Author Guidelines for Teaching Cases

About Teaching Cases

Teaching cases can be experience reports or empirical studies that provide practical insights for integrating research results in professional communication education and training.

1. Experience reports describe a problem, the educator's approach to solving the problem, and the effects of the applied solution(s). Cases provide enough detail about challenges, failures, resources used, and the impact of the project so that other educators can determine whether they can implement the idea(s) themselves.
2. Empirical studies examine a problem or situation and the way that it was studied. They apply qualitative and/or quantitative research methods to yield transferable results meaningful beyond the particular case. They discuss what the results mean in the context of larger issues in the field of professional communication education and training.

Please limit the word count to no more than 7500 words, excluding references.

Guidelines for Teaching Cases

Formatting References	Follow the IEEE style for formatting references, which differs from the APA and MLA styles that are more widely used among professional communicators. For instructions on formatting references, see the document entitled TPC Citation Style that is linked from https://procomm.ieee.org/transactions-of-professional-communication/for-prospective-authors/guidelines-to-follow/.
Formatting Text	Please use the titles below as your major section headings and address the issues below in the corresponding section.
Abstract	Structure the abstract (between 200 and 250 words) by subheadings that address all sections required of teaching cases.
Introduction	Explain the purpose of the teaching case and its relevance to the field of professional communication, especially teachers and trainers. (Note that although professional communication is an interdisciplinary field and readers have eclectic interests, the one thing that connects readers of this journal is their interest in professional communication). Define terms or concepts that can help readers understand the case. State the research questions or questions prompting the case study. Forecast the main sections of the manuscript.

About the Case	Explain the situation, problem, or opportunity that inspired examination of the case. Address important constraints or challenges that existed (i.e., limited budget or resources, tight schedule, regulations, standard templates used, and other similar types of constraints, etc.).
	Describe the object of study in this case (e.g., the applied solution, team dynamics, technology adoption process). If applicable, describe the process for developing the applied solution, including its purpose, audience, key milestones, activities, issues, decisions, reactions or interactions.
Situating the Case	Explain the importance of this teaching case in relation to issues, practices, pedagogies, research, and/or theories in the field and, if applicable, to other similar cases.
Methods/Approach	Repeat the research questions or questions that prompted the study.
	Describe the participants and how they were selected.
	Explain (1) what data were collected to examine the case, (2) how the data were collected (i.e., Google Analytics, usability test methods, performance evaluation methods and criteria, etc.), (3) how the data were studied and interpreted (i.e., statistical methods, thematic coding, etc.), and (4) why the author(s) used these methods.
	Address the trustworthiness and credibility of the data collected to examine the case.
	Explicitly indicate that an Institutional Review Board or its equivalent has approved the study's use of human subjects or that it was exempt.
Results/Discussion	Describe the study findings and the extent to which findings address the original problem or answer the original question(s).
	Interpret the findings through pertinent research and related issues, practices, or cases discussed in the "Situating the Case" section above and in professional communication in general.
	Some examples of supporting data include: • Quotes from user feedback • Student performance data (such as results from usability tests or metrics from performance monitoring in the classroom) • Web metrics

Conclusions	Present the implications of the findings for teaching/training, practice, and research, as applicable.
	Address the limitations that might constrain interpretation and application of the findings—particularly in other settings—and other concerns and issues that the teaching case introduces.
	Make suggestions for future research or teaching cases that might build upon this one.

Samples of Teaching Cases Published in the *Transactions*

A. Hodges and L. Seawright, "Writing in transnational workplaces: Teaching strategies for multilingual engineers," *IEEE Trans. Prof. Commun.,* vol. 62, no. 3, pp. 298-309, 2019.

C. Lam, "More than a feeling: Applying a data-driven framework in the technical and professional communication team project," *IEEE Trans. Prof. Commun.*, vol. 61, no. 4, pp. 409-427, 2018

[Note that a subscription is required to view the articles. If you do not already have a subscription, your library might. Authors may also request sample teaching cases from the editor.]

Reviewers' Expectations

To learn about the criteria that reviewers consider when providing feedback on a case study, consult the rubric for reviewers of teaching cases.