studies however, as can be demonstrated by a case study of stakeholder orientation authored by Duesing and White (2013). This case study covers stakeholder orientation of several privately held smaller firms in the United States. Unlike the previous example this case study makes use of sampling techniques and data collection methods highly similar to those used in research methods considered to be more scientific than the case study, such as the experiment. Also unlike Reder’s (2009) Apple Inc. case, this case offers more in the way of theory, explaining the concept of stakeholder orientation with ample reference to prior research within the field (Duesing & White, 2013). However, much like Reder’s case (2009) this case still lacks theory when compared to the amount generally found in textbooks, but unlike the previous example this case study was not written with education in mind, rather the intended purpose was to examine a concept which had already been studied, but doing so in a real-life corporate environment. Being a scientific journal article rather than one intended for education its language is somewhat more complicated than that found in most textbooks, and its structure is also typical for a journal article and as such it is not as conducive to learning as
that of a textbook. A case study of Mercatus Engineering AB is another example of a case with educational application, having been authored as material for discussion (Solberg Søilen & Huber, 2006, p. 45). In this case study the authors briefly outline the company history before going on to describe its team building efforts. This case is well structured, although there is a lack of repetition, which appears to be a common quality of many cases, and due to its intended purpose the language is easily understood. This case is also written in the form of a narrative with inputs from relevant persons in the subject firm, and as such it is appropriate for immersive learning. But much like cases brought up previously there is a lack of empirical theory, and there seems to be an assumption that readers have at least basic knowledge in the field. However, attached to the case is some material for classroom discussion (Solberg Søilen & Huber, 2006, p. 54). This additional material provides excellent background for discussion and as such is an aid to learning as it provides learners with an opportunity to test and revise what they have learnt. Another case study found in the same collection is that of Berglunds Mekaniska AB, a smaller Swedish firm in the metalworking industry (Solberg Søilen & Huber, 2006, p. 59). Much like the previous Mercatus case this case study was prepared as material for discussion rather than for the sake of illustrating any managerial or administrative concepts, and in this case the authors describe how the small metalworking company benefited from external aid from a business consultant. While there is no additional educational material attached to this particular case study the case should still be of significant aid to discussion, and much like the Mercatus case this case is well structured and the language is easily understood. Another case from Solberg and Huber’s collection (2006) treats the Swedish firm Tomva AB and the case briefly describes the firm’s transition from a contract manufacturing company towards also dealing in mechanical industry consulting, and the author’s go on to describe the personal issues of the firm’s founder and CEO, issues which are common among entrepreneurs who attempt to develop and extend their businesses (Solberg Søilen & Huber, 2006, p. 67). As is the standard for cases found in this collection the case meets most of the criteria of case study quality and textbook quality, falling short only in term of lack of opportunity for revision and a relative lack of theory. Yet another case study from the collection is that of the Mould Supply Group, MSG, which covers the establishment of a collaboration between three smaller Swedish firms into the Mould Supply Group in order to match foreign competition, primarily from Baltic and South East Asian countries (Solberg Søilen & Huber, 2006, p. 117). This case illustrates the formation of a cooperation with a rather loose and flexible form with possibilities for other firms to join in the group, and the case presents a fairly unique example of a successful joint effort between smaller firms and as such it is highly appropriate as educational material. Its appropriateness is furthered by its structure and language which can be understood even by laymen. The case study of Nipsoft AB, a Swedish IT firm authored by Solberg and Huber (2006, p. 127) is another example of a case study prepared with discussion in mind, and it details the foundation of the IT firm by the then relatively young Fredrik Larsson and among other topics it covers the issue of newly graduated Engineers, Software designers and other technical professions rarely deciding to venture into entrepreneurship. This case has educational merits very similar to those of the other case studies found in Solberg and Huber’s (2006) collection, as it is chronologically structured, and also because it highlights an example of a relatively young entrepreneur, which is a practical example that is of great potential relevance for students in business as well as in other fields, especially in other fields since it also highlights the need for some degree of business and entrepreneurship studies even in technical fields of study. Nymek AB is another Swedish firm in the mechanical industries which was the subject of a case study, once again authored by Solberg and Huber (2006, p. 135). The firm manufactures mechanical components, and the case study covers the firm’s extensive employee training program with the goal of improving skills and heightening
team spirit and cohesiveness. Like the many other cases in the collection this case includes extensive input from key figures within the company, in this case from the firm’s CEO, which provides insight into the inner workings of the company. Also like the collection’s other cases this case was intended to be material for discussion and it is appropriate for the purpose of education. Its primary drawback is one shared by many case studies, not only those found in the collection, and that is the relative lack of empirical theory.

