

Teaching cases: a systematic review of publications in the Revista Administração: Ensino e Pesquisa (2011-2020)

Casos de ensino: uma revisão sistemática das publicações na Revista Administração: Ensino e Pesquisa (2011–2020)

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ABSTRACT

The objective of this research was to identify the Brazilian journal that published the most cases for teaching between 2011 and 2020 and to analyze the characteristics of these publications. Therefore, a systematic literature review was carried out with teaching cases published in journals indexed to the SPELL electronic library and, after considering the research protocol, the sample consisted of 35 teaching cases published in the journal *Administração: Ensino e Pesquisa* (RAEP). In addition to identifying the most prominent journal in the publication of cases, the search indicated: the number of cases published per year; the most recurrent keywords; co-authorship networks and featured authors; mapping of the areas covered in the cases; and themes. The results indicate that three major areas concentrate the greatest volume of cases: finance, strategy in organizations and people management and labor relations, and a dispersion of the topics covered, signaling trends and gaps that can be filled with the development of new cases.

Keywords: Teaching cases; Systematic literature review; Teaching in administration; Higher education.

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RESUMO

O objetivo desta pesquisa foi identificar o periódico brasileiro que mais publicou casos para ensino entre 2011 e 2020 e analisar características dessas publicações. Para tanto, realizou-se uma revisão sistemática da literatura com casos de ensino veiculados em periódicos indexados na biblioteca eletrônica SPELL, e, após considerar o protocolo da pesquisa, a amostra foi composta por 35 casos para ensino publicados na Revista *Administração: Ensino e Pesquisa* (RAEP). Além de identificar o periódico mais proeminente na publicação de casos, a pesquisa indicou: a quantidade de casos publicados por ano; as palavras-chave mais recorrentes; redes de coautoria e autores

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RESUMO

em destaque; mapeamento das áreas contempladas nos casos; e temas. Os resultados indicam que três grandes áreas concentram maior volume de casos: finanças, estratégia em organizações e gestão de pessoas e relações de trabalho, além de uma dispersão dos temas contemplados, sinalizando tendências e lacunas que podem ser preenchidas com a elaboração de novos casos.

Palavras-chave: Casos de ensino; Revisão sistemática da literatura; Ensino em administração; Ensino superior.

Introduction

North American business schools have been using teaching cases for over a hundred years (ALBERTON; SILVA, 2018). They allow students to develop skills and attitudes towards administrative practice and evaluate different scenarios for decision-making (LOURENÇO; MAGALHÃES, 2014). In recent years, the interest in this teaching tool has grown in Brazil as an alternative to traditional teaching methods (MELLER-DA-SILVA; UENO, SAMPAIO, 2019).

In Brazil, the dissemination of teaching cases has been stimulated since the 2000's. This is especially due to changes in the structure of events of the National Association of Graduate Studies and Research in Administration (ANPAD). ANPAD started accepting case submissions in the Division of Teaching and Research in Administration and Accounting (EPQ) and guiding the evaluators of the division suggesting criteria, which contribute to the qualification and improvement of the cases (ALBERTON; SILVA, 2018).

On the one hand, there is a small number of teachers who prepare teaching cases in Brazil (LOURENÇO; MAGALHÃES, 2014); on the other hand, however the topic has gained attention. Some publications for instance guide the preparation of good cases by discussing the structure of the narrative, the scope of the lesson that uses a case and the importance of some textual elements (GARCIA; GATTAZ; GATTAZ, 2019). The growing interest in the topic has led us to identify the most prominent Brazilian journal regarding the publication of cases in the last decade (2011-2020) and analyze its content.

The paper considers the growing interest of the scientific community in teaching cases and identifies the Brazilian journal that has published the most teaching

cases between 2011 and 2020. It aims at analyzing the relevant characteristics of its publications. A preliminary survey carried out in the Scientific Periodicals Electronic Library (SPELL) qualifies the journal *Administração: Ensino e Pesquisa* (RAEP) as one of the top Brazilian journals with the most teaching cases publications over the last decade, a fact that justifies the selection of the journal.

Based on this survey we conducted a systematic review of the literature (SLR) with reference to the teaching cases published in the journal. By doing so, we gathered evidence about what has been discussed in teaching cases published in Brazil, regarding the leading journal for this kind of publication. Accordingly, we found that the SLR is an appropriate methodology since it decreases bias (KIT-CHENHAM, 2004).

Teaching cases are designed to stimulate classroom discussions about problems with dilemmas and decision-making. Students exercise their imagination by picturing themselves in a character's shoes while making decisions; so a protagonist is chosen as a first step. When discussing a case, connections can be made between the findings of the study, theoretical issues, and how they contribute to the understanding of the phenomenon discussed (MISHRA; DEY, 2021b) – hence the importance of analyzing and discussing what has been produced (TRANFIELD; DENYER; SMART, 2003).

We expect that results, discussions, and proposals presented in this paper may help guide the development of new teaching cases and potentially others similar to this one to broaden the discussion on the topic. It is worth mentioning that no papers have been published with a proposal similar to this one – which may suggest the originality of the paper and its potential impact on the production of new cases, filling thematic gaps and contributing to the quality of new proposals submitted for evaluation.

To meet said goal, this paper was structured in five sections. The first is the introduction, which presents the research proposal, the problem, its purpose, and the potential impact and contribution. Section two contemplates the theoretical references about teaching cases. Next, the criteria adopted in the SLR are described, followed by the results. Finally, the final considerations of the research and the proposal of a research agenda for new studies on teaching cases are made.

