Track 18: Teaching Cases

Track Chair

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Description

Teaching cases provide an additional outlet for researchers to publish material from their case study sites. They provide rich descriptions of real situations that can be used to stimulate classroom discussion. The IS discipline is well known for its use of cases in teaching. For nearly 20 years, leading conferences, including ECIS, have regularly included refereed teaching case tracks.

Consistent with the conference theme, Digital Work, Digital Life, the Teaching Cases track welcomes submissions that can be used to help instructors teach and students learn about the ways in which daily life and the working world are being transformed under the influence of increased digitalization. Hence, cases that explore mobile, personal, social and virtual technologies are particularly welcome.

In this track, we look for teaching cases that address a variety of issues related to the IS field from different angles including the development, management and use of information systems and technologies in business, government and non-profit contexts. Cases are expected to include organisational, strategic, management and social issues, as well as technical issues. See further guidance about writing a teaching case in the instructions to authors. For examples of teaching cases look at recent proceedings of the International Conference of Information Systems and the JIT Teaching Cases electronic journal [http://www.palgrave-journals.com/jittc/](http://www.palgrave-journals.com/jittc/)

Topics of Interest

Teaching cases may be original, or may be repurposed from published research. Typical topics may include but are not restricted to:

- Strategic IS
- IS development including project management
- Knowledge and IT
- Business process reengineering
- Sourcing and offshoring IT
- ERP
- Cloud computing
- Social networking
- Mobile technologies
- Global IS
- Business analytics
- Big data

**Sponsorship**

Submissions to this track will also be considered for further development and publication in the *Journal of Information Technology Teaching Cases (JITTC)*, edited by Professor Leslie Willcocks of LSE and Dr Chris Sauer of University of Oxford.

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