

Informing Systems, Online Learning, Case Studies, Discussion Based Teaching, Participant Centered Learning, Informing Pathways

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Abstract

As business schools move more of the learning process online, new challenges arise particularly for case method facilitators, students, and researchers. Based on a review of the recent literature and experiences from the field, this article argues that while the learning process and the informing pathways resulting from case studies or discussion based teaching online can appear quite similar, the form and speed of the informing systems might be quite different and the complexities much greater. This article addresses some of the opportunities, advantages and challenges, particularly for facilitators and researchers, in bringing the real world to the online discussion based “classroom”.

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