Reflecting on Evidence & Developing Reflective Case Narratives
Session 3
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Outline of Session

• Analyse reflective case narratives to draw connections between philosophy statement, and provide evidence as to approach and impact

• Draft a sample reflective case narrative to illustrate core beliefs from your teaching philosophy statement
Reflective case narratives

• An account of how you inquire (observe, plan, and collect / analyse / interpret evidence) into your teaching practice: analysis of your approach that focuses on a specific example.

• Takes a “critical incident” as its point of departure: an issue or challenge in your practice

• Draws on concrete evidence of your teaching practice and your students’ learning to provide the reader/reviewer a coherent understanding of how your beliefs are enacted through your approach to impact students’ learning.

• It builds on—illustrates—the teaching philosophy with supporting evidence integrated with reflection: “a narrative that integrates beliefs, actions and impact, providing a sense of the unique person’s approach” to teaching (McDonald et al., 2016)
Two dimensions for thinking about case narratives

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<th>Tacit</th>
<th>Intuitive</th>
<th>Reflective</th>
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Tacit → Integrated
From relying on ‘practical knowledge’ to using multiple sources of evidence to inform practice

Intuitive → Reflective
From ad hoc approaches to deliberate attempts to inquire and reflect about practice

Narrative as structuring of experience: organizing and drawing connections for sense making
Activity 1 – Reflective case narrative one

Take around 15 minutes to read through the reflective case narrative and write comments in the column next to the text.

Consider the following questions when reading the narrative, then discuss at the table.

- What is the “critical incident” (or incidents) from her practice in relation to student learning that the academic teacher observes and on which she reflects?
- On the basis of the observation, she plans a different approach to address the challenges that she is facing. How does she intervene and why does she select this approach?
- To what extent is this planned intervention underpinned by theory?
- How does the academic use the incident and her response to it as evidence in support of her claim to be a good teacher?
- As a reader – perhaps a ‘reviewer’– do you think that she made a sufficiently strong connection between her beliefs as a teacher on the one hand, and her reflective account of her practice?
Activity 2 – Reflective case narrative two

Take **around 15 minutes** to read through the reflective case narrative and write comments in the column next to the text.

Consider the following questions when reading the narrative, then discuss at the table.

• What is the “critical incident” (or incidents) from her practice in relation to student learning that the academic teacher **observes** and on which she **reflects**?

• On the basis of the observation, she **plans** a different approach to address the challenges that she is facing. How does she intervene and why does she select this approach?

• To what extent is this planned intervention underpinned by **theory**?

• How does the academic use the incident and her response to it as **evidence** in support of her claim to be a good teacher?

• As a reader – perhaps a ‘reviewer’– do you think that she made a sufficiently strong connection between her beliefs as a teacher on the one hand, and her reflective account of her practice?
What are the steps for writing a case narrative?

1. Consider a case that connects with (illustrates) your teaching philosophy
2. Provide relevant context (background)
3. Identify a “critical incident”: an issue or challenge in your practice
   • focus on your students’ learning (may consider other levels of impact – students, colleagues/dept., institution or national/international)
4. Describe your action/intervention and inquiry approach, with reference to relevant literature
5. Interpret and evaluate your impact based on concrete evidence from multiple sources (refer to Table 2)
6. Implications for your practice and future inquiry/development
Activity 3 – Develop your reflective case narrative

• With your evidence list (table of evidence sources) and your draft teaching philosophy statement, develop your own reflective case narrative.

• Use the following question prompts to guide your writing:
  
  ➢ What is the key background information that a reader would need in order to appreciate the nature of your teaching, specifically, with reference to your discipline?
  
  ➢ What was the specific teaching challenge or learning problem that you needed to address?
  
  ➢ What exactly was the change in your practice, and on what ideas did you base this change?
  
  ➢ What impact did your intervention have on students’ learning and how did it work for you?
  
  ➢ How can you use the evidence of student learning to improve individual (self) and collective (community) professional practice?
Next steps

For feedback on individual teaching portfolios, please email Ma Lin Lin (cdtmall@nus.edu.sg) to set up face-to-face appointments.