

EDSIG/ISEDJ

TEACHING CASE TRACK CALL FOR SUBMISSIONS

TRACK OBJECTIVE

The objective of the EDSIG/ISEDJ teaching case track is to provide a venue for the presentation and publication of short, high quality teaching cases for use in the classroom. We encourage traditional scenario based cases that become a starting point for discussions and research. We also encourage submissions for lab exercises, or other technology based experiences, that become the foundation for further experiments, discussions, and research.

STYLE AND FORMATTING

1. Please include as much data and direction as possible. This may include data sets, or links to software downloads.
2. **Multimedia materials are strongly encouraged** – photographs (in public domain), videos and audio files should be included when appropriate. This is one of the ways in which we hope to distinguish cases presented through EDSIG/ISEDJ.
3. When possible - portray real people, organizations and situations. Certainly, you may base the case on data gathered during case-based research. However information must be disguised to avoid identifying the subjects of the study or violating agreements.
3. Depending on the level of difficulty desired, consider providing some irrelevant information that will increase the “real world” feel of the case.
4. Avoid words that indicate your own value judgments in the case. However such words spoken or written by people depicted in the case are appropriate. Cases should be “open ended” to allow for discussion on all sides of an issue.
5. Case scenarios should be written in the past tense.
6. Please limit the text of the students’ material to 5,000 words or fewer.
7. Please remove any identifying information in the properties section of the document.
8. File format: Word (.docx) documents
9. Paper format: Please follow the guidelines as detailed in the template provided for submissions to the general category

INSTRUCTOR'S MATERIAL

The objective is to encourage the use of cases by enabling colleagues to quickly assess the usefulness of a case and then use it with minimum preparation.

1. “Hook” statement that generates interest in the case. Think of this like a phrase that you might see on a poster advertising a motion picture.
2. Case abstract. In a few sentences, what is the business situation and what are the business problem(s) to which the case applies?
3. List of pre- or co-requisite key terms, concepts, skills/techniques. This will help instructors help students in concept formation by identifying specific terms and concepts that students must be able to define in order to achieve the analysis goals of the case.
4. Suggested questions for prompting discussion along with possible responses.
5. Pre- and post-case questions designed specifically to support assessment of learning.
6. Teaching tips based on piloting of the case including remarks regarding material that seems especially difficult for students to grasp.
7. Masters of slides and handouts, if applicable.
8. Data workouts, if applicable.
9. Be sure to include statements on: the audience this material is targeted to, both in level of student and course type; how many times this case has been used in a classroom; estimated time of preparation for the professor; and estimated time for completion by students

SUBMITTING A DOCUMENT

1. The papers submission site will request the following information:
 - Title
 - Authors/Institution
 - Hook Statement
 - Case Abstract
2. Prepare one ZIP folder/file to upload to the web site. This should contain:
 - a. One Word document to be given to students

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TEACHING CASE MANIFESTO

I know we are fast approaching the end of the semester and many are either involved with finals or final grades – but we want to take a moment to remind everyone of the Teaching Cases side of EDSIG and to encourage you to submit a case to this year's conference (<http://edsigcon.org/>).

We are very excited about the evolutionary process taking place in this area. We now have a special edition of ISEDJ specifically for cases and we award a “Best Case” award at the conference. That said – what is a teaching case in our eyes?

Furthermore, we have begun to broaden the criteria under which we accept submissions for teaching cases. After all – the name of the division is “Teaching Cases” and not just “Case Studies”! In reflecting on the ideas behind EDSIG, CONISAR, ISEDJ, and AITP – missions that include providing IS educators with the latest research in educational techniques, processes and technology – we felt that it would be a valuable project to begin to collect approaches and experiences that have been proven to work in the classroom, have them peer reviewed, and then available to beginning professors as well as those looking for new and fresh exercises for their courses.

With that mandate in mind, you can now submit papers in two specific areas to the Teaching Case division. The first is the more traditional “Case Study” format where you provide a situational environment that students will then use as a platform to perform further research, compose position papers, dissect decision making, or offer up alternative solutions to the problems presented within. The second area is an expanded opportunity to present practical labs, experiments, hands on exercises, or other lesson frameworks that can easily be adapted by other professors and utilized in their course environments. Unlike pedagogical papers submitted through the regular research paper track, these teaching cases should be focused on the classroom experience. Just as with the traditional case study, these teaching cases should also include extensive notes to explain the experience and application of the skills and concepts highlighted in the exercise/lab.

We are very excited about this opportunity to provide another resource to you and the profession – but it does not just magically appear! We need your submission to make this work! Papers will be considered for a “Best Case” award at the conference, and will also be considered for publication for a special “Teaching Cases” edition of the ISEDJ. Please consider a paper in this area. The deadlines are as follows: June 15 for consideration for the “Best Case” award, July 15 for ISEDJ consideration and August 15 for conference proceedings inclusion. Attached you will

find additional information to assist you including the formal call for submissions as well as the MS Word template the conference and journal require.

Good luck with your end of semester responsibilities and we look forward to seeing you in Wilmington, North Carolina on November 1-4. Please feel free to contact if you have any questions!

Sincerely,
Anthony Serapiglia Co-Chair for teaching cases
Cameron Lawrence Co-Chair for teaching cases