



## Information Sheet

*A case study across all transport modes for logistics classes*

The intermodal case study "Experience China in a different way" fills **3 one-hour classes**, with two hours for the development and one hour for the comparison of results as well as the in-depth discussion. In terms of content, the concept refers to the characteristics of individual modes of transport, to the analysis of the challenges of international business activities, to the implementation of a cost calculation in the transport sector and to sustainability in transport decisions. The case study also serves to

- revise and consolidate the contents of the international business activity (focus on risk analysis, 4<sup>th</sup> year Secondary Commercial College and 3<sup>rd</sup> year Secondary Technical College),
- calculate costs (3<sup>rd</sup> year Secondary Commercial College and Secondary Technical College) and
- deepen already imparted contents (comprehensive to business administration).

Ideally, the issue of sustainability has already been briefly discussed in a previous unit.

### Reference to school curricula

The concept builds on the curricula of Secondary Commercial Colleges from 2014 (2014/209) and Secondary Technical Colleges from 2015 (2015/262). More details for each school type see below:

#### Secondary Commercial Colleges:

The case study is intended for the 5<sup>th</sup> year (9<sup>th</sup>/10<sup>th</sup> semester - competence module 9/10) with a focus on "Logistics Management". It refers to the following passages of the curriculum:

- Educational and teaching objective:
  - "In logistics controlling, pupils can select suitable instruments (e.g. key figure systems) and apply methods (e.g. process cost accounting). (p. 120)
  - "Pupils can apply their acquired professional, methodological, social and personal skills laterally. " (BGBl. II 2014/209, p. 120)
- Subject matter:
  - "Logistics controlling": "Cost and performance accounting in logistics, [...] calculation and budgeting" (2014/209, p. 120)
  - "Revision tasks including the teaching material of previous years; update" (BGBl. II 2014/209, p. 120)

#### Secondary Technical Colleges:

The case study is intended for the 5<sup>th</sup> year (9<sup>th</sup>/10<sup>th</sup> semester - competence module 9/10) in "Industrial Engineering" with a focus on "Logistics". It refers to the following passages of the curriculum:

- Educational and teaching objective:
  - "In logistics controlling, pupils can calculate transfer prices for logistics services." (BGBl. II 2015/262, p. 23)

- "In logistics controlling, pupils can identify logistics services in the company and quantify their costs." (BGBl. II 2015/262, p. 23)
- Subject matter: "Types of costs and services for logistics services, system of indicators in logistics" (BGBl. II 2015/262, p. 23)

### Requirements<sup>1</sup>

Pupils can already

- explain the characteristics of transport modes "road", "rail", "air" and "water" (B),
- describe individual loading and transport units of the modes of transport "road", "rail", "air" and "water" (A),
- present the inhibiting and promoting factors of international business activity (B),
- describe fundamental aspects of risk management (A),
- differentiate between financial and risk policy measures in connection with international business activities (B),
- determine contribution margins using cost accounting (C),
- define the concept of sustainability (A).

### Teaching objectives<sup>2</sup>

After completing this learning unit, pupils can

- highlight the particularities of international business activities in terms of logistics decisions (C),
- identify financial and risk policy measures for a company based on concrete data (C),
- carry out a transportation cost estimate based on given information (C),
- discuss the sustainability aspect of transport mode decisions on a concrete case (C).



### Procedure

No.	Activity	Type of activity	Materials	Time
1	<b>Teacher introduces the topic</b> (activation of learners)	T/C	B/WB	5 min.
2	<b>Teacher hands out</b> case study and learners get themselves a <b>general overview</b>	T/IW	WS 1	15 min.
3	<b>Discussion</b>	T/C	WS 1	10 min.
4	Pupils <b>form groups</b> and <b>work</b> on the case study	PW	WS1	100 min.
5	<b>Collection</b> and <b>discussion</b> of pupils' notes	T/C	WS1	20 min.

<sup>1</sup> **Note:** This classification of requirements is based on the Bloom taxonomy levels.

<sup>2</sup> **Note:** This classification of requirements is based on the Bloom taxonomy levels.

**Procedure details**

No.	Details
1	<p>The teacher creates interest in the topic by introducing the brainstorming question:  <i>What do you think you have in common with China?</i></p> <p>The teacher categorises the pupils' ideas on the board.</p>
2	<p><b>Transition to case study:</b> The joint discussion has shown that China is characterised by different facets and that each of us has different ideas about this. Today we would like to support a company's business scheme with China. However, we will concentrate here on some individual aspects only.</p> <p>The teacher hands out the case study (<b>WS1</b>), asks the pupils to get an overview of the company, the problem situation, their role and the associated tasks on their own in 10 minutes.</p>
3	<p>For a common understanding, the initial situation should first be briefly discussed by asking:</p> <ul style="list-style-type: none"> <li>▪ What makes Vienna's Delicate so unique?</li> <li>▪ Which problem is Vienna's Delicate facing?</li> <li>▪ What is your role in this company?</li> </ul>
4	<p>In a free idea exchange, pupils work in pairs on the case study in 2 teaching units after which the solved case is handed in. During this phase, the teacher monitors students' interaction by moving around, draws attention to the remaining time and intervenes only when necessary.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;">  <p><b>Tip no. 1:</b> For time schedule purposes, preparation and follow-up tasks can be set for homework.</p> </div> <p><b>Instructions:</b> Work out this case study with your partner in 100 minutes. The solution is to be submitted on a common sheet of paper. Remember to write your names on it.</p>
5	<p>The teacher collects the pair work results for content analysis. Afterwards a short plenary discussion takes place. Possible questions could be: What difficulties did you encounter? or How useful is Mrs. Delicate's idea?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;">  <p><b>Tip no. 2:</b> The last teaching unit (= 3<sup>rd</sup> unit) could also be used to compare results and to network content. To do this, however, the pupils would have to work out part of the case study as a homework exercise.</p> </div>