

## ABSTRACT

### **Scholarship and Decision Cases: Pedagogy and Standards for Publication**

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Teaching with decision cases represents an important form of scholarship for agribusiness educators. This article focuses on describing and defining this scholarship. First, it explains the pedagogical foundations of case learning, and how case learning is an effective way to develop students' critical thinking abilities. The premise is that by developing the critical thinking skills of students, we are developing students' decision making skills, which is a fundamental goal of agribusiness management education. Thus, case learning is an effective way to engage students, and enhance their learning and thinking skills. Second, it explains how the quality of cases is assessed so that the same level of scholarship required of peer reviewed published research articles is also applied to peer reviewed published cases. Toward this objective, the standards used by the *International Food and Agribusiness Management Review* when selecting case studies it will publish are described.

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***Introduction***

Agribusiness management educators are increasingly writing and teaching with cases as part of their scholarly activities. Several journals in our area are publishing cases<sup>1</sup>. Recognition is being given to case writing in promotion and tenure decisions. The motivation for teaching with cases is that they do a better job of engaging students' minds and enhancing their learning. This is especially true when developing the higher level skills needed for critical thinking and decision making. This movement to greater reliance on case learning is in line with the educational approaches used in other professions such as business, medicine, social work and education. Despite their increased use, some agricultural economics departments harbor concerns about whether this new learning method is appropriate, whether decision cases deserve to be published in peer reviewed academic journals, and how much credit the authors of such endeavors should receive.

This article starts with a description of the pedagogy of the case method. This approach has sound philosophical foundations that support the scholarship of case learning. These foundations show that the case method serves as an excellent approach to developing the knowledge and higher level thinking skills expected in graduates from agribusiness management programs. But the case method is only as good as the cases used. To ensure scholarly work, rigorous standards must be used when writing, reviewing, and publishing cases. The standards used by *The International Food and Agribusiness Management Review* when selecting cases for publication are described. These standards were selected to ensure the high quality of the cases it publishes.

***Decision Cases and Traditional Research Publications  
Have Different Objectives***

A major reason for these doubts is that decision cases and traditional research publications have different objectives. Each plays a critical role in the growth of their field and development of their students. Decision cases seek to enhance learning by improving the efficiency and effectiveness of student/business manager decision making. This process focuses heavily on the application of knowledge. Traditionally, journal articles and research papers report the development of new knowledge. This difference in objectives necessitates the development of separate approaches and

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<sup>1</sup> This includes journals such as *The International Food and Agribusiness Management Review*, *Review of Agricultural Economics*, *Journal of Food Distribution*, and *The Journal of Agribusiness*.

standards for measuring the quality and effectiveness of decision cases than those applied to research articles.

### **Types of Cases**

Cases are descriptions of events that occurred at some point in the past. Pedagogically, they can have many purposes and forms. Decision cases, the topic of this paper, are quite distinct from the other forms.

**Research Cases** are used to learn more about our world. Y. K. Yin carefully explained the use of cases in research in his book *Case Study Research: Design and Methods*. One use of a research case is for theory building (i.e., discovering the elements that will form the foundation of new theory). A good example is supply chain management where the basic tenets of supply chain performance, and performance measures are just now being formulated (Beierlein and Miller). A second example is behavioral economics that attempts to improve the predictive power of economic theory by making greater use of psychological research to explain the differences between the tenets of conventional economic theory (e.g., people act on the basis of pure self-interest) and peoples' behavior (e.g., people match their behavior to those around them) (Business Week).

**Evaluative Cases** review and chronicle some event. The purpose is to examine the who, what, why, where, when and how of an event. The reader is not asked to make a decision. The learning objective is to have students understand what happened and to learn from it. A good recent example is a case study of why Douglas Ivester, who took over as CEO of Coke-Cola after the death of Roberto Goizueta, was removed less than two years later (Morris and Sellers 2000).

