Criteria for reflective case narrative feedback

- The case narrative has an introductory paragraph that provides the background and context to a critical incident or teaching episode.
  - Key question: What is the key information that a reader would need in order to appreciate the character of your teaching, specifically with reference to your discipline?

- The case narrative describes what you have observed, and how the particular incident posed a challenge to your students’ learning or your role as an educator.
  - Key question: What was the specific teaching challenge or learning problem that you needed to address?

- The case narrative draws on relevant scholarship to inform your approach to overcome the challenge or resolve the problem.
  - Key questions: What did you do: what exactly was the change in your practice?
  - On what ideas did you base this change?

- The case narrative explains how you analyse the data (see Table 2 – Levels of impact & domains of evidence) and elaborates on the convergence of concrete evidence to highlight your impact.
  - Key question: What impact did your intervention have on students’ learning (and/or on your colleagues, the institution, or nationally/internationally) and how did it work for you?

- The case narrative functions as a critical reflection on your teaching in relation to concrete evidence. That is, it demonstrates your ability for critical reflection on your practice and impact.
  - Key question: How can you use the evidence of student learning to improve individual (self) and collective (community) professional practice?