How to write a Teaching Note

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EEMCS receives many good cases which unfortunately have to be revised because the Teaching Note is not up to our expectations. **It is a key requirement of EEMCS that the Teaching Note is sufficiently detailed that the case can be adopted by other faculty with no need for additional research.** A teaching note shorter than 5 pages for a 90 minute class session rarely meets these criteria.

This note explains what we expect and the most typical mistakes.

What should be included in a good Teaching Note?

- Case synopsis – a very brief description of the case setting and key issues
- Target audience – courses in which the case can be used, level of difficulty, and specific prerequisites (what are the students assumed to master before the case is taught – for example a specific model that they will apply)
    - If multiple target audiences, discuss different teaching strategies
- CLEAR LEARNING OBJECTIVES
    - Minimum one for a short mini-case to 3-4 for a longer case
    - Should be as specific as possible
    - Explain why they are important and relevant for the course you are teaching
- A DETAILED TEACHING PLAN AND ANALYSIS
    - Suggested class time, broken down by topics
    - Suggested student assignment
    - Brief description of the opening 10-15 minutes
    - Challenging case discussion questions with sample answers
        - Asking the right question is an art – consider a combination of closed and open-ended questions
        - Controversial questions create more discussion
        - Provide examples of REAL sample answers – both outstanding ones and marginal ones (or even incorrect ones)
        - A case may not have a single correct answer – try to highlight the diversity of opinions and approaches
    - Brief description of the closing 10-15 minutes. This time should be clearly linked to reinforcing the learning objectives
    - If applicable, an update of "what actually happened"
- Supporting material – worksheets, videos, readings, reference material, etc

Typical mistakes (and reasons we ask you to revise and resubmit)

1. Case study is written as a research article rather than a case. There is no real case protagonist (having a real person as a decision-maker is not an absolute requirement but often highly recommended)
2. The Teaching Note is too superficial – teaching the case requires additional information, which in reality means it can only be taught by the case writer.
    - A typical mistake is to ask students to make specific recommendations about future actions without providing sample answers (this makes it

very difficult for faculty to adopt the case unless they have special insights into the company)
- Another typical mistake is to suggest a 90 minute teaching plan supported by a one page Teaching Note

3. There is a mismatch between the Teaching Note and the case – the suggested answers are not supported by the case (impossible for the students to do), or alternatively they are straightforward "copy-paste" from the case (too easy). Try to get a good balance, allowing students an opportunity to add value by their analysis without making the task impossible

4. Learning objectives – applying a model without a purpose. For example, "the students will apply the XX model to the situation" is not a good learning objective, while "the students will apply the XX model to the situation in order to make a specific recommendation" is a good learning objective. However, the Teaching note must discuss the recommendations and the link between the model and the outcomes

5. Submitting a case that has never been taught in class. Teaching a case a few times allows you to refine and debug it, and to use the class discussion as a basis for the Teaching Note