**Decision Cases** are widely used in learning decision-making. For many years, they have been the mainstays of the graduate program of Harvard University's School of Business and their cases have been used extensively in business schools around the world. In a decision case, a situation is explained and the students are asked to make a decision using whatever means they deem appropriate. The pedagogical objective is to get the students to be critical thinkers (i.e., someone who can define a problem, determine the causes, formulate alternatives, objectively evaluate the alternatives, choose the best ones, and develop a plan to implement the decision). Students' solutions are typically presented as written and oral reports that strengthen their communication skills. Because this process mimics closely what business managers do every day, decision cases greatly enhance the skills that are at the very heart of what students need to be successful business managers (i.e., make good decisions). Since the subject of this paper is teaching and learning with cases, it focuses only on decision cases.

## How Case Learning Develops Critical Thinkers

Case learning has a long history in education. Stories such as Aesop's Fables (e.g., The Little Red Hen, The Fox and the Grapes, etc.) endure because telling a story with a moral (the teaching method) leads to better learning. No matter how old we are, each time we think of one of Aesop's Fables (The Hare and the Tortoise), we quickly remember the moral that goes with it (slow and steady wins the race). Case learning is an extension of this storytelling tradition that can be applied to many educational purposes. In agribusiness management education, cases are used to develop decision making skills (*decision cases*). Whatever their use, students who master the case method of learning become better critical thinkers (i.e., they can think for themselves, are better problem solvers and decision makers, and are ready to pursue lifelong learning).

Case learning is considered one of the most effective ways to facilitate student learning, especially higher order skills (Bonwell and Eison, pg. iii). Students in an active learning environment such as those using case learning generally retain more of what is presented than those who passively listen to a lecture (Bonwell and Eison, Huba and Freed chapter 2, McKeachie, chapter 27 and National Survey of Student Engagement). Support for this is found in the foundations of pedagogical theory.

Benjamin S. Bloom developed two taxonomies of how students learn—the cognitive domain and the affective domain. *The Taxonomy of the Affective Domain* deals with how student values and attitudes toward learning affect their ability to learn (Bloom, pg. 7). The premise behind this taxonomy is that when students are open-minded to learning and new ideas, and feel there is value to what they are learning, they are more likely to learn. Bloom designated five levels within the affective domain arranged in hierarchical order like the items found in Maslow's Hierarchy of Human Needs. The needs found at the bottom of the hierarchy must be satisfied first before moving to the next higher level. Once a need is met, it no longer motivates behavior since what motivates people now is found at the next higher level. However, if a lower level need is suddenly not being fulfilled, people revert to meeting that lower level need.

[Insert Figure 1 Here]

*Bloom's Taxonomy of the Cognitive Domain* of learning is arranged in a similar hierarchical fashion. The Taxonomy of the Cognitive Domain defines six levels of thinking. Students reveal where they are in this hierarchy by the types of thinking skills they use. The six levels from lowest to highest are *knowledge, comprehension, application, analysis, synthesis, and evaluation*. As learners move to higher levels in the hierarchy, they improve their thinking abilities and become capable of higher level learning outcomes.

[Insert Figure 2 Here]

Gronlund et. al (in their Appendix G) summarized the meaning of each of Bloom's six levels of educational outcomes in the cognitive domain in the hierarchy as follows:

1. **Knowledge**                      **Remembers** previously learned material; knows terms, concepts, and principles.  
Students show their mastery of this level of thinking in the hierarchy by being able to **define, describe, label,** and **list** the facts taught.
  
2. **Comprehension**                **Understands** facts and principles; interprets verbal material; estimates future consequences from data.  
Students show their mastery of this level of thinking in the hierarchy by being able to **explain, generalize, give examples,** and **paraphrase** what was taught.
  
3. **Application**                      **Applies** concepts and principles to new situations; demonstrates correct usage of a method or procedure.  
Students show their mastery of this level of thinking in the hierarchy by being able to **compute, demonstrate,** and **use** what was taught.
  
4. **Analysis**                            **Recognizes** unstated assumptions, fallacies in reasoning, and can distinguish between facts and inferences.  
Students show their mastery of this level of thinking in the hierarchy by being able to **distinguish, outline, illustrate, subdivide,** and **separate** what was taught.
  
5. **Synthesis**                          **Integrates** learning from different areas into a plan for solving a problem; writes a well-organized theme or creative short story; gives a well-organized speech; formulates a new scheme for classifying objects, ideas, or events.  
Students show their mastery of this level of thinking in the hierarchy by being able to **combine, create,** and **design** what was taught.
  
