Template global description / case idea: "XXX"
Full version, to be used for Workshop 1

Introduction
Since all content of skills labs' cases will be developed and delivered in English, some content of the Skills labs' workshops will therefore also be in English when possible and/or feasible.
Case developers first need to consider various issues related to the intended case. By discussing them, the project team gains more insight, common ground and awareness: why is the case needed, for whom is it meant, how will it be placed in the curriculum, what are the (learning) objectives, what content and media will be needed, how will it be structured, how will progress be monitored, a.s.o.?   A realistic picture of possibilities and impossibilities has to emerge before actually starting case design and development using the EMERGO toolkit. By answering – could be an appropriate subset of - the questions in the table, the case team provides a *global description* of the intended case as input document for the design phase. Case designers will then continue by working-out a framework scenario.

Subject	Questions & Answers
Case embedding	Q1: For which courses, curricula and institutions will it be used?
	A1:
	Q2: Is it a stand-alone item or used with other instructional materials?
	A2:
	Q3: What study load and time interval is expected?
	A3:
	Q4: How many credit points earn students by successfully completing it?
	A4:
Case content	Q5: What is the main complex cognitive skill?
	A5:
	Q6: Do other complex cognitive (sub) skills need to be acquired?
	A6:
	Q7: What subject matter domain(s) are involved?
	A7:
	Q8: What prior knowledge and skills are expected for enrolled students?
	A8:
	Q9: What is central to the case (for example: patient, equipment, process)?
	A9:
	Q10: What are physical locations in the case? (try to map them to virtual spaces)
	A10:
	Q11: What case characters (real persons, virtual persons) are relevant?

	A11:
	Q12: Do students need to proceed via a stepwise procedure?
	A12:
	Q13: What kind of activities do students need to perform for acquiring the main complex cognitive skill?
	A13:
	Q14: Is there a strict order for the compulsory tasks?
	A14:
	Q15: Are there compulsory tasks, non-compulsory tasks and what determines this?
	Q15:
	Q16: Is redundant information provided, or is everything strictly needed?
	Q16:
	Q17: How realistic and authentic is the case?
	A17:
	Q18: If students can redo a case: will this be the same case or a variant?
	A18:
	Q19: Can students undo former decisions?
	A19:
	Q20: Are different learning routes and tasks for different students offered?
	A20:
	Q21: What kind of cooperation is needed by students?
	A21:
	Q22: Do students have different case characters?
	A22:
	Q23: Do students have active roles?
	A23:
	Q24: Do teachers have active roles?
	A24:
	Q25: What aspects induce and sustain interest and motivation?
	A25:
	Q26: What unforeseen circumstances are incorporated?
	A26:
	Q27: Is competition incorporated? How do students get rewarded for excellent performance or behaviour?
	A27:
Students' progress	Q28: How do students discover not yet having acquired the main complex cognitive skill?
	A28:
	Q29: How can students monitor their progress?
	A29:
	Q30: How is it checked if students have acquired the main complex cognitive skill?
	A30:
	Q31: Is summative assessment included and are its results used in formative assessment?
	A31:
	Q32: Which students' progress figures are to be used by teachers during run time?

	A32:
Contact with peers	Q33: Should contact between students be encouraged?
	A33:
	Q34: Should students see if peers are on line, when they have been on line?
	A34:
	Q35: Can students compare their progress with peers?
	A35:
Using media	Q36: Will existing material be used, is new material needed?
	A36:
	Q37: What media genres are used (e.g., interviews, docudrama, movie, animations)?
	A37:
	Q38: What media assets are needed and what are their costs?
	A38:
Case delivery	Q39: Is the number of students within one run restricted?
	A39:
	Q40: When can students enrol for a run?
	A40:
	Q41: Is it possible to change the case after starting a run?
	A42:
(embedded) Support	Q42: How will technical support be provided?
	A42:
	Q43: How will support be provided for acquiring the main complex cognitive skill?
	A43:
Costs	Q44: How many students will enrol each year?
	A44:
	Q45: What are the development costs per student?
	A45:
	Q46: What is the expected teacher/student ratio during exploitation?
	A47:
IPR	Q47: Is it allowed for others to use the case?
	A48:
	Q48: Are materials from other parties incorporated and what are their Intellectual Property Rights(IPR) arrangements?
	A48: