

ISECON/ISEDJ TEACHING CASE TRACK CALL FOR CONTRIBUTIONS

TRACK OBJECTIVE

The objective of the ISECON/ISEDJ teaching case track is to provide a venue for the presentation and publication of short, high quality teaching cases suitable for indexing by topic and level of learning.

STYLE

1. Please write in the past tense.
2. Avoid words that indicate your own value judgments in the case. However such words spoken or written by people depicted in the case are allowed.
3. *Multimedia materials are encouraged* – photographs, videos and audio files should be included when appropriate. .

STUDENT MATERIAL CONTENT

1. Please limit the text of the student material to 5,000 words or less.
2. Portray real people, organizations and situations. However information may be disguised to avoid identifying the subjects of the study or violating agreements.
3. You may base the case on data gathered during case-based research.
4. Depending on the level of difficulty desired, consider providing some irrelevant information.
5. Please include a bibliography, suggested references or “for further reading” section

INSTRUCTOR'S MATERIAL CONTENT.

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

1. *Objectives of the case.* Is it evaluative or decision-focused or both? State, in a sentence, the nature of the specific business problem(s) to which the case applies. This is to aid with the indexing of the case.
2. Area(s) of knowledge within the IS field to which case applies (possibly ranked or tiered) using the IS 2002 model curriculum. This is to aid with the indexing of the case.
3. Case summary and “hook” statement that generates interest in the case.
4. *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. These are the basic facts or Level 1 of Bloom's taxonomy. This is the specific knowledge the students must have or take away. These will aid with the indexing of the case.
5. To aid in **principle formation**, please identify relationships among terms and concepts that students must be aware of or specific skills students must demonstrate in order to achieve the analysis goals of the case. This level of understanding corresponds to Level 2 of Bloom's taxonomy. This is also the specific knowledge the students must have or take away.
6. Please suggest conceptual framework(s), if applicable, to help instructors help students with **comprehension** by suggesting the relationships among concepts and principles and “the big picture” or context. (Note: there may be several contexts.) This level of understanding corresponds to Level 3 and above of Bloom's taxonomy. This is the reasoning and arguing ability that we want students to develop.
7. Suggested questions for **prompting discussion** along with possible responses.
8. *Pre- and post-case questions* designed specifically to support **assessment of learning**. This may serve to make adoption of our cases more attractive.
9. Teaching tips based on piloting of the case (if it has been piloted)
 1. Time considered adequate for instructor preparation
 2. Time considered adequate for classroom discussion
 3. Remarks regarding material that seems especially difficult for students to grasp
10. Masters, when applicable: slides, handouts, video and audio files.
11. Data workouts, if applicable
12. Actual decisions made by the firm (if appropriate)

SUBMISSION FORMATTING

1. Please submit Microsoft Word XP/2003 (.doc) or Word 2007 (.docx) documents
2. Font: Verdana if available, otherwise Times New Roman
3. Size: 9 point (Title should be in 18 point font)
4. Double space
5. Please remove any identifying information in the Properties section of your document.
(To remove identifying information in MS-Word: File (Office 2007) MS ICON -- > PREPARE → Properties → DOCUMENT PROPERTIES, remove any identifying information.)

SUBMITTING A DOCUMENT

The papers submission site will request the following information to help the evaluation of case submissions and also insure that cases published in the proceedings have a similar format to make adaptation easier.

1. Title
2. Authors/Institutions
3. Objectives of the case: evaluative, decision-focused or both, along with a sentence or two describing the nature of the specific business problem(s) to which the case applies.
4. Case summary.
5. "Hook" statement that generates interest in the case.
6. An indicator of the case's placement in either
 1. The Body of Knowledge of the IS 2002 Model Curriculum document (<http://192.245.222.212:8009/IS2002Doc/IS%202002%2012-31-2002.pdf>), which is explained in Appendix 6 beginning on page 40, summarized on page 41 with important details following. For example, P0.13.5, 3.20, etc.
or
 2. The Body of Knowledge of the IT 2005 Model Curriculum document (http://www.acm.org/education/curric_vols/IT_October_2005.pdf), which is explained in Appendix A beginning on page 52, summarized on page 56 with details following. For example, SP3, HCI6, IM4, etc.
7. Has the case been presented to a class? (Y/N) If so,
 1. How many times has it been presented?
 2. What was the average class size?

Prepare **one ZIP file** that you will upload to the web site. This file should contain 2 Word documents—the student material and the teaching material—as well as any other materials needed to use the case, for example, multimedia files.

Word Document 1: Student Material. 5 Sections

1. Title
2. Text of case to be given to students (max 5000 words)
3. Appendices with graphs, charts, supporting data
4. A bibliography, suggested references or "for further reading" section
5. Detail any additional materials that should be available to the student

Word Document 2: Teaching Material. 8 Sections

If the case is accepted, this material will be made available to instructors only via a password-protected page.

1. List of pre- or co-requisite key terms, concepts, skills/techniques.
2. List of relationships among terms and concepts that students must be aware of or specific skills students must demonstrate in order to achieve the analysis goals of the case.
3. List of conceptual framework(s), if applicable, to help instructors help students with comprehension by suggesting the relationships among concepts and principles and "the big picture" or context. (Note: there may be several contexts.)
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 (if it has been piloted) including
 1. Time considered adequate for instructor preparation
 2. Time considered adequate for classroom discussion
 3. Remarks regarding material that seems especially difficult for students to grasp
7. Data workouts, if applicable
8. Actual decisions made by the firm (if appropriate)

Other files in the ZIP file may include:

1. Multimedia files to be made available to students as part of the case, for example videos and podcasts.
2. Masters, when applicable, for instructors, for example slides and handouts.