## INDEX

Active learning, 4, 159, 231	tips for, 19-23
theories, 18	type of analysis, 168–170
Alignment, 228–229	Chief Executive Officer (CEO), 86
Archives, 57–58	Closing Hook, 93–96
Assignment, 228–229	Clustered bar graph (see Grouped bar
Association to Advance Collegiate	graph)
Schools of Business (AACSB),	Committee on Publication Ethics
127, 227	(COPE), 68
Asynchronous online, 228, 230, 231	Compact Case, 1
classes, 232	active learning theories, 18
	bad ideas for, 36-40
Back pocket cases, 242	case, 4
Bad ideas for Compact Cases, 36–40	case ideation criteria for, 34–36
Bar charts, 105–106	case writing adventure, 8-12
Black Lives Matter (BLM), 85	closing hook, 93–96
Blended learning (see Hybrid learning)	company history, 85
, ,	components, 79
Case, 4, 53	differences in learning objectives, 25–26
criteria for Compact Cases, 34-36	"Don't Tell Us-Show Us" approach,
ideation, 33	91–92
releases, 61–63	elements of compact case, 23-25
teaching modalities, 229–231	encouraging student reading of
Case series (see Multipart series)	assigned materials, 19
Case writer(s), 53, 114, 128–129	great case writers, 6–7
research ethics for, 68–73	history of cases, 2–3
Case writing, 62	IM for Compact cases vs. traditional
assignment, 159	cases, 154–156
assignment choices, 167	industry background, 83-85
benefits of, 160	manager(s), 86–87
challenges of, 164	opening hook, 80–83
conventions, 78–79	past, present, and future of cases,
individuals or teams, 166–168	248–250
instructor benefits, 162-164	possibilities for 2019 Hackathon,
instructor challenges, 165-166	37–38
length of case, 168	primary differences between short
materials and guidance, 174–176	and traditional cases, 28–29
peer feedback, 170	problem/case focus, 87–90
research methodology in, 53–54	revised Bloom's taxonomy, 89
skills, 162	short cases from instructor's
structuring, 166	perspective, 27
student benefits, 160–162	short cases from student's
student challenges, 164-165	perspective, 27–28
0 /	* * *

student's perspective, 17	technological innovations, 101
teaching cases, 3–4	tips for data visualizations,
tips for case writing, 19–23	101–117
traditional cases, 15	
vs. traditional cases, 15	Fabrication, 65
write cases, 5–6, 7–8	Faculty Survey of Student Engagement
Company History, 85	(FSSE), 17
Conference workshop presentation, 171	Falsification, 65
Conflicts of interest, 68	Fictionalized cases, 63-67
Construct validity, 60	Field research, 55
Contextual knowledge, 5	Financial statements, 108–110
	Five Forces Analysis, 141, 169
Data sources, 54	Focus in short writing, 34
primary data sources, 54-55	Functional cases, 20
quasi-primary data sources, 56-58	
secondary data resources, 55-56	"Good Idea" for Compact Case
Data transparency, 70	bad ideas for Compact Cases,
Data visualization (Dataviz), 100	36–40
in case exhibits, 101	case ideation, 33
diagrams/charts, 111–113	case ideation criteria for Compact
financial statements, 108–110	Cases, 34–36
graphs, 101–108	case writing journey, 48–49
maps, 110	finding good case ideas, 40–43
photos, 113–114	good ideas for short cases, 36
sample timeline, 112	types of cases, 43–48
videos, 114–117	"Good" answers, characteristics of,
Deans and tenure committees, 130–131	149–150 Craphs 101 108
Decision-focused cases, 46–48 Defamation, 61	Graphs, 101–108 Great case writers, 6–7
Descriptive cases, 43	Grouped bar graph, 106
Design, 228–229	Grouped bar graph, 100
Diagrams/charts, 111–113	Harvard Business School (HBS), 2-3
Discussion questions, 143–144	Hybrid learning, 230–231
and answers, 148–152	Try ortal rearring, 250 251
Disguised cases, 63–67	Illustrative cases (see Descriptive cases)
"Don't Tell Us–Show Us" approach,	In-person case discussions, 230
91–92	Industry Background, 83–85
Donut charts, 104–105	Informative cases, 87
,	Informed consent form, 73
Editors, 130	Institutional Review Board (IRB), 69
Embryo cases, 49	Instructor's manual (IM) (see Teaching
Evaluative cases, 44–46	note (TN))
Evaluators, 129	Instructors, 129
Exhibits, 97	benefits, 162-164
buried alive in data, 100-101	challenges, 165-166
Compact Case word budget, 117-118	Intellectual contributions, 64-65
in compact cases, 98	Intellectual property, 69
data visualization, 100	
editing case, 119–121	Journalism principles
increased encounters with	do not add, 72
visualization, 100	do not deceive, 72

