Reviewer Evaluation [Round 1] – Journal of Critical Incidents Vol. 7

Critical Incident Title: Gold Peak Tea: Social Media Promotion Gone Wrong

Reviewer #: 105

| 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. |  |  | Students are asked to repeat information in the CI. Not requiring critical thinking or application of concepts. | | |
| 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. |  |  | NA | | |
| Figures and tables are clearly referenced in the body of the CI. |  |  | NA | | |
| CI flows well and is easy to read. | X |  |  | | |
| CI information accurately reflects a real situation. | X |  |  | | |
| CI meets 3 page limitation | X |  |  | | |
| 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: | | |  |  | XX |
| Comments:  Author needs to refer to the Manuscript Guidelines for Authors to format the paper (page numbers are missing, sections in the Teaching Notes, etc.) | | | | | |

| TEACHING NOTE | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Criteria | Yes | No | | Comments | | |
| Critical Incident Overview identifying the salient points of the CI. |  | XX | | Doesn’t provide insight on issue to be solved | | |
| Critical Incident overview identifies courses in which the CI could be used. | XX |  | | Need to be placed in the paragraph as outlined in the Manuscript Guide for Authors. | | |
| Critical Incident overview states whether the CI is decision or descriptive. |  | XX | |  | | |
| List of learning objectives [what the student will be able to do] NOT teaching objectives. | XX |  | | However, written at the lowest level of Bloom. Doesn’t require critical thinking of students. | | |
| Learning objectives are appropriate for the focus of the CI (e.g. are there higher order Bloom’s Taxonomy verbs?).  **If not, suggestions for improvement?** |  | XX | | All learning objectives are written at the lowest level (knowledge) of Bloom. There are no higher level objectives included. | | |
| Statement on whether or not the CI is disguised. If the later, states how. | XX |  | |  | | |
| Overview of extent of the fieldwork conducted [if applicable] |  |  | | Paper compiled using secondary research. | | |
| List of questions for students to answer. | XX |  | |  | | |
| Questions are appropriately rigorous for the stated learning objectives. |  | XX | | 1. See comment on learning objectives. 2. Questions need to be aligned with the Learning Objectives (six questions and five learning objectives). | | |
| Restatement of each question with answer. | XX |  | |  | | |
| 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] |  | XX | | Answers repeating narrative from the CI. Doesn’t show that students have to apply critical knowledge. | | |
| Developing responses to the questions will help students understand and/or apply concepts, theories, and techniques appropriate to the courses identified. |  | XX | |  | | |
| General Discussion section [Is optional – contains class activities, class discussion points, etc.] |  |  | | NA | | |
| Epilogue | XX |  | |  | | |
| Additional Pedagogical Materials provided. If, yes, they are relevant to the desired learning. |  |  | | None | | |
| References are provided. | XX |  | |  | | |
| 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. |
| Teaching Note: | | |  | |  | XX |
| Comments:  Author needs to refer to the Manuscript Guidelines for Authors to format the paper (page numbers are missing, sections in the Teaching Notes, etc.) | | | | | | |
| Should this Critical Incident with its Teaching Note be considered for the Best Critical Incident Award? \_\_\_ YES \_X NO | | | | | | |