Call for Case Studies for Book Chapters

Book Title
Case based research in tourism, travel, hospitality and events: Theory and practice

Publisher
Springer

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Aims of the Book
Case study based research has been for long recognised as a robust and solid research methodology for not only understanding and critically analysing industry practices, but also for theorising and building new knowledge. Since their first article (Brodie et al, 2008) arguing the importance to build theories by linking theory and practice, a series of papers have emerged (e.g. Brodie & De Chernatony, 2009; Brodie & Gustafsson, 2016; Brodie et al., 2011; George, 2019) showing the value of combining the theoretical language and perspectives with those of industry professionals for advancing research and theorizing in various contexts such as branding, service research, marketing and service-dominant logic.

Case-based research and industry case studies also form an important part of educational practices. When included in instructional methods, case studies can make learning more attractive and interesting, but it can also enable students to better understand theory, develop their critical/analytical skills, as well as advance their problem solving and theory development skills (Bryan & Clegg, 2019). As an assessment method, case studies are ideal in reinforcing active, and constructivism learning approaches, as well as avoiding students' passive memorising learning approaches and students cheating. In this vein, case studies as a learning evaluation instrument are also ideal in blended or virtual educational contexts.

This book aims to publish case studies in tourism, travel, events and hospitality in order to address the important role of case studies in research and education and the lack of updated case studies in the wider tourism industry. To that end, the book is looking for case studies that investigate topical and contemporary industry challenges and practices, and that can advance tourism research as well as be used for teaching purposes and enable educators to enhance their instructional practices.

Case studies, along with their teaching notes, will be published as book chapters in a book to be published by Springer later in 2020. The case study publication project is endorsed and supported by *The Council for Australasian Tourism and Hospitality Education (CAUTHE),* http://cauthe.org/ . For more information please visit:

https://cauthe.org/call-for-case-studies-springer-book/

Submission Guidelines

Case studies need to focus on the tourism, travel, hospitality and events sectors. Case studies can refer to any subject area and/or disciplinary field (e.g. marketing, Human resources, operations, technology, and finance).

All case studies and teaching notes will be reviewed by 2 or more reviewers. Authors can submit more than one case study, however, all case studies must be original work. Case studies are not eligible for consideration if published previously in either abstract, paper, or manuscript format, nationally and internationally. The editors may use an authentication software for checking the originality of submissions received.

Submissions must include a Case Study and associated Teaching Note. Each research Case Study should be limited to 5,500 words, and it should be accompanied by a Teaching Note (max 1,000 words) providing instructions to scholars on how to use the case study for educational purposes.

Case studies must be factual, and be developed from multiple sources, including primary sourced data (e.g. observations, interviews). Case studies can also refer to a fictional company, destination, organisation and/or other stakeholders. Case studies referring to real cases should be accompanied by a release form signed-off by the involved company/stakeholder providing permission to use and publish proprietary and/or personal content. Secondary-source cases would need to make a significant contribution beyond the initial secondary sources.

The accompanying Teaching Note should apply recent theoretical perspectives to the appropriate learning activities detailed.

Submissions must be prepared in accordance with the following guidelines specifying the structure and content of case studies and teaching notes. Submissions must not exceed 6,500 words in total, including bibliography and any appendix.

Case Study (maximum 5,500 words)
- Abstract (150 words)
- Keywords: maximum of 7
- Introduction: *(indicative content, please fit suggestions to your case study context)*
  - Outline the purpose of the case study
  - Provide a scenario of the case study
  - Describe the field/ context of research (e.g., an overview of the company)
  - Outline the issues and findings of the case study without the specific details
  - Identify the theory that will be used
  - Introduce the protagonist(s) facing a decision dilemma
  - Note any assumptions made (e.g., it has been assumed that…)
  - Check that the opening paragraph contains information on: what, who, why, where and when

- Main body – Findings *(indicative content, please fit suggestions to your case study context)*
  - Identify the problems found in the case
  - Each analysis of a problem should be supported by facts given in the case together with the relevant theory and course concepts

- Search for the underlying problems and not only the symptoms
- Can be divided into sub-sections, one for each problem
- Tell the whole story in a chronological order
- Explain and give details of the issues faced by the firm
- Good case study consists of :
  - more than one side to the story
  - revolves around at least one major issue that is easy to identify but not necessarily easy to resolve
  - uses quotations from interviewees or stakeholders of the case
- Write neutrally
- Do not provide any diagnosis or prognosis
- Use sub-headings to allow the reader to follow the story and find information easily
- Do not provide any analysis or 'lessons learned' in the case; leave that for the teaching note