Lammily case, 47 Learning management system (LMS), 198, 229–230 Learning objectives (LOs), 128, 137 assignment questions vs., 141 examples, 138–140 improper sequencing of, 141 lack of, 140–141 lack of alignment of, 141–142 multipurpose tool, 142 problems with, 140 "Library cases" (see Secondary data resources) Line graphs, 102–103 LinkedIn study, 162 Manager(s), 86–87 Maps, 110 Multipart series, 49 Multiple bar charts, 108 Morth American Case Research Association (NACRA), 137, 162, 204 Online case pedagogy, 237–242 Opening Hook, 80–83 applying Five Ws and an H Framework to, 81 Framework to, 81 Passit eactors, 159 Past tense, 78 Pedagogical knowledge, 5 Pedagogical knowledge, 5 Pedagogical content knowledge (PCK), 5, 6 Pedagogical wsage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem-fased focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139 Publication process, 210–217 responding to reviewers, 217–223 quasi-primary data sources, 56–58 Relationship-building, 62 Reliability, 60–61 Reproducibility, 68 Research methodology in case writing, 53–54 tify, 142–143 Researching Compact Case activities post case acceptance, 223 quasi-primary data sources, 56–58 Relatio		
Learning management system (LMS), 198, 229–230 Learning objectives (LOs), 128, 137 assignment questions vs., 141 examples, 138–140 improper sequencing of, 141 lack of, 140–141 lack of alignment of, 141–142 multipurpose tool, 142 problems with, 140 "Library cases" (see Secondary data resources) Line graphs, 102–103 LinkedIn study, 162 Manager(s), 86–87 Maps, 110 Multipart series, 49 Multiple bar charts, 108 North American Case Research Association (NACRA), 137, 162, 204 Opening Hook, 80–83 applying Five Ws and an H Framework to, 81 Framework to, 81 Peassive actors, 159 Past tense, 78 Pedagogical content knowledge (PCK), 5, 6 Pedagogical content knowledge (PCK), 5, 6 Pedagogical sing, 149, 234 Pic charts, 103 Plagiarism, 69 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem-fase focus section of Compact Cases, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  activities post case acceptance, 223 for journal submission, 200–210 peer-review process, 197 responding to reviewers, 217–223 for journal submission, 200–217 responding to reviewers, 217–223 for jublication process, 210–217 responding to reviewers, 216–80 Relation ind answer period (Q&A Period, 57 Relability, 60–61 Reproducibility, 68 Relationship-building, 62 Reliability, 60–	Lammily case, 47	Publishing Compact Case
Learning objectives (LOs), 128, 137 assignment questions vs., 141 examples, 138–140 improper sequencing of, 141 lack of, 140–141 lack of alignment of, 141–142 multipurpose tool, 142 problems with, 140 "Library cases" (see Secondary data resources) Line graphs, 102–103 LinkedIn study, 162 Manager(s), 86–87 Maps, 110 Multipart series, 49 Multiple bar charts, 108 Morth American Case Research Association (NACRA), 137, 162, 204 Opening Hook, 80–83 applying Five Ws and an H Framework to, 81 Passive actors, 159 Past tense, 78 Pedagogical knowledge, 5 Pedagogical content knowledge (PCK), 5, 6 Pedagogical usage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTFL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  for journal submission, 200–210 peer-review process, 210–217 responding to reviewers, 217–223 Quasi-primary data sources, 56–58 Question and answer period (Q&A period), 57 Red herrings", 88 Relationship-building, 62 Reliability, 60–61 Reproducibility, 68 Research methodology in case writing, 53–54 IM, 142–143 Multipart series, 49 Researching Compact Case case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary sources, 33, 86 Short case good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,		
Learning objectives (LOs), 128, 137 assignment questions $vs.$ , 141 examples, 138–140 improper sequencing of, 141 lack of, 140–141 lack of, 140–141 lack of, 140–141 lack of alignment of, 141–142 multipurpose tool, 142 problems with, 140  "Library cases" (see Secondary data resources) Line graphs, 102–103 LinkedIn study, 162  Manager(s), 86–87 Maps, 110 Multipart series, 49 Multipart series, 49 Multiple bar charts, 108 Morth American Case Research Association (NACRA), 137, 162, 204 Opening Hook, 80–83 applying Five Ws and an H Framework to, 81 Passive actors, 159 Past tense, 78 Pedagogical content knowledge (PCK), 5, 6 Pedagogical knowledge, 5 Pedagogical usage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139		
assignment questions vs., 141 examples, 138–140 improper sequencing of, 141 lack of, 140–141 lack of alignment of, 141–142 multipurpose tool, 142 problems with, 140  "Library cases" (see Secondary data resources) Line graphs, 102–103 LinkedIn study, 162  Manager(s), 86–87 Maps, 110 Multipart series, 49 Multiple bar charts, 108 Morth American Case Research Association (NACRA), 137, 162, 204 Opening Hook, 80–83 applying Five Ws and an H Framework to, 81 Framework to, 81 Passive actors, 159 Past tense, 78 Pedagogical knowledge, 5 Pedagogical knowledge, 5 Pedagogical wsage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  publication process, 210–217 responding to reviewers, 217–223 responding to reviewers, 217–223 responding to reviewers, 56–58 Quasi-primary data sources, 56–58 Question and answer period (Q&A period), 57  Quasi-primary data sources, 56–58 Question and answer period (Q&A period), 57  Quasi-primary data sources, 56–58 Question and answer period (Q&A period), 57  Relability, 60–61 Reproducibility, 68 Research methodology in case writing, 53–54 im, 142–143 Researching Compact Case case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 triangulation, 52 etherings", 88 Relationship-building, 62 Relability, 60–61 Reproducibility, 68 Research methodology in case writing, 53–54 tim, 142–143 Researching Compact Case case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or seco		
