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 to 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?