Teaching Cases

Christopher Langdell was the precursor in the development of the teaching case method at Harvard Law School from 1870 to 1895. Later, the method was adapted for Harvard Business School, where the director Edwin Francis Gay was not pleased with the expository technique used at the time (AYRES; CAVALCANTI, 2020). Since then, this method has been used by business schools around the world, improving critical thinking, helping students develop decision-making and problem-solving skills (MISHRA; DEY, 2021b)

Currently, due to the increased demand for a greater connection between teaching and managerial practices, teaching cases have assumed a key role in the teaching process. It helps teachers in exploring practical problems to students while providing an opportunity for future contributions on teaching and learning through publications in academic journals (SHEEHAN et al., 2017).

The main purposes of this learning method are: “a) to develop knowledge, skills and attitudes considered key to managerial success; b) to familiarize students with organizations and their environment; c) to illustrate expository lessons” (ROESCH, 2007, p. 214). Roesch remarks that the teaching case should not be a long text; it should contain teaching notes directed to the teacher. In addition, it is not a matter of simply describing events or certain problems but of developing a story similar to fiction literature (ROESCH, 2007).

Teaching cases can be seen as a positive way to minimize the distance between theories taught in the classroom and the organizational practice (LOURENÇO; MAGALHÃES, 2014). Through cases it is possible to stimulate the development of analytical and problem-solving skills differently from the more passive and expository traditional teaching approaches (SHIEH; LYU; CHENG, 2014).

The case can be seen as a tool to bridge the gap between teacher and researcher as it is designed for the classroom. However, to develop a good case it is necessary to exercise the investigative, reflective and writing essence of a researcher (CHIMENTI, 2020). It represents an opportunity to confront research results with real situations, contributing to the development of a critical sense and an essential skill: reflexivity (VEGA; AUBRY, 2018).

The writing of a case concerns a story that is guided by a dilemma or a decision related to facts described in the text so that students can imagine themselves as the protagonist. They reflect critically on possible decisions that must be taken (ROESCH, 2007; MISHRA; DEY, 2021a). The story aims at explaining some phenomenon or a piece of theory, so in the end of the case some teaching notes are presented (MISHRA; DEY, 2021a) where the educational purposes are directed to the teacher (ROESCH, 2007).

It should be noted that the case method is different from case studies. While the case study is a qualitative research technique focused on the analysis of a case, the case method has an educational purpose enabling the explanation of concepts and the development of skills in students (MINNITI et al., 2017). In short, the case study cannot be understood as a teaching strategy nor as a case method.

Aiming to evaluate the case teaching strategy as an active teaching methodology, Valdevino et al. (2017) carried out a study with students from the Business Administration course of a public university, located in the state of Ceará, Brazil. The study selected students from three subjects to be introduced to the methodology as the protagonists of the learning process in the classroom. It simulated real situations that require decision-making. The results suggested that students approve the use of cases in the classroom and believe it turns classes into a more dynamic experience. However, its efficacy meets challenges such as the students' inexperience in relation to the teaching case.

The research conducted by Ikeda, Veludo-de-Oliveira and Campomar (2007) discusses the use of the case method in Business, focusing on the field of Marketing. In addition to the bibliographical survey, 303 interviews were conducted with undergraduate and graduate students. Based on the results it was observed that students demonstrate a positive attitude towards the method's use in Marketing and prefer real national cases that describe current situations in a company and have between 5 and 10 pages. Among the groups interviewed, undergraduate students were the ones who found the least contribution to learning. Master's and PhD students prefer cases for learning how to analyze and as prior reading material. MBA students prefer cases to practice decision-making. In general, students indicated that they were not satisfied with the number of cases used in Marketing, and would not like to have a subject taught entirely through cases.

In another study, also conducted with Administration students, Ayres and Cavalcanti (2020) sought to investigate whether the use of active methodology contributes to the development of undergraduates professional competencies and, if so, how this happens. In the Higher Education Institution, analyzed teaching-learning strategies grounded on problem-based learning (PBL) and case-based learning (CBL) methods are adopted – the latter being a modern version of case teaching. The investigation concluded that active teaching methods allow greater interaction between teacher and student, which is useful for the development of skills and competencies in education.

We note that despite eventual gaps it is important to use teaching cases in undergraduate courses in Administration. As Boaventura et al. (2018) point out some courses may be essentially theoretical, so the practice is left to the background. This may cause in turn a dysfunctional rivalry between theoretical and empirical knowledge. In addition to the scarcity of hands-on learning, the extensive use of international literature in undergraduate business administration displaces students from their local reality, and limits the possibility of proper application of knowledge in their day-to-day life. The use of teaching cases developed and published locally can be an ally to minimize these negative impacts.

Internationally, a study conducted by Riddle, Smith, and Frankforter (2016) discussed the difficulty of assessing the work that the student develops based on the teaching case. The nature of the cases, the requirement of various cognitive abilities, and the variety of criteria needed to evaluate the work represent the main challenges for evaluation. Therefore, they defined five criteria: (1) understanding and application of concepts and theories, (2) case analysis, (3) business judgment, (4) theoretical and conceptual summary with case analysis; and (5) organization and writing style.

Seeking to develop guidelines for reviewing and evaluating teaching cases, Foster (2019) draws attention to the basic aspects that teaching notes should have, for example: well outlined learning goals consistent with best practices; definition of the subject and course in which the case can be brought into play; theories and concepts. In addition, Foster states that a common pitfall in the development of notes is to be overly ambitious about the case's potential use as this implies that the conceptual discussion, purposes, and questions be developed to cover all of these possibilities.