examples, 138–140 improper sequencing of, 141 lack of, 140–141 lack of alignment of, 141–142 multipurpose tool, 142 problems with, 140 "Library cases" (see Secondary data resources) Line graphs, 102–103 LinkedIn study, 162 Manager(s), 86–87 Maps, 110 Multipart series, 49 Multiple bar charts, 108 Morth American Case Research Association (NACRA), 137, 162, 204 Opening Hook, 80–83 applying Five Ws and an H Framework to, 81 Passive actors, 159 Past tense, 78 Pedagogical content knowledge (PCK), 5, 6 Pedagogical knowledge, 5 Pedagogical usage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  responding to reviewers, 217–223 Quasi-primary data sources, 56–58 Question and answer period (Q&A period), 57 Relability, 60–61 Reproducibility, 68 Research methodology in case writing, 53–54 IM, 142–143 Research methodology in case writing, 53–54 Im, 142–143 Research methodology in case varience, 53–66 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 Im, 142–143 Research methodology in case writing, 53–55 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research methodology in case writing, 53–54 trangularion, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing		
improper sequencing of, 141 lack of, 140–141 lack of, 140–141 lack of alignment of, 141–142 multipurpose tool, 142 problems with, 140  "Library cases" (see Secondary data resources)  Line graphs, 102–103 LinkedIn study, 162  Manager(s), 86–87 Maps, 110 Multipart series, 49 Multiple bar charts, 108  North American Case Research Association (NACRA), 137, 162, 204  Online case pedagogy, 237–242 Opening Hook, 80–83 applying Five Ws and an H Framework to, 81  Passive actors, 159 Past tense, 78 Pedagogical content knowledge (PCK), 5, 6 Pedagogical wage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139		
lack of, 140–141 lack of alignment of, 141–142 multipurpose tool, 142 problems with, 140  "Library cases" (see Secondary data resources)  Line graphs, 102–103  LinkedIn study, 162  Manager(s), 86–87  Maps, 110  Multipart series, 49  Multiple bar charts, 108  North American Case Research     Association (NACRA), 137, 162, 204  Online case pedagogy, 237–242  Opening Hook, 80–83     applying Five Ws and an H     Framework to, 81  Passive actors, 159 Past tense, 78  Pedagogical content knowledge (PCK), 5, 6 Pedagogical usage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pic charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  Quasi-primary data sources, 56–58 Question and answer period (Q&CA multipurpose tool, 142 period), 57 Pred Herrings", 88 Relationship-building, 62 Reliability, 60–61 Reproducibility, 68 Research methodology in case writing, 53–54 IM, 142–143 Researching Compact Case case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary data resources, 55–56 Secondary research, 60–61 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short case and traditional cases, 28–29 from student's perspective, 27 primary difference between short case and traditional cases, 28–29 from student's personet (gex)		responding to reviewers, 217–223
lack of alignment of, 141–142 multipurpose tool, 142 problems with, 140  "Library cases" (see Secondary data resources)  Line graphs, 102–103  LinkedIn study, 162  Manager(s), 86–87  Maps, 110  Multipart series, 49  Multiple bar charts, 108  North American Case Research Association (NACRA), 137, 162, 204  Opening Hook, 80–83  applying Five Ws and an H Framework to, 81  Passive actors, 159 Past tense, 78 Pedagogical content knowledge (PCK), 5, 6 Pedagogical usage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pic charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  Question and answer period (Q&A period), 57  "Red herrings", 88 Relationship-building, 62 Reliability, 60–61 Reproducibility, 68 Research methodology in case writing, 53–54 IM, 142–143 Researching Compact Case case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 IM, 142–143 Researching Compact Case case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary data resources, 55–56 Secondary research, 60–61 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short case and traditional cases, 28–29 from student's perspective, 97 primary differences between short case arclaeses, 61–63 data sources, 54–8 Reliability, 60–61 Reproducibility, 68 Research methodology in case writing, 53–54 IM, 142–143 IM, 142–143 IM, 142–143 IM, 142–143 IM,		0 1 56 50
