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## A brief overview of the teaching case method in Brazil

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### Abstract

The teaching case method helps develop how to articulate a point of view and defend your arguments. As one of its main goals this method promotes critical thinking and encourages discussion in the classroom. Thus, this work seeks to stimulate the debate on teacher and student interaction through the presentation of the methodology of teaching case as a possible alternative to streamline the education of business administration in Brazil. To achieve this aim this article begins by presenting the teaching case method, followed by a brief history of the case method in Brazil. This work was conducted through literature review in articles, books and journals.

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### 1. Introduction

The courses in Business Administration have developed rapidly in Brazil. In 1944 was created the center Fundação Getúlio Vargas (FGV) in order to develop research and teaching in the area of business management. In 1952, FGV founded the first school of public administration in Brazil and Latin America, the Brazilian School of Public Administration - EBAP. In 1954, the School of Business Administration of São Paulo is created - EAESP (Castro, 1981). The evolution in education draws attention, according to the Brazilian Ministry of Education

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(MEC), in 2012 there were 1,554 high education courses in Administration and this is the course most searched by students in the country, with a total of 833, 04 enrollments.

Along with the rapid development of higher education courses in this area, brings to the fore concern among educators regarding teaching methods currently used in the country.

According to Nicolini (2003) is prevalent in the universities the traditional education that places the teacher as the sole holder of knowledge, however, this methodology does not develop in students the critical thinking about the issues addressed and place them just as a spectator of theories and problems that are presented.

The teaching case method helps develop how to articulate a point of view and defend your arguments (Roberts, 2001). As one of its main goals this method promotes critical thinking and encourages discussion in the classroom. Thus, this work seeks to stimulate the debate on teacher and student interaction through the presentation of the methodology of teaching case as a possible alternative to streamline the education of business administration in Brazil.

To achieve this aim, besides this introduction, this article begins by presenting the teaching case method, followed by a brief history of the case method in Brazil. This work was conducted through literature review in articles, books and journals

## 2. The Teaching Case Method

The origin of the teaching case was at Harvard Business School; according to data provided by the school site the main goal of this method is to bring the corporate world in a more real way for the student. When it approaches reality, the teaching case develops managerial skills to manage and lead organizations.

Through the cases, the student can experience similar situations to those found in business environmental, but without running the risks that are related to decisions to be taken in the real world. . Nunez (2003) reinforces saying that the teaching case method meets four basic principles of learning: encouraging innovation, active participation, feedback and learning transfer.

According to Roesch ( 2007, p 214), this method aims to a) develop knowledge, skills and attitudes considered keys to managerial success; b) familiarize students with the organization and its environment; c) illustrate lectures. This method brings to the educational environment the market practice therefor stimulates students' thinking and encourages discussion.

The teaching cases are sorted by Böcker (1987) into two categories according as they are used in the classroom:

(1) Case-statement: it is used to illustrate lectures to demonstrate the correct management practices that have been used in a given situation. It is the simplest type of cases the situations are presented and then is not required a more complex analysis.

(2) Cases-problem: It is the type most complex and complete case. Associated with the method developed at Harvard where learning occurs in an inductive process and students are urged to identify management problems, discuss possible solutions and weigh the advantages and disadvantages of each.

Besides the two types of cases cited above Gil (2004) classifies another type the: Case - analysis. In this category students are asked to analyze cases and their variables in order to relate them to the problems. It is intended to develop the analytical ability of the student.

Abell (1997) lists ten characteristics to be considered to build a good case (1) to contain one or more managerial issues to be confronted. and selected through discussion; (2) The case must tackle a subject relevant to the area, there must be a fit of the case with the audience, educational needs, and needs in practice; (3) To provide discoveries that allow the students to recognize and differentiate symptoms of more fundamental problems; (4) To raise controversies that provide different interpretations, decisions and action plans; (5) To contain contrasts and comparisons; (6) To allow participants to generalize lessons and concepts from the case for other situations; (7) To contain appropriate data to deal with the problem, such as product description, industry, people involved data and quantitative data; (8) To contain a narrative with a personal touch because they include the speech of participants and the description of formal and informal organizational processes; (9) is well structured and easy to read; (10) is short, contain a maximum of eight to ten pages of text and up to five pages of annexes.

