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

Critical Incident Title: In Your Face(book): Social Media and Unfair Labor Practices

Reviewer #: 107

| CRITICAL INCIDENT | | | | | |
| --- | --- | --- | --- | --- | --- |
| Criteria | Yes | No | Comments | | |
| Blind Memorandum addressing feedback from Annual Meeting is provided. | X |  |  | | |
| Describes a provocative/interesting situation | X |  | Interesting incident which highlights the often adversarial issues between labor and management | | |
| Focal point is a single decision point OR single descriptive event. | X |  | Seems to be focused as a descriptive incident rather than decision-based | | |
| Hook is effective for catching the reader’s interest. | X |  | Presuming that the “hook” is speaking to the union campaign being waged | | |
| Introductory paragraph states the issue to be solved or analyzed. | X |  | Seems to come rather late in the introduction (last paragraph/sentence) | | |
| Incident is timely – focuses on a current issue. | X |  |  | | |
| Incident is discipline relevant – focuses on an issue or event common to many organizations. | X |  | Again, this incident has a direct relationship to issues affecting labor/management relations | | |
| 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. |  |  | NOT APPLICABLE | | |
| Figures and tables are clearly referenced in the body of the CI. |  |  | NOT APPLICABLE | | |
| CI flows well and is easy to read. | X |  | Suggest moving section on “Dilemmas” before “Jimmy John’s Background” | | |
| 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:  In Your Face(book): | | |  | As indicated |  |
| Comments: | | | | | |

| 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 | | Stated in section under Learning Objectives. Should be separate or included in overview | | |
| Critical Incident overview states whether the CI is decision or descriptive. | X |  | | CI seems more descriptive than decision oriented | | |
| 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?).  **If not, suggestions for improvement?** | X |  | |  | | |
| Statement on whether or not the CI is disguised. If the later, states how. | X |  | | Indicates taken from publicly available documents, so not disguised | | |
| Overview of extent of the fieldwork conducted [if applicable] |  |  | |  | | |
| 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 |  | | In answer to question #1 would like to see information relevant to any specific court cases that may apply. See NLRB v Pentre Electric; Crown Cork & Seal v NLRB; Harrison Steel Castings v NLRB. Current answer appears to rely strictly on NLRB decisions | | |
| Developing responses to the questions will help students understand and/or apply concepts, theories, and techniques appropriate to the courses identified. | X |  | | See above | | |
| 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. |  | X | |  | | |
| References are provided. | 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. |
| Teaching Note:  In Your Face(book): | | |  | | As noted |  |
| Comments:  Spelling error on page 4 (cyberbulling should be cyberbullying). Suggest moving disclaimer on page 6 to end of references | | | | | | |
| Should this Critical Incident with its Teaching Note be considered for the Best Critical Incident Award? \_\_\_ YES \_X NO | | | | | | |