6. **Evaluation**                        **Judges** the logical consistency of written material, the adequacy of data to support a conclusion, and the value of work by internal criteria and external standards.  
Students show their mastery of this level of thinking in the hierarchy by being able to **conclude, appraise, contrast, interpret,** and **relate** what was taught.

*Students become critical thinkers when they can comfortably operate at all six levels of Bloom's Cognitive Domain.* Students develop higher level abilities (especially levels 4, 5, and 6) through case learning. Thus, case learning is a key ingredient in developing critical thinkers and effective decision makers. This is why case learning is one of the most effective learning methods. When combined with other active learning techniques (through class discussion of a case), collaborative learning (through group case preparation and presentation), and written/oral reports of the case, students develop their critical thinking skills (Beierlein and Wade).

### Why Decision Cases Are Scholarly

Scholarship is an essential goal of university faculty and is typically rewarded by tenure, promotion and higher salaries. Traditionally, scholarship has focused primarily on research, new knowledge published in peer reviewed journals. Just as researchers take the current level of knowledge and expand it for a subject matter area, decision case writers engage in developing new knowledge and do the same thing for their students' decision making skills. A decision case is typically based upon researching and describing a business situation and linking this with the appropriate learning objectives of a course (i.e., develops new knowledge about a situation).

Using this new knowledge starts by presenting students with a situation and asking them to expand their knowledge by making decisions. Students proceed through the same intellectual processes (the six levels of Bloom's Taxonomy) in finding the solution to a decision case that researchers do in carrying out their research projects. In a sense, this is the discovery of new knowledge that educators in agribusiness management are seeking. The difference is that they are helping their students find it in *themselves* much like a faculty member who mentors graduate students through a thesis.

The importance of having written cases available in journals is that they fill gaps in the range of materials available for student learning. This is similar to the basic research goal of filling gaps in knowledge in a subject matter area. One benefit of having peer reviewed decision cases in the journals is that provides a readily available set of scholarly decision cases.

Yet, decision cases do not follow the traditional scientific method. The **Aproblem@** presented by the case will not typically have a single or clear **Asolution@** that can be evaluated using a statistical test of significance. Decision case studies commonly have a more varied organizational structure since they have several learning objectives (e.g., illustrate how to handle an old problem in a new way or a new problem in an old way, show the application of a management principle, and generally inform the reader about how to handle a new or reoccurring situation ). This is appropriate for agribusiness students because it reflects the decision making environment that they will encounter when they enter their profession.

So are teaching cases really scholarship? In the last decade there has been a growing chorus for including teaching and integration as scholarship (e.g., Boyer, Braskamp and Ory, Cross and Steadman). This has been part of a redefinition of scholarship in many disciplines. Relevantly for agribusiness management, the American Assembly of Collegiate Schools of Business (AACSB) separated the scholarly work of faculty into (a) basic scholarship (the creation of new knowledge), (b) applied scholarship (the application, transfer, and interpretation of knowledge of approved management, practice and teaching); (c) instructional development, the enhancement of the educational value of instructional efforts of the institution or discipline (Diamond and Adams). Decision case studies deal with the scholarship types (b) and (c). In addition, the AACSB Task Force on Faculty Research specifically has defined peer reviewed, written case studies accompanied by an instructor's manual as scholarship.

Peer review typically will improve the scholarship of teaching cases used in the classroom. In essence, the writing and publication of peer reviewed teaching cases in journals provides a standard for cases used in classroom education. Agribusiness education should improve as teaching cases are better written.

Writing and publishing cases for peer review in our profession is relatively new and has different approaches than those we were taught in research methodology. Given this, it is important to establish the criteria of what makes a good case.

### **Standards of Scholarship for Learning With Decision Cases**

Decision cases are a key component of professional education because developing critical thinkers who can make good decisions in an applied problem setting is one of the most important skills they will need to succeed in the workplace. Thus, those who write decision cases are making valuable contributions to the professional education of agribusiness management students. Just like those who author research articles, writers of decision cases play a critical role in the total education of their students and the development of our profession. Because of their importance, decision case submissions to *The International Food and Agribusiness Management Review*, are held to rigorous quality standards that are equivalent to those used in evaluating research articles. The publication of both decision cases and research articles within the same journal is in keeping with our view of the role of a journal as a place that keeps the skills of all parts of a profession relevant and up to date.

