As part of #WorldCaseTeachingDay 2024, The Case Centre invited the case community to share their experiences, thoughts and concerns about how case students, teachers and writers are using Generative AI (GenAI).

This report, published on 7 February 2024, shares the findings of the survey.

[www.thecasecentre.org/survey2024](http://www.thecasecentre.org/survey2024)
Survey demographics

Respondent numbers

166 respondents

46 countries

Geographic spread of respondents
GenAI and case writing

AI and the case writing process

We surveyed participants to inquire about their utilisation of AI in generating or aiding the creation of cases.

Slightly more than half of our respondents did not use AI in their case writing process. Among those who did, 2% had a negative experience, while 43% reported a positive or neutral one.

Balancing AI tools and judgement

We asked the 75 individuals who incorporated AI into their case writing process about the balance they strike between using AI tools and relying on their own expertise and judgement.

Not surprisingly, only 1% leaned more heavily on AI. A significant majority, comprising 68%, placed greater reliance on personal judgement, whereas 31% indicated a balanced approach, combining AI and personal judgement.
Uses of AI in the case writing process

We enquired of the 75 individuals who incorporated AI into their case writing process how they used AI. The most prevalent responses included using AI to generate initial drafts or outlines of case studies (38 respondents), employing it for copy editing to enhance the clarity and language of case materials (36 respondents), and leveraging it to organise and structure case content (30 respondents).

Additionally, respondents suggested various other applications, such as preparing background questions, generating visuals, facilitating the creation of personas, scenarios, and tools, utilising AI as an assistant, creating notes for editing discussions with authors, and employing it to sanitise or disguise case situations.
Challenges and concerns of incorporating AI in the case writing process

We asked all 166 survey respondents about challenges and concerns in incorporating AI into their case writing process. Only six reported none. Main concerns included the possibility of inaccurate information, sources, or references (112 respondents), ethical considerations (98 respondents), potential biases in AI-generated content (97 respondents), and maintaining human touch and creativity in case development (82 respondents).

Respondents also expressed additional concerns, such as the potential for AI to diminish one's ability to generate original ideas, maintaining intellectual honesty when relying on AI to write cases, and the possibility of poor case writers producing more.
GenAl and case teaching

AI and the case teaching process

We enquired about respondents' usage and extent of employing AI in preparing for or teaching their case classes.

Responses were evenly distributed, with slightly over half employing AI occasionally to constantly, while just under half used AI rarely or not at all.

Challenges and concerns

Survey participants were asked about their concerns regarding the use of AI tools in preparing for or teaching case classes.

24 respondents reported having no concerns. The primary concerns were bias in AI-generated content (95 respondents) and ethical considerations (79 respondents).

Additional concerns cited by participants included copyright issues, AI hallucinations, and the need for education and comprehension about the tool's potential for both positive and negative impacts in the hands of educators.
Uses of AI in the case teaching process

We asked the 113 individuals who integrated AI into their case teaching about their usage of AI. The primary applications of AI tools among case teachers include creating content for developing engaging teaching materials (50 respondents), collecting the latest business data and trends (37 respondents), and analysing and summarizing relevant literature (32 respondents).

Respondents proposed additional applications for AI, such as employing it as a discussion partner for reflecting on theoretical arguments, generating ideas, gathering critique, and seeking AI insights on how students might approach the case to identify gaps in teaching plans or anticipate student responses.
GenAI and case learning

Encouraging the use of AI

We surveyed participants to gauge their stance on promoting the utilisation of AI in student case learning.

A significant majority, comprising 59%, actively endorse the use of AI, while 31% refrain from doing so.

Extent of AI use by students

Among the 149 respondents who answered affirmatively or negatively to the previous question, we enquired about the extent to which they perceive their students employing AI tools or platforms for case analysis and engagement in their courses.

28% expressed uncertainty regarding the extent of students’ usage of AI tools. In contrast, a notable 69% indicated that their students employ AI tools occasionally, frequently, or consistently for case learning. A mere 1% reported that students never utilise AI tools.
Students’ use of AI tools

We asked the same 149 survey participants how they believe their students use AI to assist with case analysis and preparation. Among them, 63 respondents expressed uncertainty about the specific ways in which students are utilising AI. The predominant applications include research purposes (43 respondents), addressing case-related enquiries (39 respondents), and generating visualisations and presentations (34 respondents).

Furthermore, participants indicated that students are leveraging AI for other purposes, including case analysis, translation of cases and other teaching materials, conducting research, experimenting, generating ideas, and seeking assistance to enhance their writing skills.
Advantages of students using AI tools

We queried the same group of 149 survey participants about specific advantages they have noticed in students using AI for case analysis. Out of these, 45 respondents stated they had observed no discernible advantages. Among those who did identify benefits, improved efficiency (36 respondents) and heightened student interest in the subject matter (33 respondents) emerged as the most commonly noted advantages.

