

## **URSP3050: Special Topics in Urban Studies I**

### **Case Study Fishbowl, Week 12**

By Week 11, I was concerned that the students were leaving the preparation for their case study presentations (due in Week 13) until the last minute.

So we used Week 12 to help move them along. I gave students the following questions (see below), and sent them away for 30 minutes to work on the questions. Then when they came back we used a fishbowl technique to discuss their presentations. A fishbowl is when a small group has a focused discussion and the rest of the group sit around the outside of the fishbowl to observe and listen to what's going on in the fishbowl. So Helen (our wonderful tutor) and I sat in the fishbowl with one student at a time talking with them about their case study presentation. The advantage of the fishbowl is that each student gets one-on-one attention but, by listening in, the other students are also involved (and hopefully thinking through their own work as they are hearing the discussion). Another way to think of it is as a version of a masterclass. We also used the fishbowl technique the week after their presentations to give them feedback and to help them think through what they needed to work on for their case study reports (due several weeks later).

#### **Questions for Case Study Presentation**

What are the main features of your case study that you plan to emphasise in your presentation?

What aspects of "Take Back" are relevant to your case study? Will you cover this in your presentation?

What type of presentation are you planning on doing?

What elements of your presentation have you already prepared?

What are the next three things you need to do to prepare for your presentation?

- 1.
- 2.
- 3

Do you have any questions about the attached evaluation criteria?

### Case Study Report, Evaluation Criteria

	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>Introduction</b> ✓ Clear introduction to the case study and relevant “Take Back” theme/s			
<b>Main Body</b> ✓ Organisation of sub/headings is clear and relevant to the case study ✓ Analysis is based on in-depth understanding of relevant “Take Back” theme/s ✓ Analysis draws on relevant readings (including TBTE) ✓ Analysis reflects an in-depth understanding of how the practices of the case study relate to the identified “Take Back” theme/s			
<b>Policy Implications</b> ✓ Relevant challenges identified ✓ Proposed policies demonstrate evidence of in-depth thinking			
<b>Conclusion</b> ✓ Concise and thoughtful summary of how the case study contributes to more sustainable and equitable forms of development ✓ Concise and thoughtful statement of what the case study adds to our knowledge about how people are taking back the economy			
<b>Style</b> ✓ Report follows the required format ✓ Report is clearly written and easy to follow ✓ Appropriate use of any visual aids (e.g. tables, figures, maps, graphs, appendices) ✓ Spelling, grammar and punctuation are accurate ✓ Referencing (both in the body of the report and the reference list) is meticulous			
<b>Overall</b> ✓ A thoughtful report that demonstrates depth of understanding of the case study and relevant “Take Back” theme/s			

### Case Study Visual Presentation, Evaluation Criteria

	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>Format</b> ✓ The format of the presentation is well-matched to the case study ✓ The format is interesting and informative ✓ The format is well-executed			
<b>Content</b> ✓ There is some description of the case study ✓ There is also analysis of the case study in terms of the relevant “Take Back” theme/s ✓ The organization of material shows that the student is thinking about the main points for the case study report			
<b>Overall</b> ✓ A thoughtful presentation that that demonstrates depth of understanding of the case study and relevant “Take Back” theme/s			