For research publications there is a standard format (the scientific method) for reporting research findings. Because reviewers have had extensive education and experience in the scientific method, they know what to expect from a manuscript regardless of the subject. There are definite expectations about what must be done and how it must be done as the research problem is addressed. Because decision cases have a different purpose, the scientific method template does not fit them and a different evaluation process must be applied.

Given these differences in objectives and learning goals, it is important to establish the criteria of what makes a “good case.” However, this can be a challenging task. Multiple conferences and authors have developed several lists of what can be considered the elements of a “good case” (e.g., Harling and Misser; Swinton; Naumes; Sharplin). Nonetheless, it is important to establish to the extent possible what should be in a good decision case so that what constitutes good scholarship is broadly understood by would be authors, journal editors and reviewers, peers, and academic administrators.

One major issue with such lists is that they may not capture what is truly important. For example, many feel adding dialogue and personalities to a decision case increases the realism and raises student interest in a case. The presence or lack of dialogue is not what is important. What is important is that a good case should have “the potential for strong student interest.” One way to do this is with dialogue and personalities. All the elements of a good decision case should be specified this way.

It should be clear at the outset that these elements are primarily focused on defining standards and, as such, should be viewed as an evaluative tool. That is, does a case meet the criteria for a good case. This is in marked contrast to the efforts to describe “how to” write a case addressed in other places (e.g., Naumes and Naumes or Harling and Misser).

The following sections develop several key underlying elements of a good decision case based on a review of published sources, material from several conferences on decision cases and experience. Based on these, it is argued that these are the key elements of a high quality agribusiness decision case. They are conceptually analogous to the standard peer reviewed research article approach (i.e., introduction, model, data, results and conclusion). This list is intended as a guide to help those who use, write and review decision cases so they can evaluate the effectiveness, scholarship, and rigor of the cases they see.

### *1. Agribusiness Management Education Requires the Application of Managerial Principles and Procedures*

The main reason to write a decision cases is to facilitate the effective learning of agribusiness management. Facilitating student learning is the central reason for using any learning method (Huba and Freed). Harling (1995) writes, based on a survey of agricultural economists, that 79% of respondents felt that the role of agribusiness programs was “to train students to be practicing managers.” The pedagogical reason for using decision cases is to give students a realistic way to develop both the art and science of their business management decision making skills.

To provide a relevant learning experience for aspiring managers a good decision case should require some task or effort related to decision making management be completed. Typically, the case should require a decision or recommendation that students must make after studying the situation presented in the case. The types of decisions that need to be made and the selection of the appropriate analysis method should be part of the learning experience. Students should understand that both are important



elements to making a good business decision and they will vary depending on what business issues are addressed in the case (the art part of decision making). Nonetheless students should accomplish some important management task using a decision case.

## 2. *Potential Interest of Teachers and Students in Using the Case*

An overall objective for any journal publication is that there should be widespread interest in the topic covered by the case. In essence, what is the potential interest in the topic, issues, tools, etc. to be learned in the case that will be useful in agribusiness management classes? Any of the common tools and issues taught in agribusiness classes from human resources to strategic management would generally be appropriate subject matter for a decision case.

Table 1 provides an overview of factors that affect the interest and usefulness of decision cases.

**Table 1. Factors Affecting the Interest and Usefulness of Decision Cases**

<b>Factor</b>	<b>Explanation</b>
<i>Addresses issues taught in agribusiness courses</i>	More likely to be useful if there is ready use for case
<i>Recent issues or “hot topics”</i>	Considerable need in an area with little earlier publication
<i>Important topic or issue in agribusiness courses</i>	Stronger need for decision cases in an area
<i>Not been written about often</i>	Need exists for more decision cases in this area
<i>Novel or new approach</i>	Addressing or illustrating a common managerial situation in a novel/creative way enhances the usefulness of the case.

