

The Four Step Approach

Step 4: What can be done? – *What do I know about students as learners that might be relevant to this situation? What could I change? What could the students be encouraged to change? How will I pre-empt a similar situation?*

Step 3: What is the preferable situation? – *Before the session, did I have a vision of my teaching and the students' engagement and learning? On reflection was it a realistic vision? What is my perception now of a preferable situation? How could I know the students' perceptions of a preferable situation?*

Step 2: Why is the situation problematic? - *Why did I identify this situation as a critical incident? What is problematic about it for the teacher and the students? How might different students perceive the situation?*

Step 1: Identify and describe a critical incident – *Describing the situation helps remind us of factors which may not have been apparent at the time; it can also help us identify different perceptions of the situation.*