

Since 2007 TAVRIA STATE AGROTECHNOLOGICAL UNIVERSITY has been introducing QMS based on the ISO standards of series 9000. In the 2009 the University was successfully certified by the company TÜV Thüringen e.V. The development and introduction of QMS proved the three mentioned above areas of advantages for interested parts:

- for students and teachers – improvement of education quality;
- for enterprises and organizations – the availability of qualified specialists understanding up-to-date management models;
- for the University – attractiveness and new fields of cooperation both in Ukraine and abroad (Russia, Poland, France, Bulgaria, etc.)

УДК 378.147.88

**Legeza D., PhD, Doctor of Economic Sciences**  
Tavria State Agrotechnological University

## **CASES ON PRACTICAL LESSONS FOR ECONOMIC GRADUATE EDUCATION**

*Summary. Article illuminates essence of case method. There are illustrated principles and features of cases in economic education. The structure of case is described.*

*Keywords: cases, graduate education, interactive method, economic education.*

It is very necessary for graduate students to get practical experience before working as a specialist. He meets with problem of information and data absence. The problem lies in not correct relations between graduate institutions and farms. On the one hand farmers share their experience. From the other hand, they often work in conditions of directive economics. More over student can use sketchy statistical data that does not give possibility to consider all factors of influence and justify the full problem. Case methods help for professor involve student into real situation on farming and solve problem by the own decision of the student. The result of such decision can be unexpected and unpredictable. Case method helps to open creative approaches and find new way of the problem solving.

The Case method is cognitive approach to decision practical problem. In previous paper authors (Institute for the Study of Diplomacy, 2000) determines

case as real or realistic events that students experience by the original participants. Any way situation should be approached to narrow problem. It is very important to involve students in conditions of uncertainty, polysemy and reality. It's allows to find new impossible, but creative and original decision. According to the definition of Case, principles are motivationally (McQueen, 1995), cognitive, reality and has background research (National Aeronautics and Space Administration, 2008).

The Structure of the Case includes objects, description, time for learning, questions for students, problems and approaches, which students should study during learning, and evaluation. Correct objectives enable students to achieve the results of the Case by creating their own opinion and decision. A typical claim is "What's the answer?" of the case. Objects give the way of learning process for student. This contains what and how should be achievement. Description of the Case story has to be so motivated, that student wants to be involved in the learning process. It would be perfect to support description by statistical data, information from web-site, exhibition, interview from newspaper, etc. Usually, the best style of case definition is more pancraft, then scientific. Complete and correct story helps student understand issue and describe interrelated process (Kunselman&Johnson, 2004).

Time of learning process is depended on objects and engaging topics of course. If case is planning to consider during the lesson, the description doesn't exceed a full paper. Students will have a time to read, draft, and make short decision. Such case is not interrelated. Decision must be contained in the available learning materials. Hammond G. (Hammond, 1976) advices to set recommendations and to support its by case data. Another thing if case is going to study during few topics or semester. Such case decision should have relevant consideration of the problem. Students need a time to study additional literature and subscribe the project as presentation, tables, and article or group project. It will take students from a day to few weeks. It's very important to set deadline. In this case Schwartz M (Schwartz, unknown) advices to break sources into segments, calculate long of debate, and determine which issues can be removed or made optional.

Good outcome lies on support students materials. It is necessary to set on case questions, that student will to learn additionally and independently. It includes key sources. It would be additional part of lecture, some standards, source of data and normative, article, report and review. Teacher shares practical experience of published materials for effective performance. This part of case reveal with

approaches of polyfunctionality and multivariance decision. There is independence of students' skills to find something new in sources. Further, this variability forms evaluation system of case.

Evaluations consider students' capability to achieve results. There is no the one correct answer for case. The difficulty of case developing is ability to evaluate different approaches and decision. Rational is on literature review and ground own proposition. Help student gain increased impact into business (Brinkerhoff & Dressler, 2003). If students more reinforce additional sources, then conclusions are more valuable. For better evaluation, set the percentage grading. For example: "Students ought to present 80% of factors in the project" or "Students should increase income on 25% according to known sources and on 15% according to another sources and factors"

Totaling up, effective case gives opportunity involve student to learning process. It is good motivation and practical experience. Case forms new approaches and help to find integrative decision in group. Correct case develop business skill for students.

Bibliography: 1. Brinkerhoff R.O. & Dressler D.E. (2003) Using the Success Case Impact Evaluation Method to Enhance Training Value & Impact in International Conference American Society for Training and Development. CA. San Diego, May 20, 2003 The Learning Alliance. 2. Hammond G. (1976) Learning by the Case Methods. Boston: Harvard Business School. 3. Institute for the study of diplomacy (2000) The ABC's of Case Teaching. USA: Georgetown University Walsh School of Foreign Service. 4. Kunselman J.C. & Johnson K.A. (2004) Using the Case methods to facilitate learning. Heldref Publications: College Teaching, Vol. 52, No. 3, pp. 87-92. 5. McQueen, R.J. (1995), Case method teaching in strategic management: using and creating New Zealand case resources in Proceedings of the 3rd Annual New Zealand Strategic Management Educators Conference, pp. 185-191. 6. National aeronautics and space administration (2008) Creating Case Studies in NASA Project Management: A Methodology for Case Writing and Implementation. USA: Case Study Methodology Document. 7. Schwartz M. Teaching Methods for Case Studies for Learning & Teaching Office. Canada: The Learning & Teaching Office