## 3. *A Well Written Teaching Note*

One continuing theme from all the material reviewed is that a case must result in an effective learning experience for students. This means that the case must be clearly thought out, carefully planned, and have well defined learning objectives. Authors demonstrate how well they have done this in the teaching note that accompanies their case. A well written, carefully organized teaching note is vital if you want

others to use your case and the journal to publish it. The teaching note provides a detailed guide of how other instructors can use the case to accomplish their own learning objectives. Most reviewers will start their evaluation by reading the teaching note. Many instructors' will decide whether to use a case based on what they see in the teaching note.

The teaching note must be clearly formulated with well-defined learning objectives before the case is written. After that, this is an iterative process. As the case takes shape, authors should return to the teaching note to keep it up to date with changes in the case. Refining your learning objectives or incorporating new learning objectives is quite normal as the case develops. What is important is to organize what you are trying to do so that students and other teachers can fully grasp what you are trying to accomplish. This is especially true for instructors. No teacher wants to look dumb in front of a class by having a student come up with a major insight that the teacher (or the author of the case) should have seen. Also, this means the case should be done without any mathematical errors and include reliable data. Harling and Misser (1998) provide an excellent overview of how to write a teaching note.

Table 2 outlines key information that should be in a good teaching note.

**Table 2. Key Information Useful in the Teaching Note**

<b>Information</b>	<b>Explanation</b>
<p><i>Where and when to use the case including:</i></p> <ul style="list-style-type: none"> <li>• <i>learning objectives or lessons</i></li> <li>• <i>intended student audience or course</i></li> <li>• <i>background of audience</i></li> </ul>	Provides key information to potential users on the intended use of case
<i>Synopsis of case and keywords</i>	A quick overview of the case is useful for those considering using the case. The keywords help teachers quickly locate cases that meet learning objectives
<i>Study questions and answers</i>	Teachers who are using the case need to know what the author considers the key questions and answers to be. This will increase the teacher's confidence in the case.
<i>Teaching Strategies</i>	Describe effective methods to use the case for maximum learning. In some situations, the same case can be used to accomplish several learning objectives.
<i>Follow-up to the case</i>	A follow up can provide closure to students when they learned what actually happened.

#### 4. *Potential for Engaging Student in Learning*

A goal of a decision case is to engage students in the process of making decisions. Engaging students' minds starts with doing something that is relevant, exciting, and deals with situations students anticipate facing when they go to work. Students will usually learn more from a case that is interesting to them. This will, of course, vary widely by individual students and classes. One central issue that stimulates student interest is that the case presented must represent a real world situation. Students often lose interest in cases that seem made up, contrived or artificial, or happened more than five years ago. Other key facets that can be useful in stimulating student interest are covered below in Table 3.

**Table 3. Potential for Stimulating Student Interest**

<b>Information</b>	<b>Explanation</b>
<i>The case is written at a level appropriate to the intended audience.</i>	Written so the intended audience can understand the material and it is not written in technical style
<i>Tells a story</i>	Students can be more easily engaged by a well-told story.
<i>Case generates empathy with main characters and the situation</i>	When students care about the decision maker and the decision, and could see themselves in that role, they can get more interested in the case.
<i>Gives history behind the situation, the people, and the firm and the industry</i>	History provides an important part of the essential real world context of the case. This can highlight the role of internal and external factors that affect a decision both in the long and short run.
<i>Uses dialogue</i>	Dialogue increases the realism of the case
<i>Includes messy details</i>	Forces students to discern what is actually useful from among the information provided. They also show the case is real and helps to provides a context for the decision.
<i>Situation is timely</i>	Data and situation must be less than five years old. Anything older than five years is not deemed to be relevant and current by most students. This means it is not worth learning.

### 5. *Clarity of Presentation*

Like all writing, including research publications, clarity of presentation is an important part of an effective decision case. The way the information is presented is what guides the student to a better understanding of the problem and possible solutions. The following outline describes several factors that contribute to clarity of presentation (Table 4).

