

# REVIEWER EVALUATION [ROUND 1] – JOURNAL OF CRITICAL INCIDENTS VOL. 7

Critical Incident Title: On the Edge

Reviewer #: 163

CRITICAL INCIDENT			
Criteria	Yes	No	Comments
Blind Memorandum addressing feedback from Annual Meeting is provided.	X		
Describes a provocative/interesting situation	X		
Focal point is a single decision point OR single descriptive event.	X		
Hook is effective for catching the reader's interest.	X		
Introductory paragraph states the issue to be solved or analyzed.	X		
Incident is timely – focuses on a current issue.	X		
Incident is discipline relevant – focuses on an issue or event common to many organizations.	X		
Contains information students will need to make an informed decision or analyze the situation.	X		
If you mark NO to the above, is there additional CI information identified as companion readings/industry notes OR information presented in the teaching note that would enhance the story contained in the CI?			
Fosters student's use of their knowledge and skill.	X		
Figures and tables are relevant to the CI.			N/A
Figures and tables are clearly referenced in the body of the CI.			N/A
CI flows well and is easy to read.	X		
CI information accurately reflects a real situation.			
CI meets 3 page limitation			(Disclaimer runs over to 4 <sup>th</sup> page)
Free of grammar, punctuation, & spelling errors.	X		
Written in past tense	X		
OVERALL ASSESSMENT			
For each item, place a check mark in the appropriate column. For both 'minor' and 'major' revisions, provide specific recommendations that must be met in order for you to recommend publication.	No additional revisions are needed before a publication decision can be made.	Minor revisions are needed before acceptance decision can be made	Major revisions are needed before publication decision can be made.
Critical Incident:		X	
Comments: (see comments on CI)			

TEACHING NOTE			
Criteria	Yes	No	Comments
Critical Incident Overview identifying the salient points of the CI.	X		
Critical Incident overview identifies courses in which the CI could be used.	X		
Critical Incident overview states whether the CI is decision or descriptive.		X	
List of learning objectives [what the student will be able to do] NOT teaching objectives.	X		
Learning objectives are appropriate for the focus of the CI (e.g. are there higher order Bloom's Taxonomy verbs?). <b>If not, suggestions for improvement?</b>	X		
Statement on whether or not the CI is disguised. If the later, states how.	X		
Overview of extent of the fieldwork conducted [if applicable]	X		
List of questions for students to answer.	X		
Questions are appropriately rigorous for the stated learning objectives.	X		
Restatement of each question with answer.	X		
Answers provide a substantial response, including use of applicable theories, formulas, laws, etc. [A non-expert could use the answers to assess the students' response]	X		
Developing responses to the questions will help students understand and/or apply concepts, theories, and techniques appropriate to the courses identified.	X		
General Discussion section [Is optional – contains class activities, class discussion points, etc.]			
Epilogue	X		
Additional Pedagogical Materials provided. If, yes, they are relevant to the desired learning.			
References are provided.	X		
<b>OVERALL ASSESSMENT</b>			
For each item, place a check mark in the appropriate column. For both 'minor' and 'major' revisions, provide specific recommendations that must be met in order for you to recommend publication.	No additional revisions are needed before a publication decision can be made.	Minor revisions are needed before acceptance decision can be made	Major revisions are needed before publication decision can be made.
Teaching Note:		X	
Comments: (see comments on Tn)			
Should this Critical Incident with its Teaching Note be considered for the Best Critical Incident Award? ___ YES ___ NO			