- Discussion *(indicative content, please fit suggestions to your case study context)*
  - Summarise the major problem(s)
  - Identify alternative solutions/ scenarios/ dilemma to this/ these major problem(s) (there is likely to be more than one solution per problem)
  - Briefly outline each alternative solution and then evaluate it in terms of its advantages and disadvantages
  - No need to refer to theory or coursework here

- Conclusion
  - Sum up the main points from the findings and discussion

- Additional Material *(indicative content, please fit suggestions to your case study context)*
  - Graphic or visual aids such as budgets, organisational charts, mission statements or technical specifications
  - Websites
  - Press releases
  - (online) Videos
  - Interviews, podcasts
  - Photos

Teaching Note (maximum 1,000 words)
- Summary-synopsis of the case:
  a brief description of the case and its context

- Teaching objectives:
  2-4 objectives; specific; explain why these are important and relevant for the course

- Target audience - target group, courses or class level/ level of difficulty for which the case was written:
  identify specific prerequisites (what are the students assumed to master before the case is taught); if multiple target audiences, discuss different teaching strategies

- Teaching approach and strategy:

ask good/ trigger questions; provide suggestions for group work, student assignments, role-playing, case study based exam etc. Provide suggestions for a teaching plan: suggested class time, broken down by topics, indication of the case's demands on course time-tabling

- Analysis – sample answers:
  - Provide an update of "what actually happened", if this is known
  - Provide examples of REAL sample answers – both outstanding ones and marginal ones (or even incorrect ones)
  - A case may not have a single correct answer – try to highlight the diversity of opinions and approaches
  - The analysis should offer comprehensive answers to the list of questions and should, at least, be as thorough as one would expect from the best student
  - If the case includes quantitative data, it might suggest ways of utilising the data, and should ideally include the details of any spread-sheet analysis. At the very least it should indicate the techniques to be used for analysing the data.

- Additional readings or references:
  - Suggested additional readings should be listed if it is necessary (or helpful) for students to read text or other material in conjunction with the case

- Feedback:
  - If the case study has been used for educational purposes already then: it should indicate how the case worked with different student groups; where possible indicating the case's suitability for written assessment or examination, role-playing, or other forms of use
  - Where known, it might also include the actual outcome of the case situation and some follow-up facts

Submission Platform
Please submit Case Studies and their Teaching Note (as a single file) at:
https://easychair.org/cfp/CBRTHE2020

Key Dates
Case study and teaching note submission deadline: **31 January, 2020**
Notification to authors: 31 March 2020
Finalisation of review process and acceptance decisions: 30 June 2020
Book publication: late 2020

If you have any questions, please contact:
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References

Brodie, R. J., & De Chernatony, L. (2009). Towards new conceptualizations of branding: theories of the middle range. *Marketing Theory*, *9*(1), 95-100.

Brodie, R. J., & Gustafsson, A. (2016). Enhancing theory development in service research. *Journal of Service Management*, *27*(1), 2-8.

Brodie, R. J., Saren, M., & Pels, J. (2011). Theorizing about the service dominant logic: The bridging role of middle range theory. *Marketing theory*, *11*(1), 75-91.

Brodie, R., Brady, M., Saren, M., & Pels, J. (2008). A comment on paradox and middle-range theory: universality, synthesis and supplement. *Journal of Business & Industrial Marketing*.

Bryan, C., & Clegg, K. (2019), *Innovative Assessments in Higher Education: A handbook for academic practitioners*, 2nd edition, Routledge.

George, A. L. (2019). Case studies and theory development: The method of structured, focused comparison. In *Alexander L. George: A Pioneer in Political and Social Sciences*, 191-214, Springer, Cham.

Some references on case studies

LLOnline, IT Case Study
http://www.monash.edu.au/lls/llonline/writing/information-technology/case-study/

Kimberly, N & Crosling, G 2005, Q Manual, Monash University, Caulfield East, Vic, pp.47-49

Management Case Study, L & L Online tutorial
http://www.monash.edu.au/lls/llonline/writing/businesseconomics/management/index.xm

Colorado State University. Case study writing.
http://writing.colostate.edu/guides/guide.cfm?guideid=60

https://serc.carleton.edu/sp/library/cases/references.html