**Table 4. Factors that Influence Clarity of Presentation**

<b>Factor</b>	<b>Explanation</b>
<i>Statement of central issue</i>	The reason for reading the case the case should be identified at the beginning. For advanced classes, this reason can be less well defined because it may be best to let the students identify the central issue since problem identification is an important part of good decision making.
<i>Sufficient information to make a decision</i>	This allows the student to see how the application of a tool or management principle aids decision making. In more advanced classes, it may be best to make the students seek out information beyond what is found in the case by using resources like the Internet to better understand a firm's problems. This should be clearly outlined in the teaching note.
<i>Logical and chronological sequencing</i>	Generally it makes sense to provide information in a logical and chronological sequence that would mirror they way it would be typically collected or told. Similar material should be placed together. However, for some cases, especially in advanced classes, an appropriate learning objective would be for students to effectively organize the information.

*Information should be timely and relevant to the decision to be made*

Old or irrelevant information can serve to confuse and distract readers in lower level courses. The presence of “extra” information in higher level courses can be used to help students develop their problem solving skills.

*Questions*

Questions are important element in guiding student learning . They should be clearly linked to the learning objectives for the case. The questions and answers should only appear in the teaching note so the teacher can take the discussion in a variety of directions.

*Avoid or carefully use bias and value-laden judgements*

Generally a case should present information in a non-biased manner or make it clear where bias is present. In more advanced cases an appropriate learning objective can be for students to deal with these issues as part of their decision making.

*References and additional information including related websites*

References and additional information including websites should be included in the case or the teaching note to aid a teacher in directing learning.

## **Conclusion**

As teaching and learning with cases in the classroom continues to grow, it is important for our colleagues and peers to understand the valuable role that case learning plays in accomplishing the learning objectives in agribusiness management courses. Because the objectives of case learning are different from traditional research, the evaluation of case publications is different. Furthermore, given the newness of publishing decision cases, it is important to develop the pedagogical foundations of decision cases, so appropriate standards and rewards can be established for scholarship in this area. It is our hope that this paper has clearly set out the standards for publication of decision cases submitted to the *International Food and Agribusiness Management Review*.

The appendix to this paper includes the form currently used in evaluating decision cases seeking publication in this journal. We feel the publication of this evaluation form will help accomplish several related goals: 1) encourage decision case writers to develop high quality cases, 2) give reviewers a detailed and clear set of criteria for assessing the value of a case to provide effective feedback to the authors, and 3) show academic administrators the scholarship and standards used in selecting cases for

publication in this journal. Once this process is established, the hope is that those who write and teach with cases will expand their case writing efforts and a large and growing pool of good agribusiness management cases will emerge.

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- b. \_\_\_\_\_  
 c. \_\_\_\_\_  
 d. \_\_\_\_\_

4. Case Summary is well defined 1 2 3 4 5 6 7 8 9 10  
 Summarize the case in two sentences:

5. Recommended teaching strategy is well defined 1 2 3 4 5 6 7 8 9 10  
 The recommended strategy is:

6. Are study questions provided in the teaching note? YES NO  
 (If yes, go to question #7)

A. If not provided, are study questions *needed*? YES NO  
 (If no, go to question #8)

Explain:

B. If additional classroom questions needed are needed in the teaching note, what should they be?  
 Define:

7. Are the study questions appropriate and well defined? 1 2 3 4 5 6 7 8 9 10

A. Are the *answers* to the study questions in the teaching note? YES NO

--IF YES, are the *answers* to the study questions well defined? 1 2 3 4 5 6 7 8 9 10

B. If additional classroom questions needed are needed in the teaching note, what should they be?

Define:

### III. Ability of the Case to Stimulate Student Interest

- |    |   |   |   |   |   |   |   |     |   |    |    |
|----|---|---|---|---|---|---|---|-----|---|----|----|
| 1. | Is the case written so the intended audience can understand the material? | 1 | 2 | 3 | 4 | 5 | 6 | 7   | 8 | 9  | 10 |
| 2. | Is the case written so it will engage student interest?                   | 1 | 2 | 3 | 4 | 5 | 6 | 7   | 8 | 9  | 10 |
| 3. | Is the situation and problem believable?                                  | 1 | 2 | 3 | 4 | 5 | 6 | 7   | 8 | 9  | 10 |
| 4. | Is the problem put in proper context?                                     | 1 | 2 | 3 | 4 | 5 | 6 | 7   | 8 | 9  | 10 |
| 5. | Is problem analysis a key part of the analysis?                           | 1 | 2 | 3 | 4 | 5 | 6 | 7   | 8 | 9  | 10 |
| 6. | Is the setting and data less than 5 years old?                            |   |   |   |   |   |   | YES |   | NO |    |

