## Journal of Information Technology Education: Discussion Cases



## **Volume 4, 2015**

Editor-in-Chief: T. Grandon Gill, University of South Florida, USA Managing Editor: Eli Cohen, Informing Science Institute, USA Publisher: Elizabeth Boyd, Informing Science Institute, USA

JITE Discussion Cases (JITE-DC) is a repository for discussion cases that relate to Management Information Systems (MIS), Information Technology (IT), Informing Science (IS) and related fields. The four shared characteristics of these cases are:

- 1. Designed for Discussion: JITE-DC cases offer a detailed perspective on a situation that leads up to a set of decisions or plans that need to be developed by students over the course of their preparation and discussion. They are not intended to be examples or illustrations about which an instructor can lecture. They are not designed to be in-depth extended word problems that students "solve". They are built as showcases for specific technologies or techniques of the sort that frequently appear on vendor sites.
- 2. *Authentic:* They describe, as accurately as possible, real world situations. While specific aspects of a case may be disguised at the request of organizations or individuals involved in the case, the situations described in the cases have actually occurred and been verified by the case writer. JITE-DC does not publish case studies involving constructed or hypothetical situations.
- 3. *Open:* Case studies are sometimes categorized as "open" or "closed". A closed case has an intended solution, the "right" answer. For open cases, such a tidy resolution rarely exists. There will nearly always be a variety of resolutions that are "good", and many more that are unlikely to succeed.
- 4. *Free:* They are available for use by all, under a Creative Commons license. Educators may use the cases in their classroom and make the cases files or printed copies available to their students at no charge.

These four characteristics distinguish the JITE-DC from other outlets. While a number of publications and conferences include "teaching cases", many times these cases are constructed as examples, as opposed to being designed as a basis for discussion. Other repositories, such as the well-known *Harvard Business School* case collection, emphasize open and authentic discussion cases. They are, however, very expensive to use. It is our hope that by making our cases free, we can encourage their diffusion throughout the global community, including areas still in the early stages of economic development.

## **Copyright of Material Published in Informing Science**

Material published as part of this journal, either on-line or in print, is copyrighted by the Informing Science Institute. Permission to make digital or paper copy of part or all of these works for personal or classroom use is granted without fee provided that the copies are not made or distributed for profit or commercial advantage AND that copies 1) bear this notice in full and 2) give the full citation on the first page. It is permissible to abstract these works so long as credit is given. To copy in all other cases or to republish or to post on a server or to redistribute to lists requires specific permission and payment of a fee. Contact Publisher@InformingScience.org to request redistribution permission.

ISSN: online 2166-1324; print: 2166-1316

Published by the Informing Science Institute 131 Brookhill Ct., Santa Rosa, California USA phone: +1-707-537-2211; fax: +1-480-247-5724 http://informingscience.org/

## Journal of Information Technology Education: Discussion Cases Volume 4, 2015 – Table of Contents

#1: house4hack: STIMULATING TECHNICAL AND PRACTICAL INNOVATION FOR SOCIAL GOOD

Hossana Twinomurinzi and Schalk Heunis

#2: INFOSYS: MEETING THE KNOWLEDGE MANAGEMENT CHALLENGE Kaushal Chari and Grandon Gill

#3: INTEGRATING ICT IN SCHOOL EDUCATION: A CASE OF PRATHAM INFO TECH FOUNDATION, INDIA

Dr. Prema Basargekar and Prof Chandan Singhavi