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Case Writing Project-based Teaching in Information Systems Courses

For Addressing Emerging Topics and Issues

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This teaching demonstration aims to give instruction and present a guideline on how to leverage business case writing/analysis projects to provide students with an opportunity to become familiar with the problem-solving phases in the information systems (IS) context, e.g., new digital technology, digital transformation (Hess et al. 2016). Students will participate in a short-term case writing project arranged by the instructor, which requires students to use the knowledge and tools acquired in the in-class case writing workshop and apply them in the assigned case. Students will form groups of 3 to 4 people. Each group will write a business case focusing on a company in a specific IS context during the first part of the course; writing business cases is best conducted through extensive data collection (e.g., web search, interviews, news scraping), discussion, debate, and knowledge sharing. The group project will be a hands-on experience identifying and addressing real-world problems with an existing business, specifically for emerging topics and issues in a specific industry. After finishing the first phase, each group will be assigned to one of the other groups' cases. Students are expected to analyze the cases based on the materials prepared by the other groups and prepare a presentation with slides. In addition to the case analysis presentation, each group will give feedback on the assigned case regarding how to improve the cases. This demonstration will address how IS students could develop proficiencies in a range of skills throughout the course, including how to 1) follow the emerging topics in the IS context, 2) identify and solve management issues based on the context, 3) prepare communication materials, and 4) deliver the materials in effective ways. Finally, the potential applicability and expandability of the case-based method to other IS courses and programs will be discussed. More importantly, this innovative pedagogical approach could create a new way of thinking and solutions for the complicated situations shaped by digitalization in a fast-changing, post-crisis world (Ryu and Cho 2022).

References

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