**CSEAR Teaching Case Study Competition 2017 Overview**

Teaching cases are expected to outline a real or fictional situation about a company/organisation which provides a tool to explore a particular area of class content. As such, they provide information on a company/organisation, and usually a specific event, which requires classroom engagement to address or debate. They are informed by theory - both topic and pedagogy. Cases are usually presented outlining all the information needed to investigate an issue or event and then have a series of questions for which the instructor can use in the classroom to support the case. Teaching cases are expected to have a teaching note accompanying them. This outlines the case for the instructor and gives sufficient information for its use.

You can find a teaching case study and accompanying teaching note attached. You will see that the teaching case study is about a company (Kapai) and provides a teaching resource to analyse a number of different issues (see the questions for the case). The case is a real life example and is developed drawing on interviews with the company managers and a range of secondary material. The case is accompanied by a comprehensive teaching note for instructors. This teaching case has been published in the Business Case Journal. This journal is one of a series of outlets which publish teaching cases (see Exhibit 1 attached which outlines some other outlets).

It is recommended that you look at these resources and other online databases (for example SAGE or Harvard cases) for examples of the kind of cases that this competition hopes to attract for its stated aim of developing and collecting resources for use in sustainability accounting classes in recognition that cases in this area are currently lacking. From this consideration of teaching cases published you should be able to see the difference between resources such as the one you submitted which provides guidance on how to teach the topic and a resource which is directly used in the classroom which facilitates learning on the topic itself through an engaging scenario.