Conclusion

Subarna Sivapalan, Faiz Shah

The YCA-CSS Case Book Volume One comes at a very critical time, as nations the world over continue to combat the impacts of COVID-19. As the pandemic continues to make headlines, much has also been discussed in international dialogues on the disruptions it has caused in achieving the targets of the 17 Sustainable Development Goals (SDGs). As a point of reference, at the recently concluded United Nations High Level Political Forum held in July 2020, member states discussed the most optimum ways in which nations can continue to track the implementation and monitoring of their progress on the SDGs within a highly volatile, uncertain, complex and ambiguous (VUCA) environment.

Equally impacted by the pandemic is the education sector, particularly higher education, with enrolment numbers continuing to plummet, amidst institutions of higher learning finding sustainable solutions to ensure teaching and learning progresses seamlessly within a fully digital learning ecosystem. Stakeholders within the higher education sector in Malaysia and Thailand remain steadfast in providing the best teaching and learning experiences for their academics and students. The YCA-CSS Case Book Volume One is one such example of the contribution of the higher education sector to the development of scholarship in these unprecedented times.

Via the YCA-CSS Case Book Volume One, AIT, Thailand and UTP, Malaysia present a compelling collection of case studies that depict locally flavoured sustainable development focused narratives, crafted to suit the Asian higher education market. The eight sustainability focused chapters presented in this volume comprise valuable case studies centred upon practical scenarios that have local to global

impact. These cases provide both instructors and learners opportune teaching and learning moments, within a context that is both timely and pertinent.

In our pursuit to add further value to the collection in volume one, we would like to also draw upon some of the reflections of our case writers as they journeyed through their case writing experiences. Writers' reflections were sought on the following perspectives,

1. How they believe case writing could promote innovation in T&L within the modules they teach
2. How they believe case writing could be used as a catalyst to promote sustainability knowledge, skills and values to learners
3. What value they feel case writing brings to their professional development as an educator
4. How they plan to advance case writing as a staple in their teaching approach

We summarise herewith our case writers' reflections. It is generally agreed upon that case studies can help promote innovation in teaching and learning. Our case writers strongly believe that this approach also engages learners in critical and innovative thinking, and also provides them with the opportunity to explore problem solving using a real-world contextual lens, within a large industry setting or a modest workplace. Case writing is believed to also be instrumental in the amalgamation of theory and practice, besides promoting 21st century teaching and learning. Case studies are also seen to be instrumental as a scaffolding approach, besides being used as a strategy to develop learners' verbal and writing skills resulting from the presentation of viewpoints arising from issues discussed in the case study. Case writing is further seen as a catalyst to promote sustainability knowledge, skills and values to learners, besides enabling learners to relate to the realities, challenges, and practicalities surrounding the issues emerging from sustainable development. Case writing is also seen as a tool to promote keener understanding of the various cultures and practices that intertwine within a sustainability driven context.

In terms of their professional development as educators, our case writers believe that being involved in case writing provides an invaluable training ground for the practice of student-centred learning approaches such as problem-based learning. As educators, writing case

studies is also felt to help develop interdisciplinarity, systematic and structured thinking, data driven teaching, and analytical thinking in developing case facts. As many educators are also researchers, writing cases enables them to translate their research findings into narratives that could help educators develop research led teaching.

Our case writers are living proof that the case study approach can be advanced in any module, regardless of field and mode of study. The value of using case studies to advance the importance of sustainable development is innumerable. It is our hope that the collection of cases featured in Volume One of the YCA-CSS will help spur more academics to explore the possibilities of using case studies to advance the teaching of sustainable development within the modules thought in their respective fields of study.

When Stories Teach Teaching and Learning Cases.indd 100 22/05/2023 11:06 PM

INDEX

A
actors, 68, 70
ambiguous, 97

B
business, 13

C
case
    studies, 13, 98
    writing, 98
challenge, 58
classroom, 13
conceptual, 74
covid-19, 97
creative, 89
co-creation, 66, 69-70

D
decision, 48, 65, 79-80, 84
    making, 68, 79
digital, 97
discussion, 85
domestic, 10, 21, 26

E
economic, 2, 23
exposure, 1, 89, 94

H
higher education, 97
holistic, 15

I
inductive, 13
international, 22, 35, 65, 89
internship, 83-84
interview, 57

K
knowledge 58, 87, 90

M
market, 21, 23, 52, 59, 64-65, 68
market analysis, 68
mission, 60
modules, 99

N
narratives, 97

P
potential, 2, 11, 44
practice, 58, 67
project, 43-44, 48-49, 74
performance, 92
perspectives, 98
professional development, 98

R
real-life, 13
reflections, 98

S
scholarship, 58, 97
segments, 68
skills, 69, 87, 98
strategy, 65, 67-68
SDGs, 7, 97
sustainability, 37, 97-98
solution, 1, 68, 89
socio-economic, 13, 20

T
teaching, 97-99

Q
questions 89, 93