GUIDELINES FOR WRITING A CASE STUDY ANALYSIS

A case study analysis requires you to investigate a business problem, examine the alternative solutions, and propose the most effective solution using supporting evidence.

Preparing the Case

Before you begin writing, follow these guidelines to help you prepare and understand the case study:

1. Read and examine the case thoroughly

- Take notes, highlight relevant facts, underline key problems.

2. Focus your analysis

- Identify two to five key problems
- Why do they exist?
- How do they impact the organization?
- Who is responsible for them?

3. Uncover possible solutions

- Review course readings, discussions, outside research, your experience.

4. Select the best solution

- Consider strong supporting evidence, pros, and cons: is this solution realistic?

Drafting the Case

Once you have gathered the necessary information, a draft of your analysis should include these sections:

1. Introduction

- Identify the key problems and issues in the case study.
- Formulate and include a thesis statement, summarizing the outcome of your analysis in 1–2 sentences.

2. Background

- Set the scene: background information, relevant facts, and the most important issues.
- Demonstrate that you have researched the problems in this case study.

3. Alternatives

- Outline possible alternatives (not necessarily all of them)
- Explain why alternatives were rejected
- Constraints/reasons
- Why are alternatives not possible at this time?

4. Proposed Solution

- Provide one specific and realistic solution
- Explain why this solution was chosen
- Support this solution with solid evidence
- Concepts from class (text readings, discussions, lectures)
- Outside research
- Personal experience (anecdotes)

5. Recommendations

- Determine and discuss specific strategies for accomplishing the proposed solution.
- If applicable, recommend further action to resolve some of the issues
- What should be done and who should do it?

Finalizing the Case

- Write 7-10 questions for the case studies, along with answers and their explanation. Assume that case studies shall be discussed in your absence.
- After you have composed the first draft of your case study analysis, read through it to check for any gaps or inconsistencies in content or structure: Is your statement clear and direct? Have you provided solid evidence? Is any component from the analysis missing? When you make the necessary revisions, proof read and edit your analysis before submitting the final draft.

Question Writing Guidelines and Template

General Guidelines

1. The updated Course syllabus has specific body of knowledge with % of coverage for each of modules and each module has learning objectives.

2. The questions written should be based on the updated syllabus as there is significant change and there are many additions in the new syllabus.

3. Each of the modules has specific % of coverage and this may be considered in selecting the questions for the exam. Each of the modules has set of learning objectives. Further, % of coverage for each of module and the questions selected cover all the broad areas of learning objectives within a module.

4. Each question contributed has to be linked to learning objective. The attached guidelines and template for exam questions may be used. This ensures that not only question writing process is focused but evaluator can understand and update the question as required.

5. The questions selected have to go through a rigorous process of quality by multiple reviews by a team of experts at 2 to 3 levels so that quality of exam is maintained. Questions submitted will be reviewed by independent panel of experts. The experts will modify the questions as required. In case of questions requiring rewrite, constructive and specific feedback will be provided. Questions which are accepted after changes will also be provided for information.

6. Although the questions may be from the background material, these cannot be used by faculty in the classes by the author or other faculty while teaching the Classes.

7. Question bank for the course has to be adequate so that repetition of questions is minimized.

8. The performance of examinees is to be evaluated question-wise using software to identify questions which were very easy (answered correctly by most) or very difficult (answered wrongly by most). Based on this, these questions are undergone a quality review again to make corrections if required or remove from question bank.

9. A good percentage of questions of existing of Course may be relevant for updated Course but this should be selected and updated thorough comprehensive quality review.

10. Feedback from examinees should be obtained as part of the exam to identify specific questions which had issues.

11. A database of questions should be maintained with specific mapping of questions as per learning objectives and modules so that duplication questions are avoided and eliminated.

12. New questions should be identified first to confirm that these are original and similar questions are not available in existing data bank of questions.