An example of a case study not conducted with the intent of producing education material is the case study of the marketing of sugary cereal by Harris, LoDolce and Schwartz (2014). This case study sought to assess the extent of the impact of marketing of sugary cereals on children using existing research with the intention of disseminating these findings to parents as well as various regulatory bodies. However, while this case successfully achieves the goal set out by its authors it falls short in terms of its educational merits. Its structure is typical of a journal article and the language used is fairly complicated, to the extent that its readability is decreased. The case study primarily consists of analysis of existing material, as such there is little in the way of theory, but it could also be argued that this particular case study did not set out to contribute to the knowledge base, but rather to evaluate and spread existing knowledge.

Another of Solberg and Huber’s cases, about a Swedish firm within the educational sector, Waltergruppens Skolor AB, is also an example of a case assembled as background material for group discussion (Solberg Søilen & Huber, 2006, p. 151). This case covers the establishment of the firm after the Swedish educational sector was opened up to private operators. The case highlights the CEO’s somewhat unique view on private education, regarding the students as clients and the education as the product offered. The case also covers training in marketing and strategy with the goals of educating school leadership in management, leadership and strategy, and the case goes on to reveal the success of these training programs. The case meets most of the criteria of textbook quality, the primary drawback being the lack of empirical theory, but the case is still highly appropriate for the purpose of education, largely due to the fact that it provides insight into a real-world example of executive and managerial training. Odlarna AB is another of the firms which were the subject of a case study authored by Solberg and Huber (2006, p. 159). This case highlights the firm’s stressing of close relationships with its customers, and since the forest growing firm’s customers are all other businesses this is a sensible strategy. The case provides an example of how a well-organized and well-functioning business strategy can compensate for a firm’s smaller size, and as such it has some significant educational merit. Other than the quite interesting real-world example it provides, the case is well structured, easily understood and due to its narrative style of writing in which the case is laid out much like a story it should be more successful in immersing readers in the learning experience. The case study of the Swedish dental material firm Unident AB is also a case which offers an interesting real-world example (Solberg Søilen & Huber, 2006, p. 167). The case covers Unident’s implementation of a new management system based on both soft and hard measurements with the purpose of evaluating the performance of a company. The implementation proved highly successful, as was evident by the company’s continued growth throughout the early 2000s. The case provides an interesting example of a corporate evaluation and its benefits, and like other cases in the collection it is well structured, it has high readability and its narrative style is conducive to a more immersive learning experience. This case also does contain more theory than most case studies since it describes the Balanced Scoreboard System in detail in order to familiarize readers with the model and its application. The last case study to be briefly evaluated is the case study of Glimakra Akvamatik AB, a Swedish office furniture company, and the case covers the firm’s intensifying of its marketing activities, to which end the firm enlisted academic aid (Solberg Søilen & Huber, 2006, p. 75).
Much like the other case studies in the collection this case more or less only falls short in terms of the relative lack of theory, relative to the amount typically found in textbooks that is.

**Discussion**

Based on the literature studied case studies are capable of exhibiting some of the qualities that make up quality in textbooks such as a structure which aids learning and many case studies have high readability. However, this does often not apply to more scientific case studies such as those found in academic journals. These tend to make use of more complicated language and syntax and in some cases assume some level of knowledge on the part of the reader. Perhaps the greatest strength of cases that make suitable for education is their ability to effectively illustrate real-world examples of subjects studied in theory, especially in the field of business and management, where they provide valuable insight into the daily workings of firms. However, it is not uncommon for textbooks to include snippets of cases or entire case studies in order to provide readers with practical, real-world application of what they have learned. In fact, in many ways cases hold up to textbooks in term of their educational value, but there is one major shortcoming that was pointed out in the case studies briefly reviewed, and that is the lack of empirical theory. Of course this applies to different textbooks to different extents, as some academic case studies do bring up significant amounts of theory in addition to the subject studied, but many case studies are written with the assumption that readers have access to theory from other sources. As such it would be difficult for case studies to replace textbooks as primary educational material as they largely are now.

**Conclusion**

Case studies do undeniably have significant educational value, largely thanks to their real-world connections and ability to provide practical applications of theory, but it as case studies are now they would be able to replace textbooks as primary educational material, and as was mentioned this is largely due to the lack of theory. Teaching empirical theory is a lack of higher education in nearly all fields, and case studies in general simply do not contain enough empirical theories to entirely replace textbooks. If textbooks were to be replaced by case studies, then these case studies need to put greater emphasis on teaching empirical theory in addition to illustrating real-world situations and applications of said theory. As it stands now the case still has a very important role in education as essential supplementary material to textbooks. As was mentioned case studies provide excellent opportunities for classroom discussion in addition to providing real-world examples from various fields, and while case studies may not be able to replace textbooks they should certainly be used in education to compensate for the shortcomings of textbook, such as their lack of immersive learning, while also contributing with their many benefits. Regarding further research, one interesting topic would be to further investigate exactly how cases should change in terms theory with input from both students as well as teachers and professors regarding how they feel cases should change if they are to replace textbooks, either entirely or partially.
References