multipurpose tool, 142 period), 57 problems with, 140  "Library cases" (see Secondary data resources)  Line graphs, 102–103  LinkedIn study, 162  Manager(s), 86–87  Maps, 110  Multipart series, 49  Multiple bar charts, 108  North American Case Research Association (NACRA), 137, 162, 204  Opening Hook, 80–83  applying Five Ws and an H Framework to, 81  Past tense, 78  Pedagogical content knowledge (PCK), 5, 6  Pedagogical knowledge, 5  Pedagogical saage, 135–137  Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234  Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary research, 55, 60–61 Primary sources, 33, 86–87  "Problem-based learning", 2–3 Problem-case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  "Red herrings", 88 Relationship-building, 62 Reliability, 60–61 Reproducibility, 68 Research methodology in case writing, 53–54 IM, 142–143 Researching Compact Case case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research methodology in case writing, 53–54 tiny, 142–143 Researching Compact Case case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 IM, 142–143 Researching Compact Case case releases, 61–63 data sources, 54–58 difference between storytelling and research, 33 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 Secondary research, 60–61 Secondary research, 60–61 Secondary vester, 60–61 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short case and trad		
resources) Line graphs, 102–103 LinkedIn study, 162  Manager(s), 86–87 Maps, 110 Multipart series, 49 Multiple bar charts, 108 Morth American Case Research Association (NACRA), 137, 162, 204 Opening Hook, 80–83 applying Five Ws and an H Framework to, 81 Pedagogical content knowledge (PCK), 5, 6 Pedagogical knowledge, 5 Pedagogical lusage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problembased learning", 2–3 Problembased served from Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  Relationship-building, 62 Reliability, 60–61 Reproducibility, 68 Research methodology in case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case vriting, 53–54 IM, 142–143 Researching Compact Case case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short case and traditional cases, 28–29 from student's perspecti		
"Red herrings", 88 Relationship-building, 62 Reliability, 60–61 Reproducibility, 68 Research methodology in case writing, 53–54 IM, 142–143 Researching Compact Case case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 IM, 142–143 Researching Compact Case case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short case and traditional cases, 28–29 from student's perspective,		period), 57
resources) Line graphs, 102–103 LinkedIn study, 162  Manager(s), 86–87 Maps, 110 Multipart series, 49 Multiple bar charts, 108  North American Case Research    Association (NACRA), 137, 162, 204 Opening Hook, 80–83    applying Five Ws and an H    Framework to, 81  Passive actors, 159 Past tense, 78 Pedagogical content knowledge (PCK), 5, 6 Pedagogical wasge, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 5, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problembcase focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  Relationship-building, 62 Reliability, 60–61 Reproducibility, 68 Research methodology in case writing, 53–54 IM, 142–143 Researching Compact Case case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research methodology in case writing, 53–54 IM, 142–143 Research methodology in case writing, 53–54 IM, 142–143 Research methodology in case writing, 53–54 IM, 142–143 Research methodology in case vriting, 52 diata sources, 54–58 difference between storytelling and research, 63–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 S		
Line graphs, 102–103 LinkedIn study, 162  Manager(s), 86–87 Maps, 110 Multipart series, 49 Multiple bar charts, 108 Morth American Case Research Association (NACRA), 137, 162, 204 Online case pedagogy, 237–242 Opening Hook, 80–83 applying Five Ws and an H Framework to, 81  Passive actors, 159 Past tense, 78 Pedagogical content knowledge (PCK), 5, 6 Pedagogical usage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  Reliability, 60–61 Reproducibility, 68 Research methodology in case vriting, 53–54 IM, 142–143 Researching Compact Case case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 IM, 142–143 Researching Compact Case case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 timformed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53 diaguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case vriting, 52–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223	·	