Well-designed teaching notes provide the necessary guidance for teachers with little knowledge about the situation presented in a case to prepare adequately to teach it as effectively as possible (WEI et al., 2020). Collaboration is suggested for the development of teaching cases, so that experiences about how cases work in different classes and “tricks” or possible challenges might stimulate and assist teachers and researchers in constructing stories and teaching notes.

The case method should be aligned to the planned educational goals, and both teacher and student should be prepared to adopt the teaching case. The method’s indiscriminate use is not recommended. It should be applied only when it is appropriate to the subject, theme, and lesson. Moreover, it is essential that the case be analyzed with a theoretical basis, so that the student has the required conceptual support and does not provide answers based on “common sense” (IKEDA; VELUDO-DE-OLIVEIRA; CAMPOMAR, 2007).

Methodology

For this SLR, Kitchenham’s (2004) procedures were adopted. It proposes a methodological detailing for research, consisting of three phases: planning the review, conducting the review, and report of the review. The SLR enables a summary of the publications, identifies gaps and proposes for the development of new cases (XIAO; WATSON, 2017). At the same time, it affords other possibilities of topics to be discussed, adequately positioning teachers and researchers in the development of new teaching cases for submission to journals.

The procedures consist of a plan prepared beforehand detailing how the review must be conducted (XIAO; WATSON, 2017). This is a determining factor for systematic reviews to be thorough (BRERETON et al., 2007). The procedures should describe all the elements of the review, ranging from the objective of the study to the description of the findings (GOMERSALL et al., 2015). They allow other researchers to use the same protocol and repeat the study, verifying or crossing the information obtained (XIAO; WATSON, 2017).

The first phase of planning concerns identifying the need for the review and the development of the protocol that will conduct the research (KITCHENHAM, 2004).

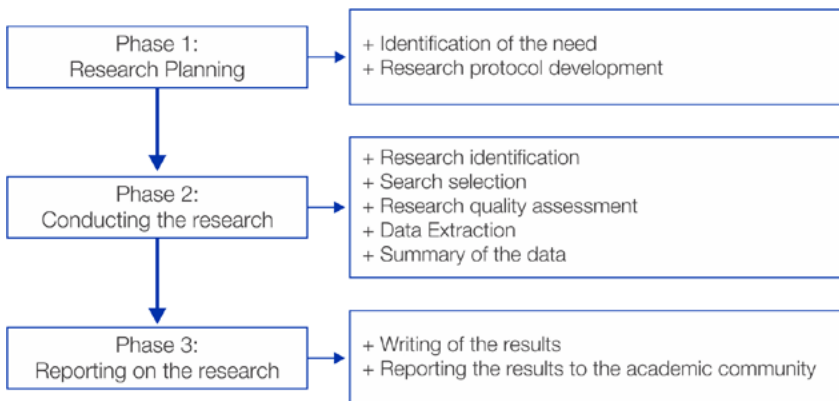
Although teaching cases have been widespread since the 2000s (ALBERTON; SILVA, 2018), no SLR on this type of publication has been identified in journals found in the SPELL platform (the main indexing system for scientific publication, particularly in the fields of Public and Business Administration, Accounting and Tourism).

In the next phase of conduction, the research is operationalized using the procedures as parameters previously established (KITCHENHAM, 2004). This phase allows us to identify and select primary studies, assess the quality of these studies, extract and monitor the data and, finally, synthesize them, building a discussion based on the findings (KITCHENHAM, 2004; XIAO; WATSON, 2017). This description is similar to the guidelines presented by Brereton et al. (2007), Xiao and Watson (2017) who also mention Kitchenham's (2004) three stages.

Finally, phase three of the SLR concerns the reporting of the research, which can be published as a technical report, scientific publication, among other formats (KITCHENHAM, 2004). These three stages constitute the SLR, briefly indicating a goal that is relevant in the face of a specific information need (BRERETON et al., 2007). In this paper, it means to identify the Brazilian journal that most published teaching cases between 2011 and 2020 and analyze characteristics of these publications.

These phases are presented through figure 1, which describes the SLR considering the models proposed by Kitchenham (2004) and Brereton et al. (2007). In addition, these phases were also followed in the study conducted by Celestino and Viana (2021).

Figure 1 Phases and stages for the operationalization of an SLR.



Source: Based on Kitchenham (2004) and Brereton et al. (2007), Celestino and Viana (2021).

RESEARCH PLANNING

Considering the guidelines established by Kitchenham (2004) and Brereton et al. (2007), to identify the need for a systematic review and to develop a protocol in the planning phase is essential (CELESTINO; VIANA, 2021). The need arises from a repressed demand to summarize information about some phenomenon as comprehensively and unbiased as possible (KITCHENHAM, 2004; CELESTINO; VIANA, 2021). This impartiality can be achieved by developing a research procedure; one that aims to minimize the bias of the study, defining beforehand a conduct for the systematic review (BRERETON et al., 2007).

In order to verify the need for an SLR along these lines, we went through the SPELL platform searching for any work of this kind (SLR) that might have been published on teaching cases. Thus, the terms “systematic review” and “teaching cases” were used concomitantly, consulting the descriptors “document title” OR “abstract” OR “keyword”. We focused on the period of time between 2011 and 2020, the documents of the type “paper” and the area of knowledge “administration”. We found that there is an absence of systematic reviews of teaching cases.

Given that teaching cases present some scenarios for decision making (LOURENÇO; MAGALHÃES, 2014), assisting students in administrative practice, and that no LSR on teaching cases was found, the following guiding questions were formulated to conduct this study: (1) Which Brazilian journal has published the most teaching cases in the last decade? And (2) what are the characteristics of these publications? Based on these questions, a procedure was structured to gather information in this regard.

