

03RD IBA SBS INTERNATIONAL CONFERENCE 2024

CASE TRACK

Maximizing the Benefits of Case Discussion Sessions

PLEASE READ THESE SUGGESTIONS AS SOON AS YOU RECEIVE THIS

Every individual actively participates in every case discussion and subsequently receives feedback from each participant at the roundtable. Please ensure that you are present at the roundtable discussion sessions for the entire duration on both days. It is unjust to anticipate others to be adequately prepared and offer input on your situation without reciprocating the same level of preparation for them.

The effectiveness of each workshop session relies heavily on the preparedness of each participant before they arrive at the conference. There will be insufficient time for you to prepare cases on the evening of the conference, therefore it is advised that you study all the cases and instructor's manuals beforehand. Each case may require more than one hour of preparation.

Cases and instructor's manuals (IM) (sometimes referred to as teaching notes) for your roundtable session are given to you before the conference.

PURPOSE OF CASE PRESENTATION SESSIONS

We aim to aid all presenters in enhancing their presentations for use in classrooms, for adoption by others, and for publication. Seldom do we come across a case that is almost ready for publication in a journal; nonetheless, even such a case can be enhanced. Case authors may experience a sense of being inundated by the multitude of possibilities. The approach is not adversarial; instead, we collaborate with you to enhance your performance, just as we anticipate that you will assist others in enhancing their situations.

Consequently, it is imperative that all participants diligently familiarize themselves with all Cases and Instructor's Manuals. When reviewing the other instances presented at your roundtable, it is crucial to consider some significant inquiries:

1. Does the case pique your interest? For students?
2. Does it tackle a significant matter within the designated course(s)?
3. Can the educational objectives be accomplished using the case? Does the Instant Messaging address these issues?
4. Is it possible to obtain the IM analysis from the case (and other course material)?
5. Is there a sufficient amount of data available? Is there a need for additional additions? Should any of them be removed?
6. Does the analysis have a direct connection to a theoretical framework? (invariably challenging)
7. Does the case presentation exhibit impartiality? Is the author's opinion apparent?

8. What kinds of reactions are anticipated from "A" students? From students who receive average grades in the subject of "C"?

The conversation process is thorough and meticulous, yet it is carried out with care and affection. We anticipate your agreement.

Anticipate that the initial example under discussion, regardless of its length, will need a greater amount of time compared to the subsequent cases. Recurring problems may recur in multiple instances, and there is no need to repeat the discussion of these difficulties after they have been addressed for the first time.

HOW TO PREPARE YOUR CASE CRITIQUES

Our primary concentration is on significant methods, as well as more nuanced approaches, to enhance cases, rather than on meticulously correcting grammar, spelling, rhetoric, and so on. However, it is imperative for authors to be aware of these issues as well. To expedite the transmission of this information, it would be advisable to duplicate the case, annotate it, and hand it over to the author upon the conclusion of their presentation. Alternatively, you have the option to create a concise written document outlining proposed modifications and proofreading edits. Please provide precise location information, such as page numbers and paragraph numbers, to avoid any confusion regarding the subject of your comment.

DUTIES OF PARTICIPANTS IN THE CASE ROUND TABLES

SESSION CHAIRS:

Provide a concise explanation to the session attendees regarding the next events and proceedings. Identify the order of cases. Ensure that there is a recorder assigned to each case, preferably with past experience in workshops. Facilitate discourse. Direct your attention towards significant matters, rather than dedicating it to proofreading. Discourage redundant remarks.

RECORDERS:

Document the essence of the remarks in a suitable manner. Provide feedback to the author(s).

CASE AUTHORS:

Prior to the meeting, thoroughly examine your Case and Instant Messaging (IM) by referring to the version provided in these Session Proceedings. It would be advisable to draft introductory statements that elucidate the purpose behind writing the case, the manner in which it has been employed in the classroom, and any specific concerns for which ideas for handling or enhancing are sought. Pay close attention to feedback and inquire for clarification anytime you encounter something that is unclear. If you choose, please bring an audio recorder.

DISCUSSANTS:

[All remaining authors and additional participants] Engage in case preparation and actively contribute to conversations.

OTHER POINTS

There can be individuals attending your session who are not presenting a case. Their purpose is to observe, acquire knowledge, and actively engage. They have the potential to acquire almost the same amount of knowledge as when their own situation is deliberated.

Greet them! The majority of attendees perceive these sessions as more pleasurable and characterized by a sense of camaraderie compared to other forms of academic conferences they attend. We anticipate your agreement, as we have meticulously organized the conference to offer a multitude of captivating, pleasurable, and enlightening events. We anticipate your involvement.

AFTER THE WORKSHOP

Enhance your Case and IM by revising them. Thoroughly evaluate all session remarks; certain modifications may not be suitable or achievable, according to your judgment. Certain recommended data may be unavailable. However, it is probable that you will observe the more compelling modifications that you have not made in the evaluations of your case when you submit it to a journal. Are you able to justify your decisions when you reply to the reviewer? Conduct a test to teach the improved example and subsequently change your instant messaging (IM) depending on the insights gained from that teaching experience. Enlist a colleague to conduct an observation of your teaching or to instruct the case, if feasible; they will identify aspects that you may have overlooked or omitted despite your awareness of them. The author possesses additional information that is not explicitly mentioned in the case.