Guidelines for writing Questions

Please use this template to write your questions. Please submit all questions in one single Word document *only*. Please DO NOT password-protect the document, or send in a protected zip-file. All questions should be in same format and should have information about the learning objectives, testing concept and explanation. Please add reference of chapter/page number of document used for preparing the question. Questions for the exam could be from the background material. However, questions can also be based on practical application and experience as relevant to the course.

Dos and Don'ts for writing Questions:

DO's

1. Write the stem (testing concept) in the positive tone. Negatively written Questions (using words such as NOT, LEAST, EXCEPT, etc. in the stem) are not accepted.
2. Test only one testing concept or knowledge statement per Question.
3. Ensure the stem and all options are compatible with each other. For example, if your stem reads, "Which of the following controls will BEST…," then all options must be controls.
4. Keep the stem and options as short as possible by avoiding the use of unnecessary text or jargon. Do not attempt to teach the candidate a concept or theory by providing too much information before asking the question. Remember, the questions are for testing and not for teaching.
5. Include common words or phrases in the Question stem rather than in the beginning of the key and distractors.

6. Write all options the same approximate length and format. A good test taker with very little knowledge or experience in IT will select the option that is either the shortest or the longest in length and will most likely choose the correct answer.
7. Write options that are grammatically consistent with the Question stem and maintain a parallel grammatical format. For example, if the key begins with a verb ending with "ing," then all distractors must begin with a verb ending with "ing."
8. Use only professionally acceptable or technical terminology in the Question stem and options.
9. Please remember that the questions are to be written from a CA perspective who is learning IS Audit based on the learning objectives, task statements and knowledge statements as provided in the syllabus.
10. Questions should be generic and cover the concepts of the course. Questions should also cover practical application of concepts.
11. The overall percentage of coverage of questions in terms of concepts and practice should be maintained so as to ensure that not just concepts but most of the questions cover practical aspects.

DON'Ts:

1. Avoid using a key word or phrase from the Question stem in the Question key. Experienced exam takers will look for these types of clues to identify the key.
2. The use of words such as "frequently," "often," "common," or "rarely" introduce subjectivity into the Question and will not be accepted. If the Question is subjective, it can be argued that more than one option is keyable.
3. The use of terms such as "always," "never," or "all" are not acceptable since very little is absolute and thus it makes it easier for candidates to eliminate distracters containing these words.
4. Terms such as "least," "not," or "except" used in the stem are negative and require a candidate to choose an incorrect or least preferred choice, rather than a correct or preferred choice. Negatively phrased test questions do not test well and will not be accepted.
5. Avoid the use of gender pronouns such as he, she, his, or her.
6. Avoid multiple components within each option, or including portions of one option in another. These are considered to be "multiple, multiple choice options" and do not test well. Each option should stand on its own.
7. Questions with options "all of the above" or "none of the above" will be returned to the Question writer. Good test takers know that these types of options are very rarely correct and do not make good distractors.
8. Questions testing knowledge regarding vendor specific products will be returned to the Question writer as ICAI will not accept any product/vendor specific questions.
9. Questions will not be accepted if they list specific standards, frameworks, manuals, (i.e. COBIT, ISO, ITIL, etc.) by name. It is, however, perfectly acceptable and encouraged to test the knowledge of concepts associated with these best practices.
10. Questions should not be based on personal practices but as per the concepts of the Course.
11. Questions should not be copied from any other existing material or any other course.

12. Avoid testing subjective concepts such as the following:
    a. Specific international or local laws and regulations.
    b. Specific information regarding cultural or industry issues that do not across all industries.
    c. Specific technology oriented questions.
    d. Specific roles and responsibilities within your organization.

Template for writing questions

Name of Question Writer: **Date:**

Module:
Chapter:
Question #

Testing Concept:*(One sentence describing what is being tested) Questions submitted without a testing concept will be returned.*

Stem:

Options:
A. (Please always make A the correct answer)
B.
C.
D.

Key: A

Justification:*Questions submitted without a justification will be returned*
A. (Why is A the correct answer)
B. (Why is B incorrect)
C. (Why is C incorrect)
D. (Why is D incorrect)

Reference(s): (Provide reference of page/para no. for verification, if required.)