Our respondents also noted additional benefits, including a readiness to embrace innovation, heightened creativity, and the production of well-written assignments.
Challenges of students using AI tools

We asked the same group of 149 respondents about challenges linked to students using AI in case analysis. 26 respondents reported observing no challenges. The most frequently cited challenges included an overreliance on AI-generated insights (76 respondents), challenges in assessing the quality of AI-generated analyses (68 respondents), and a deficit in interpretive skills (63 respondents).

Survey participants also highlighted a decrease in critical thinking and creativity. They expressed concern that AI tools may impede learning, as students can obtain answers without actively engaging in the work or comprehending the content, hindering the overall learning process.
The impact of AI on students' learning outcomes

We enquired with all survey participants about their perceptions regarding the influence of AI on students' learning outcomes and critical thinking skills in the context of case-based learning.

Among the responses, 29% expressed a somewhat or very negative sentiment, 20% maintained a neutral stance, while a substantial 40% held a somewhat or very positive viewpoint.

Students’ performance in class

We surveyed respondents about their views on integrating AI tools into the case method and its impact on students' ability to collaborate and discuss cases in a traditional classroom setting.

36% believe it enhances student performance, with another 36% expressing a neutral stance. Meanwhile, 19% believe it hinders collaborative efforts.

Respondents emphasised the inevitability of AI and the importance of teaching students effective usage. They noted that when used appropriately, AI can enhance the classroom experience, provided that professors adapt to its integration.

However, caution was advised, as excessive use or application for inappropriate purposes can impede rather than facilitate learning.
Reflections from educators

Training and support

We enquired about the training or support respondents believe is essential for business education professors to effectively leverage AI in the case method.

An overwhelming majority highlighted the importance of pedagogical training (127 respondents), technical training (124 respondents), and ethical considerations (93 respondents).

General reflections

Below are some general reflections offered by respondents:

- The technology is available and if we do not teach students to use it wisely, they will use it unwisely.
- I am quite afraid of possible ‘laziness’ of students, relying too much on AI and not enough on their brain.
- It’s a little early to answer some of these questions. At the moment, I suspect that there will be a wide variation in both educator and student groups.
- I think that we need an AI policy governance that would apply for all cases but also each institution to have governance. The aim is to not shy away, but to learn to infuse AI without affecting the cognitive ability and with ethical considerations.
- I believe GenAI is one of the most important tools that we need to use in preparing our lessons and cases. The world is moving fast, AI will help us to expediate the teaching and learning process. Students need to get exposure on using GenAI as they will work with it in the future.
- AI platforms will be utilised within the teaching and learning environment particularly around assessments which is very worrying.
- For case writers, it gives tentative structure and collection of data. For students easy and quick analysis. However, ethical, and operational issues have to be examined before using AI.
- AI and human intelligence have to coexist in any activity related to the case method. One can’t be a substitute to the other. AI like any other technology enabler should help in improving learning and teaching outcomes. But, the teacher or learner still have to play their roles.
In conclusion

The key lessons from this report emphasise finding a balanced approach to AI integration, addressing ethical concerns, providing effective training for educators, and acknowledging varied perspectives on AI’s impact in case writing, teaching, and learning. Continuous monitoring and adaptation to emerging trends are crucial in navigating the evolving AI landscape in education.

Diverse adoption of AI in case writing

A significant portion of respondents (51%, see page 3) does not currently use AI in the case writing process, indicating a diverse adoption landscape among case writers. The report underscores the importance of finding a balance between AI tools and personal judgement in case writing. While AI can assist, the majority (68%, see page 3) emphasises the significance of human expertise.

Educators commonly use AI in case writing for tasks such as generating initial drafts, copy editing, and organising case content. This highlights AI’s potential as a valuable tool in various stages of case development.

Varied views on AI impact in case teaching

The adoption of AI in case teaching among educators displays a varied pattern, with a slightly higher proportion (51%, see page 6) incorporating AI and a smaller percentage (43%) using it rarely or not at all.

The overwhelming majority of respondents highlight the importance of training for business education professors in pedagogical, technical, and ethical aspects of AI. This highlights the necessity for educators to acquire the skills required to effectively leverage AI in their teaching practices.

Student engagement and use of AI

A substantial percentage of respondents (59%, see page 8) endorses the use of AI in student case learning, suggesting a recognition of AI’s potential benefits. Additionally 40% (see page 12) believe that AI is having a very or somewhat positive influence on students’ learning outcomes and critical thinking skills in the context of case-based learning. Educators observe students using AI for various purposes, including research, case analysis, and content generation.

Challenges in student AI use include concerns about overreliance, difficulty in assessing AI-generated analyses, and a perceived lack of critical thinking and interpretive skills. These challenges highlight the importance of fostering a balance between AI integration and traditional learning approaches.

Ethical considerations, governance and policy

The survey reveals significant concerns about AI-generated content, including inaccurate information, biases, and ethical considerations. This emphasises the need for ethical guidelines and considerations when integrating AI into case writing and teaching. Educators express a need for AI policy governance at both institutional and broader levels, reflecting a recognition of the importance of ethical considerations and guidelines to ensure responsible AI use in educational settings.