According to Kitchenham (2004), research procedures determine the methods used in the SLR considering the following: Guiding questions that the review seeks to answer; the strategies to identify the studies; the selection and exclusion criteria; the quality assessment of the identified material; and the strategies for data extraction and synthesis (LUDVIGSEN et al., 2016; CELESTINO; VIANA, 2021). Figure 2 shows the database chosen for the analysis of cases, the period of publications, the type of document, the area of knowledge and the inclusion and exclusion criteria of the cases selected for the systematic review.

Figure 2 Criteria adopted in the research protocol.

SEARCH					
DATA-BASE	SEARCH STRINGS	OPERATOR	PERIOD	DOCUMENT TYPE	KNOWLEDGE AREA
SPELL	"NOT APPLICABLE"	"NOT APPLICABLE"	JAN. 2011 DEZ. 2020	TEACHING CASES	MANAGEMENT

Source: The authors.

The SPELL database was chosen because it gathers 133 Brazilian journals and is a reference indexing system for the areas of Public and Business Administration, Accounting and Tourism. It provides indicators that assist in the classification of Brazilian journals by the Coordination for the Improvement of Higher Education Personnel (CAPES). Searching for teaching cases through SPELL facilitates data collection and reduces the chance of bias in the individual choice of periods for the survey.

Usually, SLRs use search terms and search operators (title and/or abstract and/or keywords). Since this systematic review is not about a topic but about a publication modality (teaching cases), these criteria do not apply to SLR, as indicated in figure 2. The period considered was 10 years, comprising the years 2011 to 2020. As for the document types, the option “teaching cases” was selected and for the area of knowledge “administration” was restricted.

To ensure that the selected material fits the goals of this research, inclusion and exclusion criteria were defined (GOMERSALL et al., 2015; TEMPLIER; PARÉ, 2015; WANDEN-BERGHE; SANZ-VALERO, 2012), as indicated in table 1.

Table 1 Inclusion and exclusion criteria for teaching cases

Inclusion Criteria		Exclusion Criteria	
CI1	Teaching cases published in Brazilian journals.	CE1	Documents other than teaching case format.
CI2	Teaching cases published between 2011 and 2020.	CE2	Duplicate teaching cases.

Source: The authors.

Teaching cases that met the inclusion criteria in Table 1 would be considered eligible for SLR and analyzed in the next step (TEMPLIER; PARÉ, 2015; WANDENBERGHE; SANZ-VALERO, 2012).

CONDUCTING THE RESEARCH

In phase two of SRL (KITCHENHAM, 2004) there are five steps, namely: (1) research identification; (2) research selection; (3) quality assessment; (4) data extraction; and (5) data synthesis (CELESTINO; VIANA, 2021). The identification was based on the criteria defined by the search protocol, established a priori (database, search terms, operators, period, type of document and areas of knowledge). There was no need to apply exclusion criteria because no case met the protocol's criteria CE1 and CE2. Table 1 provides a summary of the findings.

Table 1 Teaching cases published between 2011 and 2020 in journals indexed in SPELL

Journal	Cases	(%)
Administração: Ensino e Pesquisa	35	12,9%
Revista Alcance	30	11,0%
Revista de Administração Contemporânea	24	8,8%
Tecnologias de Administração e Contabilidade	22	8,1%
Revista Gestão Organizacional	22	8,1%
Revista Pensamento Contemporâneo em Administração	19	7,0%
Revista de Empreendedorismo e Gestão de Pequenas Empresas	18	6,6%
Administração Pública e Gestão Social	14	5,1%
Teoria e Prática em Administração	13	4,8%
REAd. Revista Eletrônica de Administração	12	4,4%
Revista Eletrônica de Administração e Turismo	11	4,0%
Revista da Micro e Pequena Empresa	9	3,3%

Revista de Gestão, Finanças e Contabilidade	8	2,9%
Revista Pretexto	7	2,6%
Revista de Economia e Administração	5	1,8%
Others	23	8,5%

Source: The authors.

Observing the criteria adopted in the research protocol, 272 teaching cases published in 30 Brazilian journals were identified and the results were tabulated with the help of a spreadsheet editor. Considering that, the first guiding question of the research seeks to identify the Brazilian journal that has published the most teaching cases in the last decade. *Administração: Ensino e Pesquisa* (RAEP) fills this position, with 35 published cases, representing 12.9% of the total cases identified in the survey.

Even though RAEP is among the Brazilian journals with a higher level of Qualis/CAPES (B1), the cases were read in their entirety, in order to attest the quality of all cases and confirm that they met the procedures criteria. A spreadsheet editor was used in the following steps in this phase, enabling data extraction and synthesis.

SYSTEMATIC REVIEW REPORT

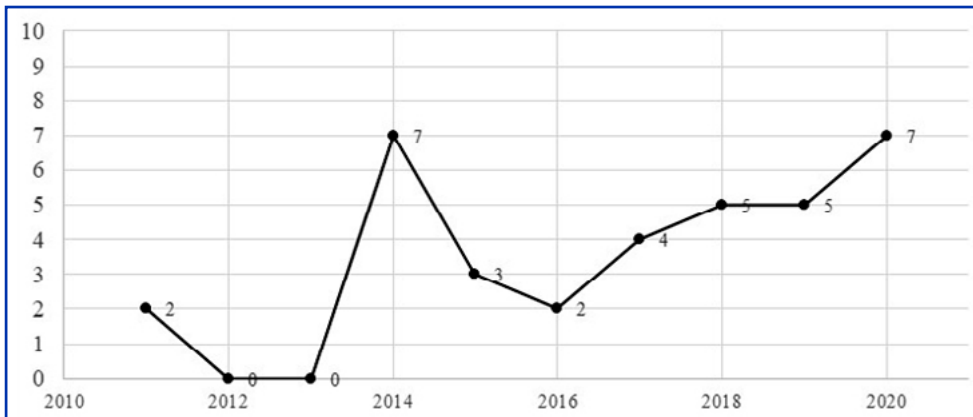
Among the phases of the SLR, the report of the review is the last part and can be done in the format of a technical report, a part of a thesis or journal publication (KITCHENHAM, 2004; CELESTINO; VIANA, 2021). Considering this article followed all the procedures that guide an SLR, its format can be deemed appropriate for the communication of the results. It is also recommended that the report should include the following sections: title, authors, abstract, context, guiding questions, methods, included and excluded studies, results, discussions, conclusions, acknowledgements, references and appendices (KITCHENHAM, 2004; CELESTINO; VIANA, 2021), the latter in specific cases.