LinkedIn study, 162  Manager(s), 86–87  Maps, 110  Multipart series, 49  Multiple bar charts, 108  North American Case Research  Association (NACRA), 137, 162, 204  Opening Hook, 80–83  applying Five Ws and an H  Framework to, 81  Passive actors, 159 Past tense, 78 Pedagogical content knowledge (PCK), 5, 6 Pedagogical wasge, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "rooblem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  Reproducibility, 68 Research methodology in case writing, 53–54 IM, 142–143 Researching Compact Case case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 IM, 142–143 Research methodology in case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary data resources, 55–56 Secondary research, 60–61 Secondary research, 60–61 Secondary research, 60–61 Secondary research, 60–61 from instructor's perspective, 27 primary differences between short case and traditional cases, 28–29 from student's perspective,	resources)	
Manager(s), 86–87 Maps, 110 Multipart series, 49 Multiple bar charts, 108 Morth American Case Research    Association (NACRA), 137,    162, 204 Opening Hook, 80–83    applying Five Ws and an H    Framework to, 81 Past tense, 78 Pedagogical content knowledge (PCK),    5, 6 Pedagogical knowledge, 5 Pedagogical usage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and    Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  Research methodology in case writing, 53–54 data sources, 54–58 difference between storytelling and research, 5-6 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary data resources, 55–56 Secondary research, 60–61 Secondary data resources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary difference between short case and traditional cases, 28–29 from student's perspective,	Line graphs, 102–103	Reliability, 60–61
Manager(s), 86–87 Maps, 110 Multipart series, 49 Multiple bar charts, 108 Morth American Case Research    Association (NACRA), 137,    162, 204 Opening Hook, 80–83    applying Five Ws and an H    Framework to, 81 Past tense, 78 Pedagogical content knowledge (PCK),    5, 6 Pedagogical knowledge, 5 Pedagogical usage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and    Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  Research methodology in case writing, 53–54 data sources, 54–58 difference between storytelling and research, 5-6 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary data resources, 55–56 Secondary research, 60–61 Secondary data resources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary difference between short case and traditional cases, 28–29 from student's perspective,	LinkedIn study, 162	Reproducibility, 68
Manager(s), 86–87 Maps, 110  Multipart series, 49  Multiple bar charts, 108  North American Case Research    Association (NACRA), 137, 162, 204  Online case pedagogy, 237–242 Opening Hook, 80–83    applying Five Ws and an H    Framework to, 81  Passive actors, 159 Past tense, 78  Pedagogical content knowledge (PCK), 5, 6 Pedagogical knowledge, 5 Pedagogical usage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87  "Problem-based learning", 2–3 Problem-case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  In case writing, 53–54 IM, 142–143 Researching Compact Case case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary data resources, 53–56 Secondary research, 60–61 Secondary sources, 33, 86 from instructor's perspective, 27 primary difference between short cases and traditional cases, 28–29 from student's perspective,		
Maps, 110 Multipart series, 49 Multiple bar charts, 108 Multiple bar charts, 108  North American Case Research     Association (NACRA), 137, 162, 204 Online case pedagogy, 237–242 Opening Hook, 80–83     applying Five Ws and an H     Framework to, 81 Passive actors, 159 Past tense, 78 Pedagogical content knowledge (PCK), 5, 6 Pedagogical knowledge, 5 Pedagogical usage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  IM, 142–143 Researching Compact Case case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary data resources, 55–56 Secondary research, 60–61 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,	Manager(s), 86–87	
Multipart series, 49 Multiple bar charts, 108  Multiple bar charts, 108  Morth American Case Research    Association (NACRA), 137, 162, 204  Online case pedagogy, 237–242 Opening Hook, 80–83    applying Five Ws and an H    Framework to, 81  Passive actors, 159 Past tense, 78 Pedagogical content knowledge (PCK), 5, 6 Pedagogical wage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87  "Problem-based learning", 2–3 Problem/case focus section of Compact Case (PCK), 286, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  Researching Compact Case case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary data resources, 55–56 Secondary research, 60–61 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research ethics for case writers, 69–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212		
