

Checklist: Evaluate the Effectiveness of a Case

Quality:

- Can I identify the Objectives?
- Does the case help meet the Objectives?
- What issues would I identify? Are they important ones for the students to know?
- Does it elicit the appropriate content?
- Is the case useful?
- Is the case real?
- Does it elicit the appropriate level of thinking and difficulty ?
- Will there be issues my students care about?
- Have I prepared the students appropriately?
- Am I asking the students to do/produce something meaningful with the case?

Clarity:

- Can students understand the case?
- Does the case present information in a logical and meaningful order?
- Are there logical connections between the sections?
- Does it contain all the necessary facts and materials?
 - to understand the situation
 - to identify the problem/issues
 - to identify with the characters and environment
 - to make a decision
- Would I need any additional information to answer this case?
- Can I remove anything without affecting the understanding of the reader?
- Is it clear to the student what they must do?
- Is the method of grading clear?
- Have I removed all unnecessary words and phrases?
- Are all real names and locations changed?

Quantity:

- Is the length of the case reasonable to read in the given time?
- What are you asking the students to do or to produce?
- Is the amount of work reasonable for the amount of time?

Continuity:

- Does it help students meet the approved requirements for the program?
- If I use this case, what lectures/labs/discussions/activities will I change, add or eliminate in the course?
- What types of learning resources might be needed for the students to use this case? Are they available?

Polishing:

- Is the case title appropriate?
- Is the wording precise and clear?
- Is it written in the active voice?
- Check the writing:
 - same tense used throughout (eg. everything in past tense: “She said...”)
 - spelling
 - punctuation
 - grammar
- Are any tables, exhibits, charts, pictures, etc. labelled clearly in consecutive order?
 - example: Exhibit 1 or Appendix A
- Are headings used to guide reading if the case is long?

Final Revision:

You will only know if it is really a good case *after* you have given it to students!

- Did the students identify the issues?
- Did the students learn the objectives?
- Were there other objectives that should be included?
- What were the stumbling blocks?
- Were students led down the wrong path by anything in the case?
- Was the case too vague, difficult or long?
- Were the students able to locate useful resources?
- Was there adequate time?
- How well did the case fit with other elements of the course?