Comments:

### IV. Clarity of Presentation

- |    |  |   |   |   |   |   |   |     |   |    |    |
|----|--|---|---|---|---|---|---|-----|---|----|----|
| 1. | How well is the case written?  | 1 | 2 | 3 | 4 | 5 | 6 | 7   | 8 | 9  | 10 |
| 2. | How hard is it to identify the key issue(s) in the case?               | 1 | 2 | 3 | 4 | 5 | 6 | 7   | 8 | 9  | 10 |
| 3. | Is the difficulty of the case appropriate given the intended audience? | 1 | 2 | 3 | 4 | 5 | 6 | 7   | 8 | 9  | 10 |
| 4. | Does the case contain sufficient information to find a solution?       |   |   |   |   |   |   | YES |   | NO |    |
|    | If NO, is this consistent with the learning objective of the case?     |   |   |   |   |   |   | YES |   | NO |    |

If NO, what additional information would you need?

V. Summary Evaluation

1. Overall evaluation of the case? 1 2 3 4 5 6 7 8 9 10

2. Publication recommendation?

Publish As Is

Request a Revision and You Do Not Need to See the Revision

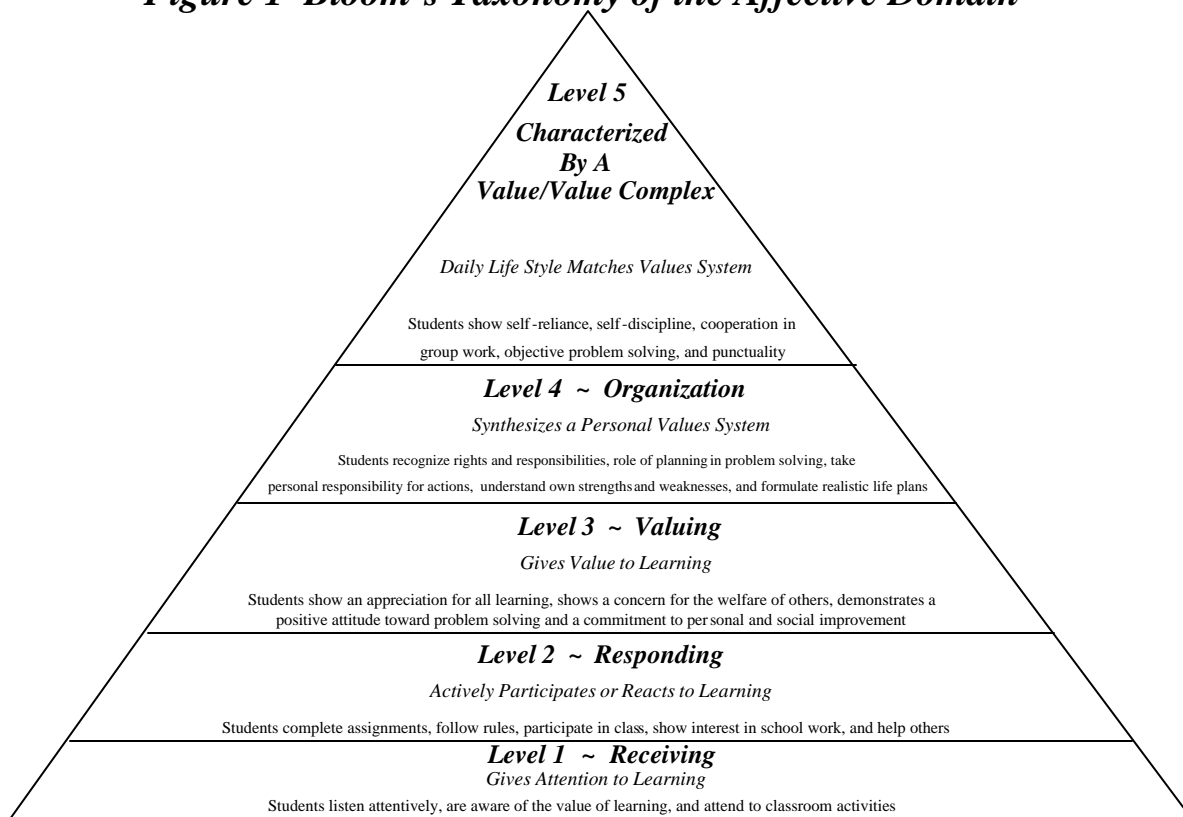
Request a Revision and You Want to See the Revision