Multiple bar charts, 108  Multiple bar charts, 108  Case releases, 61–63 data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 Online case pedagogy, 237–242 Opening Hook, 80–83 applying Five Ws and an H Framework to, 81  Passive actors, 159 Past tense, 78 Pedagogical content knowledge (PCK), 5, 6 Pedagogical knowledge, 5 Pedagogical usage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem-based learning", 2–3 Problem-case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  Passive actors, 137 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary data resources, 55–56 Secondary research, 60–61 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 Sample Compact Case, 125 S		
data sources, 54–58 difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 Online case pedagogy, 237–242 Opening Hook, 80–83 applying Five Ws and an H Framework to, 81  Passive actors, 159 Past tense, 78 Pedagogical content knowledge (PCK), 5, 6 Pedagogical knowledge, 5 Pedagogical usage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–66 finformed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,		
North American Case Research Association (NACRA), 137, 162, 204  Online case pedagogy, 237–242 Opening Hook, 80–83 applying Five Ws and an H Framework to, 81  Passive actors, 159 Past tense, 78 Pedagogical content knowledge (PCK), 5, 6 Pedagogical knowledge, 5 Pedagogical usage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  difference between storytelling and research, 53 disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary data resources, 55–56 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,	Transpie bur charts, 100	
Association (NACRA), 137, 162, 204  162, 204  Online case pedagogy, 237–242 Opening Hook, 80–83 applying Five Ws and an H Framework to, 81  Passive actors, 159 Past tense, 78 Pedagogical content knowledge (PCK), 5, 6 Pedagogical wage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  Association (NACRA), 137, disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary research, 60–61 Secondary research, 60–61 Secondary research, 60–61 Secondary research, 55, 60–61 From instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,	North American Case Research	
disguised vs. fictionalized cases, 63–67  Online case pedagogy, 237–242 Opening Hook, 80–83     applying Five Ws and an H     Framework to, 81  Passive actors, 159 Past tense, 78 Pedagogical content knowledge (PCK), 5, 6 Pedagogical knowledge, 5 Pedagogical usage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  disguised vs. fictionalized cases, 63–67 informed consent form, 73 primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary research, 60–61 Secondary research, 60–61 Secondary research, 60–61 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,		
Online case pedagogy, 237–242 Opening Hook, 80–83     applying Five Ws and an H     Framework to, 81  Passive actors, 159 Past tense, 78 Pedagogical content knowledge (PCK), 5, 6 Pedagogical usage, 135–137 Peer feedback, 170 Peer-te-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  Primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary data resources, 55–56 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,		· · · · · · · · · · · · · · · · · · ·
Opening Hook, 80–83     applying Five Ws and an H     Framework to, 81  Passive actors, 159 Past tense, 78 Pedagogical content knowledge (PCK), 5, 6 Pedagogical wasae, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary data resources, 55–56 Secondary research, 60–61 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,	102, 204	
Opening Hook, 80–83     applying Five Ws and an H     Framework to, 81  Passive actors, 159 Past tense, 78 Pedagogical content knowledge (PCK), 5, 6 Pedagogical wasae, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  primary or secondary research, 60–61 publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary data resources, 55–56 Secondary research, 60–61 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,	Online case pedagogy, 237–242	informed consent form, 73
applying Five Ws and an H Framework to, 81  Framework to, 81  Passive actors, 159 Past tense, 78 Pedagogical content knowledge (PCK), 5, 6 Pedagogical knowledge, 5 Pedagogical usage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  Past tense, 81  publish-release form, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary data resources, 55–56 Secondary research, 60–61 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,		
Framework to, 81  Passive actors, 159 Past tense, 78 Pedagogical content knowledge (PCK), 5, 6 Pedagogical lusage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  Past tense, 71 research ethics for case writers, 68–73 research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary data resources, 55–56 Secondary research, 60–61 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,		