Analysis of Results

In quantitative terms, 15 journals indexed to the SPELL database stood out in the number of publications of teaching cases from 2011 to 2020. The first five journals with the most significant number of publications were: Administração: Ensino e Pesquisa, Revista Alcance, Revista de Administração Contemporânea, Tecnologias de Administração e Contabilidade and Revista Gestão Organizacional. They correspond to 48.9% of the total of published cases. RAEP stands out in regards to the publication of teaching cases. For this reason, the 35 cases published in RAEP are eligible for subsequent analyses as established in the protocol.

The period between 2011 and 2020 saw some variation in the number of publications of teaching cases in RAEP per year, as shown in Figure 3.

Figure 3 Number of teaching cases published in RAEP, per year.

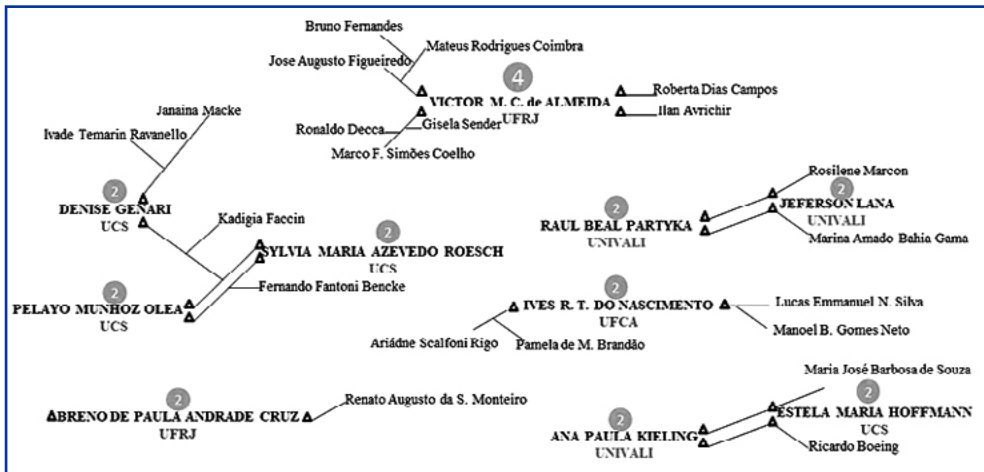


Source: Research data.

Another feature analyzed in the published cases concerns the use of keywords. Authors such as Garcia, Gattaz and Gattaz (2019) understand that the weighted selection of terms used can have implications on the visibility of publications, as they are fundamental for indexing in databases and, also, very useful for SVL workers. The keywords were tabulated in Portuguese, generating a word cloud with a free online word cloud art creator. According to the keyword cloud in

case publications at RAEP, so they were taken as a reference for the elaboration of the co-authorship network. In order to avoid authorship positions in the case (first author, second author...), the network indicates the educational institution linked to each author, as shown in figure 5.

Figure 5 Prominent authors and co-authorship network.



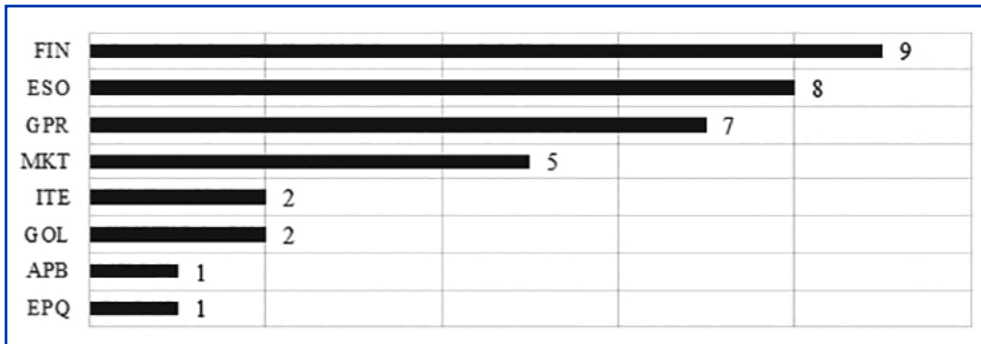
Source: Research data.

Among the 10 authors with two or more published cases, Victor Manoel Cunha de Almeida, the teacher at the Federal University of Rio de Janeiro (UFRJ), stands out with four cases published in the analyzed period. The other authors indicated in figure 5 in capital letters and in bold are part of the list of the most prominent and each of them has published two teaching cases. They are linked to the following educational institutions: University Caxias do Sul (UCS), University of Vale do Itajaí (UNIVALI), and Federal University of Cariri (UFCA). The remaining authors in the branches of the network make up the group of authors responsible for the same teaching case, indicated in the figure by the triangle (Δ).

