*March 2016*

For some reason, this issue contained a number of articles focused on case studies and the learning opportunities they represented for students. Obviously, when used effectively, case studies are valuable resources for use in a classroom as they provide meaningful and interesting examples of “real life,” supported by the models and theories presented in their coursework. But, as I read the articles, it occurred to me that case studies are not only significant learning tools for students, but for us faculty, as well.

In order to use case studies in our classes, we are challenged to become as familiar as possible with the situation surrounding the study—to understand the context in which decisions were made in order to help guide our students through the nuances of a specific situation and often in industries with which we personally have no experience. Whenever I used a case study, I found it interesting, as well, to try to surface what happened after the study as there are always consequences to actions which provide teachable moments of their own. The preparation in advance of using a case study became for me a custom-designed professional development exercise and represented a great deal of learning (and work).

Kudos to all of you who spend the time developing the lessons for the collective benefits of our business students. Not only are we modeling the work ethic expected of our students and graduates, but through our efforts we are able to maintain currency and relevancy in our respective fields.

Learning works best, I believe, when done collaboratively and JEBE was established to provide a platform for doing just that. It is an honor to work with academics such as you, willing to share what you know and what you are learning with the rest of us.

*Dr. Margareta Smith Knopik*

*Editor, JEBE*