research ethics for case writers,  8		
Passive actors, 159 Past tense, 78 Pedagogical content knowledge (PCK), 5,6 Pedagogical knowledge, 5 Pedagogical usage, 135–137 Peer feedback, 170 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139 Problem-sace focus section of Secondary and traditional cases, 28–29 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  Past tense, 78 Reviewers, 130 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary data resources, 55–56 Secondary research, 60–61 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,	Traine work to, or	
Past tense, 78 Pedagogical content knowledge (PCK), 5, 6 Pedagogical knowledge, 5 Pedagogical usage, 135–137 Peer feedback, 170 Peer-feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  research methodology in case writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary data resources, 55–56 Secondary research, 60–61 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,	Passive actors 159	
Pedagogical content knowledge (PCK), 5,6 Pedagogical knowledge, 5 Pedagogical usage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139 Problems Pieces People, and PSEG case, 47, 48, 94, 113, 138–139 Problems, Viewers, 130 Reviewers, 130 Writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 Writing, 53–54 triangulation, 58–60 Return on investment (ROI), 198 Reviewers, 130 Writing response to, 221–223 Reviewing, 212 Sample Compact Case, 125 Secondary data resources, 55–56 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,		
5, 6 Pedagogical knowledge, 5 Pedagogical usage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary data resources, 55–56 Secondary research, 60–61 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,		
Pedagogical knowledge, 5 Pedagogical usage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  Reviewers, 130 writing response to, 221–223 Reviewing, 212  Sample Compact Case, 125 Secondary data resources, 55–56 Secondary research, 60–61 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,		
Pedagogical usage, 135–137 Peer feedback, 170 Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139 PReviewers, 130 Reviewers, 130 Serviewers, 130 Reviewers, 130 Seviewers, 130 Seviewing, 212  Sample Compact Case, 125 Secondary data resources, 55–56 Secondary research, 60–61 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,		
Peer feedback, 170 writing response to, 221–223 Peer-to-peer learning, 202–203 Reviewing, 212 PESTEL analysis, 149, 234 Pie charts, 103 Sample Compact Case, 125 Plagiarism, 69 Secondary data resources, 55–56 Primary research, 55, 60–61 Secondary research, 60–61 Primary sources, 33, 86–87 Secondary sources, 33, 86 "Problem-based learning", 2–3 Short cases Problem/case focus section of Compact Case, 87–90 good ideas for, 36 from instructor's perspective, 27 Problems, Pieces, People, and Possibilities (Four Ps), 35 cases and traditional cases, 28–29 Protagonist, 16 28–29 from student's perspective,		
Peer-to-peer learning, 202–203 PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Secondary data resources, 55–56 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  Reviewing, 212  Sample Compact Case, 125 Secondary data resources, 55–56 Secondary research, 60–61 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,		
PESTEL analysis, 149, 234 Pie charts, 103 Plagiarism, 69 Sample Compact Case, 125 Secondary data resources, 55–56 Primary research, 55, 60–61 Primary sources, 33, 86–87 Secondary research, 60–61 Secondary sources, 33, 86 Short cases Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139 Sample Compact Case, 125 Secondary data resources, 55–56 Secondary research, 60–61 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,		
Pie charts, 103 Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  Sample Compact Case, 125 Secondary data resources, 55–56 Secondary research, 60–61 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,		Reviewing, 212
Plagiarism, 69 Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  Secondary research, 60–61 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,		
Primary research, 55, 60–61 Primary sources, 33, 86–87 "Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139  Secondary research, 60–61 Secondary sources, 33, 86 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,		
Primary sources, 33, 86–87  "Problem-based learning", 2–3  Problem/case focus section of Compact Case, 87–90  Problems, Pieces, People, and Possibilities (Four Ps), 35  Protagonist, 16  PSEG case, 47, 48, 94, 113, 138–139  Secondary sources, 33, 86  Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,		