To delve deeper into the content of the teaching cases according to areas of the Administration field, the nomenclature adopted by ANPAD, widely used in the main congresses organized by the entity, was taken as a reference. The Finance area (FIN) had the highest number of published cases (9), followed by

Strategy in Organizations (ESO) (8), People Management, and Labor Relations (GPR) (7). In Marketing (MKT), five cases were found; Innovation, Technology and Entrepreneurship (ITE) and Operations and Logistics Management (GOL) had two cases each and, finally, only one case was identified in the areas of Public Administration (APB) and Teaching and Research in Administration and Accounting (EPQ), as shown in Figure 6. These results are a possible strategy of the authors who use the most common keywords to indicate an application of these cases, since “marketing”, “strategy” and “management” were the most used keywords and the areas of ESO and MKT, two among those that were most contemplated with published cases.

Figure 6 Teaching cases published in RAEP, by area.



Source: Research data.

In the area of Finance (FIN), the first case published was authored by Bencke, Roesch and Olea (2014) and presented a real situation that takes place in some organizational sectors to stimulate the reader in decision-making, considering the necessary ethical aspects in face of the moral issues presented. The case authored by Campani et al. (2016) describes the mishaps faced by an investment fund manager in Private Equity and Venture Capital (PE&VC). Cruz and Monteiro (2019) elaborated a case according to the Brazilian political reality in the second decade of the 21st century and addresses the impasse between the three partners of a coffee shop due to divergent political positions, affecting the organizational climate in the work environment.

Continuing in the same area (FIN), the case developed by Cucato et al. (2017) sought to bring reflections on the challenges faced by companies to maintain both the ethical behavior of employees, especially those in the sales sector, and the effort to obtain high market and financial performance. Fukuzawa and Serra (2017) published a case that presents the reader with real investment and valuation decisions of the clothing company listed on BM&FBovespa, Hering S.A. Gomes and Valle (2020). They do this as they raise the possibility of discussing epistemological and paradigmatic issues in Finance, especially with regard to the cognitive, social and emotional influences involved in the decision-making process of individuals.

The other three finance cases were the teaching case prepared by Medeiros (2019), which aimed to raise reflections and debate on the dark side of contemporary organizations, with a focus on corporate crime. The case authored by Partyka, Lana and Marcon (2020), which intended to foster discussions on the acquisition operation for governance issues and the theory of transaction costs in the midst of technological innovation in the Brazilian financial market, based on the acquisition of XP Investimentos by Itaú Unibanco. Finally, Rigo, Nascimento and Brandão (2018) presented a real situation in Bahia's countryside experienced by a Community Development Bank, with the goal of promoting reflection on an alternative economic and management model based on the closeness of relationships.

In terms of ESO, the first teaching case was published by Genari et al. (2011) and aimed to provide reflection on topics such as change and organizational strategies, associativism and the role of the entrepreneur in the decision-making process. The case published by Bastos et al. (2014) presented the Wará Project and described the impasse between the possibility of expanding economic activity and the ethical and cultural issues that involve economic, environmental and social sustainability. Salazar, Moraes and Leite (2014) discussed the challenges faced by a food service company, Bonaparte Group, in the process of expanding into foreign markets. Pinho and Rocha (2015) propose a case to analyze the trajectory of a company that operates in the audiovisual sector. This teaching case analyzes both the trajectory of a company in the audiovisual sector and how its internationalization took place, as well as the business potential of granting character licenses at national and international level.

Other cases are linked to the ESO area, such as the one developed by Tamura (2016), which analyzes how real organizational decision-making is based on different decision models. Furthermore, the author seeks to explain that a decision model is not dichotomous between good or bad, since its quality depends on the circumstances. The case published by Simões-Coelho et al. (2019), addresses the challenges for the survival of the company Ccaps Translation and Localization, in order to promote critical analysis of competitive environments as well as current and future capabilities of Ccaps. The case elaborated by Rufino, Silva and Lucena (2019), aimed to contribute to the understanding of the survival of organizations based on the context of the collapse of Samarco's dams, in order to analyze the company's legitimacy before, during and after the event, relating to the Theory of Legitimacy. The one published in 2020, authored by Partyka, Lana and Gama, deals with the evolution of the Brazilian Financial System, especially on the growth of fintechs (technology-based financial companies), which broke the inert stability of large banks.

In the GPR area, the first case is authored by Avrichir and Almeida (2011), and was designed, to enable the investigation and practice of concepts related to negotiation, multicultural management and negotiation in multicultural environments. In turn, Genari, Ravello and Macke (2014) elaborated a teaching case in order to provoke reflection on topics that deal with the profile of professionals in the area of HR management, recruitment and integration, performance evaluation, training and development, organizational, leadership and people monitoring. Stadler et al. (2015), through the case of the Alabama hotel, defined the goal of presenting variable remuneration as a possible factor for increasing commitment and productivity, reflecting on the effects of the distribution of profits and results and establishing options to reward employees.

Other teaching cases published in RAEP in the GPR area: the story of a family company in the civil construction sector, active in the trade of construction materials, focusing on the power relations and conflict existing within the company (MURAD; LOURENÇO; NASCIMENTO, 2017); a discussion about the life and career path of an executive and decisions involving issues such as career and motherhood (ALMEIDA; MOTA-SANTOS, 2018); a case addressing the challenges of two characters facing the development of a team in a company that presented exponential

growth (FIGUEIREDO et al., 2020). And, lastly another teaching case elaborated by Müller, Scheffer and Closs (2020), which aimed to understand contemporary conceptions of career, by assimilating how they adjust to the current configurations of the labor market and how they relate to the decisions of the character described.

