How do we engage students? This question continues to confound university educators (Baron & Corbin, 2012; Vuori, 2014), and has become particularly salient with the current generation of students who have been deeply engaged in activities in which they play an active role, such as gaming (Gentile, Swing, Lim, & Khoo, 2012). One means by which to achieve an active learning environment is to challenge students with unstructured problems that they endeavor to solve. Case studies provide one demonstrably effective means to achieve that end and “…renew the sense of fun and excitement that comes with being a manager” (Corey, 1996, p. 2). For more than a century, case studies (i.e., verbal representations of organizational reality that help students identify and harmlessly address problems faced by ‘real’ managers) have been employed by educators to bridge the proverbial gap between theory and practice (Clawson & Haskins, 2006; Ellet, 2007; Mauffette-Leenders, Erskine, & Leenders, 2005).

Dating back to the late 1950s, scholars have advocated the benefits of case pedagogy for engaging students in the field of sport management (Dixon, 2008; McDonald & Milne, 1999; Pitts, 2016; Zeigler, 1959, 1982). When appropriately applied, case narratives and problems enable students to simulate substantial managerial experience in a condensed period of time (i.e., 50-180-minute class periods). Thus, the intent of the workshop is first to discuss the means by which to formulate effective assignments using case studies, and then design effective in-class teaching strategies based upon those assignments. Specifically, the workshop will describe:

- Integrating cases into the curriculum
- Choosing the ‘right’ case studies
- Linking case studies to applicable literature
- Using cases to explore differences in managerial challenges across sectors
- Formulating case questions
- Alternative ways to structure case assignments
- Using (and not using) teaching notes

The workshop then presents alternative means to enhance students’ learning through classroom discussion and activities built upon their analysis of the case. Methods to be described include but are not limited to:

- Structured discussions
- Debates
- Role plays and/or simulations

Examples are provided by the workshop leaders, and participants are invited to share their own experiences, apprehensions, and insights regarding case teaching. Additional means to leverage case studies and case pedagogy into assignments and classroom experiences are included (e.g., tying in current events, formulating challenging scenarios that draw on students’ existing experience). Workshop participants will leave with an array of tools, tactics, and resources through which to develop themselves as effective case instructors.