"Problem-based learning", 2–3 Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139 Short cases good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,	Primary research, 55, 60–61	Secondary research, 60–61
Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139 Problems/Problems good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,		Secondary sources, 33, 86
Problem/case focus section of Compact Case, 87–90 Problems, Pieces, People, and Possibilities (Four Ps), 35 Protagonist, 16 PSEG case, 47, 48, 94, 113, 138–139 Problems/Problems good ideas for, 36 from instructor's perspective, 27 primary differences between short cases and traditional cases, 28–29 from student's perspective,	"Problem-based learning", 2-3	Short cases
Case, 87–90 from instructor's perspective, 27 Problems, Pieces, People, and Possibilities (Four Ps), 35 cases and traditional cases, Protagonist, 16 28–29 PSEG case, 47, 48, 94, 113, 138–139 from student's perspective,		good ideas for, 36
Problems, Pieces, People, and Possibilities (Four Ps), 35  Protagonist, 16  PSEG case, 47, 48, 94, 113, 138–139  Problems, Pieces, People, and primary differences between short cases and traditional cases, 28–29  from student's perspective,	Case, 87–90	from instructor's perspective, 27
Possibilities (Four Ps), 35 cases and traditional cases, Protagonist, 16 28–29 PSEG case, 47, 48, 94, 113, 138–139 from student's perspective,		
Protagonist, 16 28–29 PSEG case, 47, 48, 94, 113, 138–139 from student's perspective,		
PSEG case, 47, 48, 94, 113, 138–139 from student's perspective,		•
	Publication process, 171–173, 210–217	

Shorter cases, 20, 49	online case pedagogy, 237-242
good ideas for, 36	synchronous and asynchronous
from instructor's perspective, 27	methods combination, 233
primary differences between	synchronous online classes, 231–232
traditional cases and, 28-29	tools for, 234–236
selecting outlets for, 21–22	Teaching with Compact Cases
from student's perspective, 27–28	case for teaching with cases, 227
Social media, 58	case teaching modalities, 229-231
Sound research methodology, 62	decision-making skills, 243
Startup cases (see Embryo cases)	design, assign, and align, 228-229
Storytelling and research, 53	development of effective
Strategic management cases, 83	communication skills, 227–228
Student	PESTEL analysis, 244
benefits, 160–162	students beyond classroom, 228
challenges, 164-165	teaching tips for compact cases,
Subject matter knowledge, 5	242–243
Supplementary materials, 147–148	teaching with cases online, 231-242
"Swiss army knife" of cases, 135	Theory discussion, 145–147
Synchronous online, 231	Three-option approach, 93-94
classes, 231–232	Traditional cases, 15, 159
Synopsis/case summary, 133–135	active learning theories, 18
., ., .,	Compact Cases vs., 15
Teaching cases, 3–4, 53, 78	differences in learning objectives,
Teaching note (TN), 11, 26, 33, 53, 78,	25–26
127, 198, 252	elements of, 16
adopting instructors, 129	elements of compact case, 23-25
case writer, 128–129	encouraging student reading of
for compact cases vs. traditional	assigned materials, 19
cases, 154–156	IM for compact cases vs., 154–156
components of, 131–132	primary differences between short
deans and tenure committees, 130-131	cases and, 28–29
discussion questions, 143-144	short cases from instructor's
discussion questions and answers,	perspective, 27
148–152	short cases from student's
editors and reviewers, 130	perspective, 27–28
epilogue, 152–154	student's perspective, 17
evaluators, 129	tips for case writing, 19–23
to incorporate feedback, 201-202	Transcripts, 57
LO section, 137–142	Triangulation, 58–60
pedagogical usage, 135-137	
purpose of, 128	Unacceptable answers, characteristics of
research methodology, 142-143	150–151
supplementary materials, 147-148	Undergraduate case assignment
synopsis/case summary, 133–135	example, 181–188
teaching strategy, 144–145	US Code of Federal Regulation (CFR),
theory discussion, 145-147	69
Teaching strategy, 144–145	US National Science Foundation (NSF),
Teaching with cases online, 231	65
asynchronous online classes, 232	
case preparation, 233-234	Videos, 56–57, 86, 114–117

Who, What, When, Where, Why and
How framework (Five Ws and
H framework), 80–81
to Opening Hooks, 81–82
Write cases, 5–6, 7–8
Writing Compact Case, 77
benefits of case writing assignment, 160–164
case writing collaborations, 159
case writing conventions, 78–79
challenges of case writing
assignment, 164–166
Compact Case components, 79–96
conference workshop presentation, 171

evaluating student cases, 189–191
exhibits, 97
exhibits in compact cases, 98–117
learning from experience of others,
173–181
publication process, 171–173
structuring case writing project,
166–170
student response to case assignment,
192–193
with students, 159
undergraduate case assignment
example, 181–188
writing process, 97–98
Writing process, 97–98