Among the five teaching cases published in the MKT field, the first, by Corrêa, Paula Neto and Gosling (2018) describes the path that a team of professors took to implement a university pharmacy, as well as the challenges involved in establishing the positioning of its offer, and the service marketing strategies involved. Then, the case by Guerreiro et al. (2019) deals with the evolution of the Smiles business model; in turn, the one published by Hoffmann, Souza and Kieling (2018) provides students with the experience of situations inherent to the market environment based on the analysis of Beauty Factor, a cosmetics company that operates in the production and sale of beauty products. The teaching case by Kieling, Hoffmann and Boeing (2017), on the other hand, deals with the management of Rock Hamburgueria, proposing that the students analyze the experiences of the hamburgeria's competitive market context. At last, the teaching case by Neto, Silva and Machado (2014), is based on real facts to describe the situation of Ramadhes & Cia Ltda, focusing on Marketing mix.

Regarding the ITE area, two teaching cases were identified. In one of them, Fernandes, Silva and Sartori (2018) structured a procedure based on the trajectory of GVT, a Brazilian telecommunications company acquired by Vivo that brought innovations to the telecommunications industry in Brazil. In another one, elaborated by Cruz and Monteiro (2020), the authors deal with entrepreneurship, addressing the generational conflict faced by a young woman who wants to open a restaurant and faces resistance from her father.

In the GOL area, two cases were identified. The first one by Costa Filho et al. (2014), aimed towards deepening the understanding of strategic planning and distribution channel management, and another one developed by Chemello et al. (2015), where the authors propose a reflection on the challenges faced by an industry of road implements and its operations, based on the verticalization of the supply chain.

The APB and EPQ area had only one publication each. The teaching case published by Campos and Almeida (2014) in EPQ raised a discussion about the advantages and disadvantages of using student-centered teaching approaches, espe-

cially in the case method. Lastly, in the area of APB, Nascimento, Silva and Gomes Neto (2020) described the situation experienced by Marcelo, a public servant and member of the Advisory Committee for the management of water resources in the Cariri River Basin, who at one point decided to support the creation of shrimp in captivity (prawn culture) in a water reservoir in Ceará.

Although the teaching cases were concentrated in three major areas (FIN, ESO and GPR), their content was diverse, which indicates different possibilities for working with this teaching methodology in the same subject. Finally, the content of the cases in each area was analyzed in order to dimension the themes contemplated, observing the theme(s) problematized by the authors. Table 2 shows a summary of the results obtained by area.

Table 2 Themes of the teaching cases published in the RAEP, by area.

Area	Themes	Authors
FIN	Ethical and moral challenges in the organizational environment; investment portfolio selection and investment management; ethical behavior of the employee; investment decisions and company valuation; solidarity economy and social finance; corporate social responsibility; corporate crime; behavioral finance; acquisition process and corporate governance.	Bencke, Roesch and Olea (2014); Campani et al. (2016); Cucato et al. (2017); Fukuzawa and Serra (2017); Rigo, Nascimento and Brandão (2018); Cruz and Monteiro (2019); Medeiros (2019); Gomes and Valle (2020) and Partyka, Lana and Marcon (2020).
ESO	Organizational changes and strategies; internationalization strategy; organizational decision models; legitimacy; disruptive innovation theory and organizational ambidexterity; fintech market strategy.	Genari et al. (2011); Bastos et al. (2014); Salazar, Moraes and Leite (2014); Pinho and Rocha (2015); Tamura (2016); Rufino, Silva and Lucena (2019); Simões et al. (2019) and Partyka, Lana and Gama (2020).

GPR	Multicultural management; profile of HR professionals, recruitment and integration, performance evaluation, T&D, organizational climate, leadership and people monitoring; variable salary; power relations and conflict in family businesses; female career and motherhood; challenges for leaders and managers; career design, youth and the job market.	Avrichir and Almeida (2011); Genari, Ravanello and Macke (2014); Stadler (2015); Murad, Lourenço and Nascimento (2017); Almeida and Mota-Santos (2018); Figueiredo et al. (2020) and Müller, Scheffer and Closs (2020).
MKT	Marketing mix, brand image, price policy, communication mix, sales strategy, marketing ethics and market positioning; digital marketing and marketing strategies; market segmentation and marketing communication strategy; service marketing and service-dominant logic; value creation.	Neto, Silva and Machado (2014); Kieling, Hoffmann and Boeing (2017); Hoffmann, Souza and Kieling (2018); Corrêa, Paula and Gosling (2018) and Guerreiro et al. (2019).
ITE	Business models in dynamic environments; strategic planning and decision making in small businesses.	Fernandes, Silva and Sartori (2018) and Cruz and Monteiro (2020).
GOL	Strategic planning and management of distribution channels; supply chain management and verticalization.	Costa Filho et al. (2014) and Chemello et al. (2015).
APB	Water resources management	Nascimento, Silva and Gomes Neto (2020).
EPQ	Teaching didactics and case method	Campos and Almeida (2014).

Source: Research data.

As indicated in Table 2 the themes were diversified in all areas of knowledge in the sample of cases analyzed. The only recurring theme was the internationalization strategy, focusing on three teaching cases in the area of Strategy in Organizations. These findings indicate broader advances, involving a variety of areas

covered in the teaching cases published in RAEP, as well as more specific advances, referring to the topics discussed in each new case. They encompass a variety of possibilities in different areas of administration, suggesting some variation of results regarding themes.

