

Teaching Economic Geography Using Case Studies

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What is Economic Geography?





How can Case Studies Help?

- “Localized discipline” (Yeung and Liu, 2006)
- Tangible examples
- Relatable experiences
- Industries and companies they know
- Students engage in learning process
- Students use own knowledge and expertise
- Can provide local concepts to be applied globally



Notes: Revenue based on latest available data, corporate HQ used as location, no subsidiaries of government entities counted in the study
Source: Hoover's Inc., a D&B Company

Benefits to Faculty, Beyond Helping Students Learn

- Integrate personal research
- Create opportunities for student co-authored research
- Compels frequent updating of lessons (Ettlinger, 2006)



What types of classrooms can use case studies?

- Lower-level world geography
- Upper-level economic geography
- Shifting expectations
- Case studies improve learning over rote memorization (Grant, 1997)
 - Active learning
 - Improves critical thinking skills



Center for Global Geographic Education



AAG Center for Global Geography Education
Internationalizing the Teaching and Learning of Geography

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[Getting Started](#)

[Modules](#)

[Register Collaboration](#)

[Research](#)

[Workshops](#)

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Welcome

The AAG Center for Global Geography Education (CGGE) offers a variety of educational resources and professional development opportunities for higher education faculty, college students, and teachers of Advanced Placement (AP) Human Geography in high schools.

Latest News

March 28, 2013: New CGGE-Japan case studies and collaborative projects are now available for the *Migration, Water Resources, Global Economy, and Population and Natural Resources* modules. These educational resources were developed by a workshop funded by the US-Japan Foundation.

November 14, 2012: With support from the US-Japan Foundation, the AAG recently led a workshop in collaboration with Japanese partners, "Internationalizing Geography Education: A Focus on Japan," at the University of Tokyo. The workshop sought to catalyze educational collaborations between schools and universities in the United States and Japan. Michael Solem (AAG) and Minoru Yuda (University of Tokyo) organized the workshop. More details [here](#).

What's Inside a CGGE Module

Since 2003, the CGGE has built a collection of online modules for undergraduate courses in geography and related social and environmental sciences. Six modules are currently available: National Identity, Population and Natural Resources, Migration, Global Climate Change, Water Resources, and Global Economy. Click the **Modules** link on the menu bar to access the content.

Each module includes the following educational resources:

1. A **Conceptual Framework** that introduces students to some of the key concepts, theories, and analytical approaches in geography. The conceptual framework provides students with the background they need to think geographically about global issues.

Navigating the CGGE Website

To learn more about using the modules, visit the **Getting Started** and **Register a Collaboration** pages.

CGGE regularly sponsors workshops for students and faculty at professional conferences held in different countries. See the **Workshops** page for a schedule of upcoming events.

CGGE also funds research projects

Spread the Word

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Example 1 – World Geography

Global Economy case study: Where are new forms of manufacturing promoting economic development?

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Contents ▾ | Next ▶ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11

print all

Global Economy



Case Study:

Where are new forms of manufacturing promoting economic development?

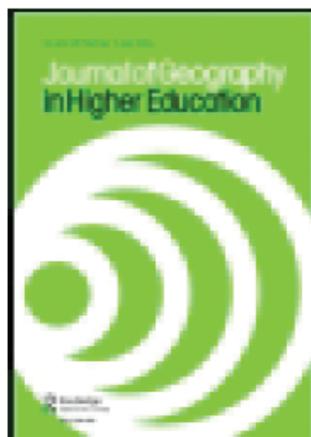


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Advanced manufacturing as an online case study for global geography education

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Results

- Pre- and post-survey administered
- Even mix of early career and later career students
- Post-survey demonstrates increased understanding of industry and industry's role in global economy
- Students cite role of the case study in their learning
- Post-survey identifies areas for improvement



Student Comments

- “I went to all the countries in the study and clicked to see what their manufacturing consisted of. It helped me see the strength of these countries and compare with their economy.”
- “Machine tools are important to the American South as a new center of manufacturing.”
- “I enjoyed how many figures and examples were provided. It made it a lot easier to grasp certain concepts.”
- “I enjoyed having the videos to watch in the module, as well as the interactive maps. Those type of visual tools are helpful to me.”
- “The most enjoyable aspect was that it provided videos and sort of a hands on learning experience. It required that you go out and find the information and do research on it.”



Downsides

- Original CGGE website was hard to navigate
- Modules are too long for intro classes
- Activities were boring for some students
- Students do not relate to same things



Example 2 – Economic Geography

Step 2: Sample Case #1 – Discussion (5 points – September 18th)

From here, we will begin building your skills at reading cases and determining what is important, using a case study of the New Zealand dairy industry. You can access the case online through the Center for Global Geographic Education's Global Economy Modules (<http://cgge.aag.org/GlobalEconomy1e/index.html>). Once there, click on the first module, "How Does the Dairy Industry Operate in the Global Economy?" I also will post PDFs of the cases on Moodle, but the online versions of the CGGE cases are more interactive and provide learning tools. As you read, the objectives of the module will help direct you to what is important. Your book for the final presentation will not have objectives, however, so make sure you are starting to think for yourself about what matters to this industry. Come to class on September 18, 2014 prepared to talk about the New Zealand dairy industry. Points will be awarded based on your level of participation in the discussion.

Step 3: Sample Case #2 – Writing (10 points – October 7th)

Now I am going to ask you to write a brief summary of a case study that you read. Ultimately, this will not be part of your final project, but I want to make sure you are teasing out the key concepts and gaining the important knowledge as you read. It also will give you a chance to practice your writing skills more. Return to the Center for Global Geographic Education's Global Economy Modules (<http://cgge.aag.org/GlobalEconomy1e/index.html>) and select the case entitled "What is the Impact of Foreign Direct Investment on the Mining Industry?" Your task will be to write a 1-2 page industry brief that tells me everything I need to know about the mining industry (as contained in this case), including a discussion of the learning objectives. Please proofread your writing for proper grammar, spelling, and punctuation. After I have graded them, we will take a few minutes in class to discuss any problems or concerns before you complete the next assignment.

Step 4: Sample Case #3 – Writing and Outline (20 points – November 13th)

Your chosen books provide you with a lot of information, more than you can present in 20 minutes, so you are going to create an outline. That outline will help you select key points for your presentation. Sample case #3 provides you an opportunity to practice outlining from a case study. In this sample case we are going to use a company's annual report to provide information



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Peter Warrion and Mike Smitka

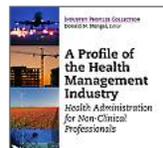
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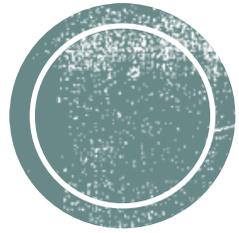
**How far can we
go?**



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