A Basic Set of Criteria for Evaluation of Teaching Case Studies: Students' Perspective

Douglas Havelka
douglas.havelka@miamioh.edu
Information Systems & Analytics
Miami University
Oxford, OH, 45056, USA

Catherine S. Neal
nealc1@nku.edu
Accounting, Finance, & Business Law
Northern Kentucky University
Highland Heights, Kentucky, 41099, USA

Abstract

A study was performed to identify and evaluate characteristics, properties, and attributes of teaching cases that provide value to students. The items identified can be used to create an instrument to evaluate teaching cases during the review process for publication or by instructors to identify cases that would be most appropriate for courses.

Keywords: case, teaching case, case study, evaluation, student, structured group process

1. INTRODUCTION

The benefits of using teaching case studies includes: applying conceptual, "textbook" knowledge to actual business scenarios, enhancing students critical thinking skills, learning how experienced practitioners analyzed problems and implemented solutions, reviewing the results of these decisions, improving the contextual complexity of decision-making in today's business environment (ethical, technological, cultural, and regulatory considerations), increased active learning, and the transfer of knowledge from others' experiences. Some of the drawbacks of teaching case studies are that they are historical in nature and may no longer be applicable or relevant and the decisions or problems may be so unique as to be non-generalizable to other functions, firms, or industries. The "case" for

using teaching cases in IS education has been well-made by other scholars (Harris, 2002; Hackney, McMaster, & Harris, 2003) in editorials and a special issue of the *Journal of Information Systems Education* devoted to teaching cases.

The sources for teaching cases with information technology (IT) subject matter includes the usual suspects (Harvard Publishing, Ivey, Darden, Stanford) as well as several outlets focused on IT including the *Communications of the Association for Information Systems, Journal of Information Systems Education, Information Systems Education Journal, Journal of Information Technology Case and Applications Research,* and *DATA BASE for Advances in Information Systems.* Each of these outlets has their own process for reviewing and publishing cases, some of these being more transparent than others. While it would be expected that the