

Project Management Research & Practice

Author instructions for preparation of a Teaching Case

A teaching case for publication in PMRP will contain 3 parts: a structured case summary, **the detailed, descriptive case itself, and a teaching note**. Successful review of these parts will result in the publishing of the case. Details below relate to these two parts, with the *Case Summary & Abstract* elements summarizing the basic case information and the *Teaching Notes* providing relevant instructional details.

Part 1: Case Summary & Abstract

Title

Authors

Synopsis: (up to 150 words)

Project/Programme description (up to 150 words)

Organization Name*:

Organization Department*:

Geographic:

Industry:

Organization Size:

Year of Case:

Learning Areas:

Target readers:

Decision Maker Position:

**Could be actual or fictional.*

Part 2: The case

Beyond asking for a structured document, the case itself is open for interpretation and the creativity of the author(s).

Part 3: Teaching note

1. Synopsis of the case

Provide a brief description of what the case is about, and the context in which it is set.

2. Target group

Describe multiple details concerning the target learning group, for example, undergraduates, postgraduates, and/or executive education. If the specific type of course

/ program can be identified, that is also helpful.

3. Learning objectives and key issues

Set out the learning objectives, and identify the key issues in the case that will help achieve them.

4. Practitioner and/or research competencies highlighted

It should be clear for the reader the competencies they can develop as a result of understanding this case.

5. Teaching strategy

Cases as they are understood here are **always intended to be discussed in a classroom setting**. The extent to which this discussion is controlled by the instructor can vary; the discussion can be preceded by a theoretical lecture; it can be based on preparatory questions given to students in advance; it can take various forms, including work in small groups, role playing, group discussions, votes, student presentations, theoretical capsules presented by the instructor, etc. **This teaching strategy must be directly related to the teaching objectives presented in section 2.**

This section can include the following elements:

- Organization of the class session (or sessions, if the case is to be discussed over more than one class session), nature and sequence of the different steps in the discussion (full group, discussion in small groups, role playing, etc.).
- Approximate duration of each step.
- Preparatory work required of students (readings, preparatory questions, etc.).
- Questions to open, advance, prompt* or conclude the discussion.
- Didactic elements used: tips for using the board, multimedia tools, etc.
- Other potential discussion scenarios.

6. Possible assignments

This should be a separate section that provides clear direction for both the instructor and student in completing assignments

7. Background reading

Provide references to relevant supplementary material on the case or related issues. You may also provide information on 'what happened next', something students are usually keen to know.

8. Related theory

Identify specific topics and literature that can help the reader understand theory associated with the issues raised in this case.

9. Experience of using the case

Include feedback on how the case has worked in different classes, and the issues on which students have tended to focus. This can be useful for other teachers preparing to teach your case.

10. Multimedia

Include links to video and audio clips that are relevant to the case.