Reject

Send to Another Journal such as \_\_\_\_\_

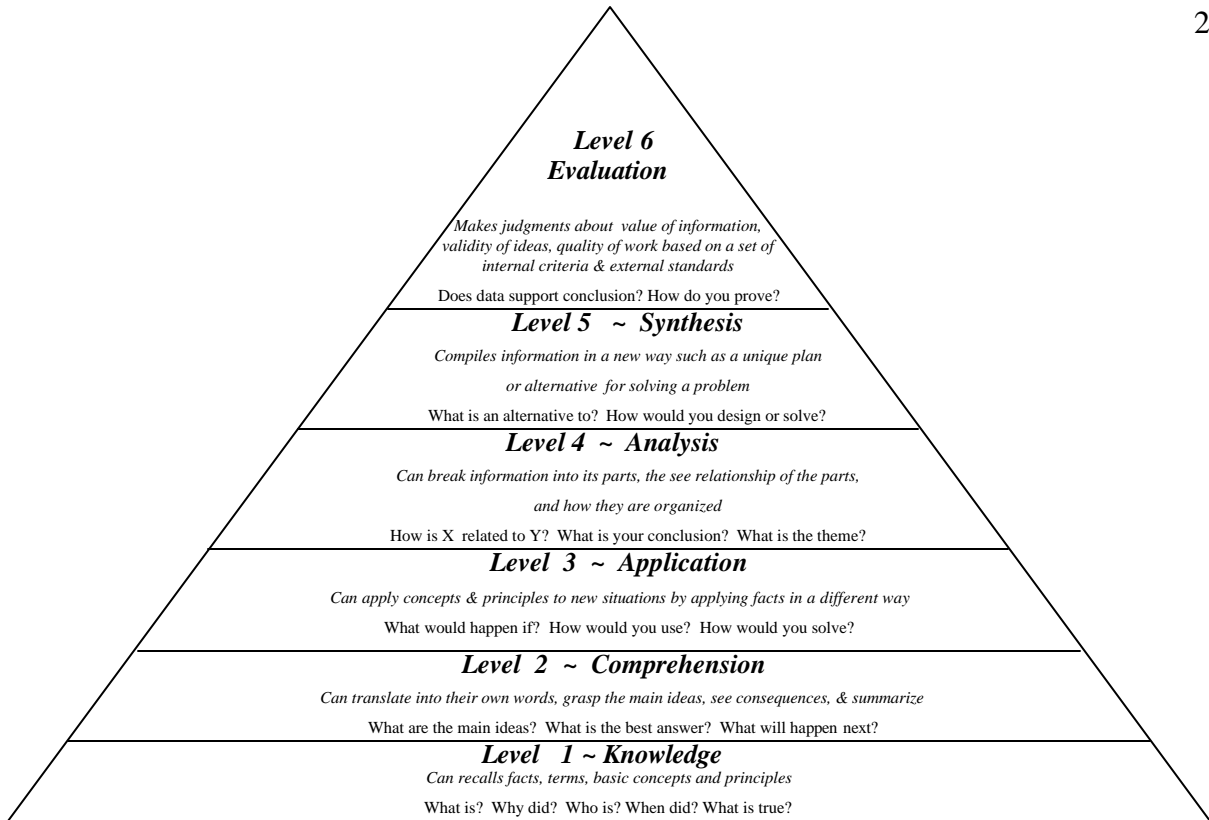
Comments:

**Figure 1 Bloom's Taxonomy of the Affective Domain**



*From: Beierlein and Wade, Navigating Your Future ~ The Principles of Student Success, Houghton Mifflin, 2002*

**Figure 2 Bloom's Taxonomy of the Cognitive Domain**



*From: Beierlein and Wade, Navigating Your Future ~ The Principles of Student Success, Houghton Mifflin, 2002.*