The CASE Journal
The CASE Journal

Present students with a modern interpretation of discussion-based teaching, and equip the next generation of business professionals with the acumen to solve strategic problems in enterprise. This double-blind, peer reviewed collection is endorsed by The CASE Association, which nurtures authors to craft quality cases, and promote case studies as the catalyst for powerful classroom discussion.

Editor-in-Chief: Dr Rebecca Morris

The CASE Journal is led by Rebecca Morris, a past-president of The CASE Association and the North American Case Research Association (NACRA). Dr Morris teaches strategic management and international business at Westfield State University in Westfield, Massachusetts. Her cases have also been included in more than twenty Strategic Management, International Business and Business Ethics textbooks.

New for 2019

- Special issue on underrepresented protagonists in case studies
- Special issue on innovative case forms

At a glance

Over 200 cases with instructor’s manuals covering 13 subject areas

Subject Coverage
The CASE Journal is uniquely endorsed by The CASE Association, which advocates case writing and teaching and provides a forum for both novice and experienced writers. The CASE Journal's editorial team of experts in the case method ensure that the published results will offer a dynamic contribution to the classroom.

Double-blind peer review
All cases in TCJ have gone through an academically rigorous double-blind peer review process. This has helped ensure that the CASE Journal is consistently rated as a leading journal in the field of teaching cases.

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Classroom Tested
All authors are asked to ensure their cases have been tested in the classroom before they go into review. Using the case with students first allows the author to revise elements in direct response to feedback and the impact the case has had in terms of discussion and analysis.

How can your faculty benefit from Emerald eCases?

Teaching Notes
Each case is accompanied by a Teaching Note or Instructor’s Manual which is made available to faculty but not to students. It outlines the key learning objectives and helps faculty plan how best to use the case, facilitating dynamic classroom discussion to help students develop analytical skills.

Peer Review
All Emerald cases are peer reviewed after submission to ensure maximum value in the classroom. Feedback tells us that high quality cases are adopted more frequently, and that demonstrating the rigour of the submission and review process supports the growing number of case writers, keen to demonstrate the quality and impact of their publications.

2018 Letters from the editor
Case method expertise on timely issues including:
- Compact cases
- The case for teaching with cases
- The perishability of cases
- Demonstrating the impact of cases
- Underrepresented minority protagonists
- Fictionalized vs disguised cases

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Helping you develop responsible managers

Relevant business scenarios and teaching resources for your classroom.

About us

For over 50 years, research impact has sat at the heart of Emerald’s business. Our core ethos is making a difference through research, and we are proud of our heritage supporting the communication of research for policy and practice.

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