At the end of each case it must contain the teaching notes that are written by the author of the case to be used by a teacher in the classroom. These generally are not published with the case and should contain the following elements:

(1) a summary of the case; (2) the data sources; (3) the educational objectives; (4) alternatives to the analysis of the case; (5) questions for discussion in the classroom; and (6) the recommended bibliography to support the discussion.

Based on Cappel & Schwager,( 2002) the teaching notes are a very important part of the case and should be prepared with a special attention. In this part of the case the author will provide guidance to the teacher in how to lead the discussion with the students, in addition through the teaching note is possible to identify if the case is adequate and could add knowledge to the subject that is being taught.

## 2.1 The Teaching Method in Brazil

In the 1970s the Central Brasileira de Casos (Brazilian Central of Cases) was created with three diffusion poles: The COPPEAD Institute of the Federal University of Rio de Janeiro, the Federal University of Minas Gerais and the Federal University of Rio Grande do Sul. In 1983 it was launched a manual for cases elaboration (Manual de Elaboração de Casos) based on the work of Erskine and Leenders (1973). This center operated during the 1980s and then was deactivate. (Roesch, 2007, Iizuka, 2008).

Despite the scarce number of Brazilian authors that produce teaching case, the interest has increased with the proliferation of courses in Administration and due to the search for methods of active learning.

Since 2007 the National Association of Post-Graduate Studies and Research in Administration – ANPAD accepts the submission of teaching cases for your most significant Congress, the Annual Meeting of the National Association of Post Graduate Studies and Research in Administration (EnANPAD). The Journal Revista de Administração Contemporânea –RAC (Journal of Contemporary Management) has a special section dedicated to them.

A bibliometric study developed by Faria & Figueiredo (2013) analyzed the publications of teaching cases during the period 2007-2011 at EnANPAD , EnEPQ (Teaching and Research in Administration & Accounting Meeting) and in the Brazilians journals with high impact until B2 according to CAPES classification.

The result confirms the small number of publications of teaching case in Brazil as shown the table below:

**Table 1: Teaching Cases Published in Education Journals and Annals of Congress in Brazil**

<b>3. Congress and Journals</b>	<b>4. Number of teaching cases published</b>
<b>5. Annals of EnANPAD 2007</b>	6. 24
<b>7. Annals of EnANPAD 2008</b>	8. 18
<b>9. Annals of EnANPAD 2009</b>	10. 11
<b>11. Annals of EnANPAD 2010</b>	12. 17
<b>13. Annals of EnANPAD 2011</b>	14. 8
<b>15. Annals of EnEPQ 2007</b>	16. 0
<b>17. Annals of EnEPQ 2009</b>	18. 12
<b>19. Annals of EnEPQ 2011</b>	20. 12
<b>21. REAd (Electronic Journal of Business Administration)</b>	22. 1
<b>23. RAC (Journal of Contemporary Management)</b>	24. 19

Source: Adapted from Faria & Figueiredo (2013, p.185)

The authors found that in 2007, when Anpad accepted for the first time teaching cases on its main congress, EnANPAD, the cases represented 2.5% of total papers accepted for presentation and subsequent publication in the Annals of Congress. After this year until 2011 the publication of teaching cases decrease. In 2011 the cases represented only 1% of the total published papers at EnANPAD

Regarding the congress EnEPQ, in 2009 was published 12 cases representing 14.5% of total papers. In the 2011 the cases represented 12% of total approved articles.

In Brazilian academic journals, publication of teaching cases is still very scarce. Only two of the most important journals published teaching cases during this period REAd published only one case, while the RAC published 19 teaching cases.

## Conclusions

This paper aims to stimulate the debate on teacher and student interaction through the presentation of the methodology of teaching case as a possible alternative to streamline the education of business administration in classrooms. Based on several authors (Roberts, 2001, Roesch & Fernandes, 2007, Wang & Wang, 2011, Gil, 2004) the teaching case is a powerful methodology for business administration classes, once it makes possible to establish a link between the learning environment and the real world of organizations, favoring the development of cognitive skills in the students through analysis, synthesis and judgment, encouraging them to be active protagonists in the learning process.

Despite the importance given to this method in the literature and in other countries such as United States where recognized universities applies the method in a regular basis, in Brazil it's still very scares the author and published paper with this method.

For future researches it is proposed to investigate the reasons why the teaching case method is not popular in Brazil. It is suggested interviews with students, professors and Journal editors would be.

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