Final Remarks

The present study aimed to identify the Brazilian journal that most published teaching cases between 2011 and 2020, and to analyze the characteristics of these publications. Based on the survey carried out on the SPELL platform, it was found that the *Revista Administração: Ensino e Pesquisa* – RAEP occupies a prominent national position with 35 teaching cases published during the analyzed period. These cases were part of the corpus of analysis of the systematic literature review (RSL) along the lines of Kitchenham's procedures (2004).

Based on the results, it is noted that the number of teaching cases publications did not show linearity, reaching peaks of publications in 2014 and 2020, with 7 cases published each year. Regarding the use of keywords, three descriptors stood out: marketing, strategy and management. In the co-authorship network, only 10 authors have two or more teaching cases published in RAEP and the author with the most significant number of publications is the teacher Victor Manoel Cunha de Almeida, linked to UFRJ.

Aiming towards the consistency of cases published in the journal, is possible to adopt a strategy of special calls for case publications, encouraging authors and researchers to formulate new proposals. Calls can even indicate more specific demands by areas of knowledge, especially those that have a substantially smaller amount than others do, such as EPQ, APB, GOL and ITE. In this sense, the synthesis presented in this RSL can guide the production of new cases in terms of both areas and themes.

The Finance area stands out in terms of number of publications, followed by ESO, GPR and MKT. In this regard, it is important to consider that empirical studies (IKEDA; VELUDO-DE-OLIVEIRA; CAMPOMAR, 2007) indicate that, in the students' perception, the subjects considered as the most appropriate for the use

of teaching cases are, respectively: strategic administration, marketing, human resources, production and finance. In this sense, it is understood that there is, to a certain extent, a gap between what is published in RAEP and what can be demanded by area, considering the students' judgment as to the suitability of applying these cases.

One aspect that can be considered positive regarding the cases analyzed concerns the diversity of themes that were observed in all areas of knowledge, indicating the multiple interests of discussion through the cases. On the other hand, it is possible to suggest new teaching cases with common themes to the curricular base of undergraduate courses in administration, starting from basic contents, as seen with the cases of marketing teaching. In this sense, the following possibilities can be considered: objectives and functions of financial administration (FIN), the importance of planning and implementing strategies (ESO), recruitment, selection and training processes, personnel development and improvement (GPR), entrepreneurship and innovation (ITE), project management, operations and services (GOL),

In the area of Finance, most of the cases cover topics such as corporate governance, ethical aspects, social finance and social responsibility, that is, topics that do not focus on technical, financial nor budgetary issues, but involve broader issues that can be discussed between areas. In Strategy, only one recurring theme among all areas was observed, as three cases addressed the internationalization strategy. The areas of People Management and Marketing presented different topics, which is especially useful for Marketing, where students evaluate the case method as the most appropriate pedagogical tool for teaching this subject, according to what Ikeda, Veludo-de-Oliveira and Campomar (2007) observed.

In turn, the Innovation, Technology and Entrepreneurship area included only two recent cases, published in 2018 and 2020, and in the Public Administration area, one case was published in 2020. Thus, it can be inferred that in RAEP these two areas indicate a potential for producing and publishing new teaching cases, thus providing an opportunity for researchers to publish papers and contribute to the advancement of discussions in these areas. In the same vein, the areas of Logistics and Teaching and Research have few works that were published in 2015 and 2014, signaling the need to prepare and publish more cases that are recent.

PLANNING FOR RESEARCH AND CASE STORIES

The analysis of teaching cases published exclusively in only one journal, RAEP, can be considered as a limit to the research, albeit it brings depth to the analyses and discussions. In addition, it is important to understand how the production of teaching cases takes place in a journal that has been standing out nationally in this type of publication. The prominence of RAEP on the national scenario raises the following issues: do the publications in this journal represent a national trend in the production of teaching cases? To what extent does the focus and scope of the journal imply the production of teaching cases?

We can forward a broader systematic review, including other journals/periodicals and/or expanding the analysis to databases and publications in conference proceedings. In congresses like those held by ANPAD, the cases and research are not permanent publications. This is an opportunity for debate and improvement of the material submitted for evaluation. Analyzing this type of academic production (teaching cases published in proceedings) may be an opportunity to identify potential difficulties faced by the authors and aspects that compromise the quality of their material. From there, it is possible to think of workshops and courses that qualify and/or train teachers and researchers in the elaboration of cases.

It is important to point out that there are other sources of teaching cases not indexed to the SPELL portal that can be considered in future research, such as the *Revista Brasileira de Casos de Ensino em Administração* (GVcasos), the first publication specialized in teaching cases since 2011, and the case center of the *Escola Superior de Propaganda e Marketing* (ESPM), which was created in 2000 and has a collection of more than 200 published cases. The inclusion of these new databases may allow the recognition of differences and similarities in the Brazilian production of cases through comparative analyses.

Furthermore, when considering a broader review, other aspects can be analyzed in addition to the themes, such as: trends in the number of publications, concentration of these publications by Qualis/CAPES evaluation strata, total number of authors involved, authors who can be taken as a reference in terms of cases publications, intra and inter-institutional cooperation networks, teaching notes, number of pages, the timeless nature of the cases, that is, the possibility of being used regardless of the publication date and new case formats, such as those that

utilize and adapt movie excerpts to compose the narrative of the story and the dilemma analyzed.

In general, the results of this RSL from the cases analyzed in the RAEP present possibilities for working on the content of certain disciplines, articulating theory and practice in new cases. In addition to the identified gaps and presented possibilities, it is important to reinforce that the elaboration of new cases should contemplate national, regional and local issues, in a way that allows the presented contexts and dilemmas to be more easily assimilated by the students, enhancing the apprenticeship. The results also make room for a more critical analysis of what has already been produced, as well as applicability in management courses.

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