

Reflective Case Studies

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ANU EFS 2026



Australian
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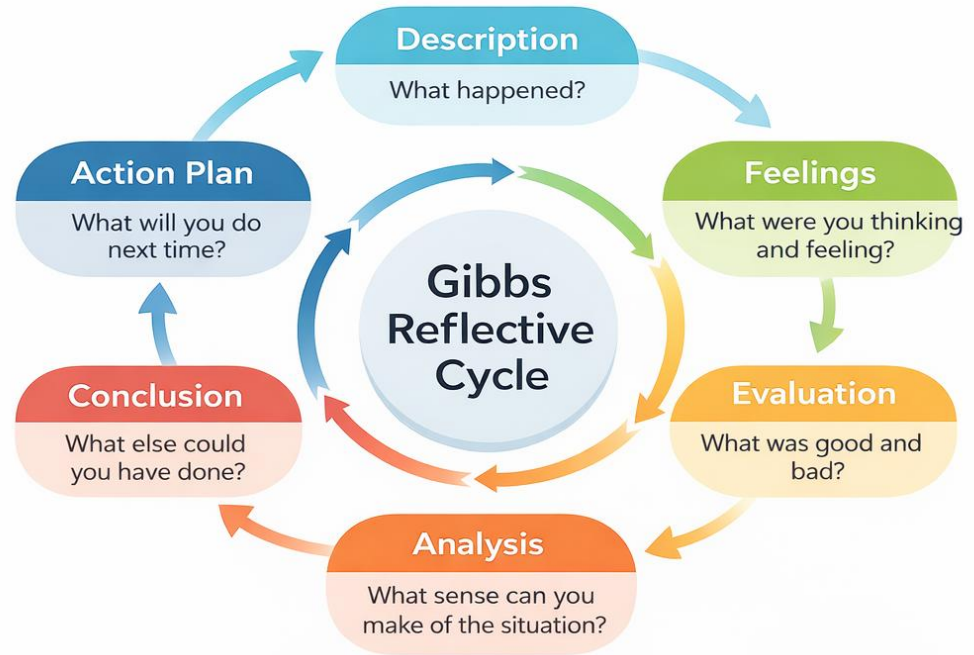


Purpose of EFS Case Studies

Demonstrate
sustained depth of
engagement with
your own practice

+SFHEA – evidence influence & impact

Gibbs Reflective Cycle



Effective Case Studies

- Draw from your own experience
- Analyse, interpret, contextualise & plan
- Include past, present & future elements
- Employ mix of writing styles – 1st and 3rd person

<https://canvas.auckland.ac.nz/courses/33904>

<https://teachwell.auckland.ac.nz/sharing-practice/case-studies-in-teaching>

<https://reflection.ed.ac.uk/reflectors-toolkit/reflecting-on-experience>



Ask yourself whether your Case Studies ...

- Prioritise reflection over description
- Showcase how you meet the elements of the relevant Descriptor for Fellow or Senior Fellow
- Link clearly and meaningfully to the PSF - Areas of Activity (A), Core Knowledge (K), Professional Values (V) – be specific

Do you need to add material?

What can be removed?



Case Study Planning Template

1. Context

Role

Learners

Discipline/program

Educational setting

2. Challenge / Opportunity

What issue did you identify?

Why did it matter?

3. Your Actions

What did you do?

Why did you choose this approach?

4. Evidence

What data or feedback do you have?

How do you know it was effective?

5. Impact

On students?

On colleagues?

On curriculum/program?

On institution?

6. Reflection

What did you learn?

What would you do differently?

What are your next steps?

7. PSF 2023 Alignment

Which Areas of Activity are demonstrated?

Which Core Knowledge dimensions are evident?

Which Professional Values are illustrated?

Fellowship (D2)

1. Context

Role

Learners

Discipline/program

Educational setting

First-year health sciences course with high failure rates in scientific writing.

2. Challenge / Opportunity

What issue did you identify?

Why did it matter?

Students struggled to interpret assessment criteria and apply academic language conventions

3. Your Actions

What did you do?

Why did you choose this approach?

Redesigned assessment guidance using exemplars, scaffolded workshops, and formative feedback opportunities.

4. Evidence

What data or feedback do you have?

How do you know it was effective?

- Improvement in pass rates from 72% to 84%
- Positive student feedback on assessment clarity
- Reduced requests for assessment clarification

5. Impact

On students?

On colleagues?

On curriculum/program?

On institution?

6. Reflection

What did you learn?

What would you do differently?

What are your next steps?

7. PSF 2023 Alignment

Which Areas of Activity are demonstrated?

Which Core Knowledge dimensions are evident?

Which Professional Values are illustrated?

While the intervention improved performance, student feedback suggested that confidence gains were uneven across cohorts. In future iterations I will introduce peer-review activities earlier in the semester to strengthen formative dialogue and support belonging.

Senior Fellowship (D3)

1. Context

Role

Learners

Discipline/program

Educational setting

School-wide assessment inconsistency across multiple programs

2. Challenge / Opportunity

What issue did you identify?

Why did it matter?

Staff reported uncertainty regarding standards and feedback practices.

3. Your Actions

What did you do?

Why did you choose this approach?

- Led collaborative redesign of assessment framework
- Mentored course convenors
- Facilitated communities of practice
- Developed shared assessment resources

4. Evidence

What data or feedback do you have?

How do you know it was effective?

- Adoption by six courses
- Improved student satisfaction
- Peer recognition and invitations to lead further initiatives
- Staff feedback demonstrating change in practice

5. Impact

On students?

On colleagues?

On curriculum/program?

On institution?

6. Reflection

What did you learn?

What would you do differently?

What are your next steps?

7. PSF 2023 Alignment

Which Areas of Activity are demonstrated?

Which Core Knowledge dimensions are evident?

Which Professional Values are illustrated?

The greatest impact arose from creating ownership among colleagues rather than prescribing solutions. This reinforced the importance of distributed leadership when leading educational change.

Peer Feedback Framework

Clarity

- What is the central claim of this case study?
- Is the context sufficiently clear?
- Can I identify the challenge being addressed?

Reflection

- Is the narrative analytical rather than descriptive?
- Does the applicant explain the rationale behind decisions?
- Is there evidence of learning from experience?

Evidence

- What evidence has been provided?
- Which claims require stronger support?
- Are multiple forms of evidence used?

Impact

- What changed as a result?
- Who benefited?
- Is the impact convincing?

PSF Alignment

- Which dimensions of PSF 2023 are clearly demonstrated?
- Which dimensions need strengthening?

For Senior Fellowship Applicants

- Where is influence beyond personal practice?
- Is leadership visible?
- Is there evidence of supporting, mentoring or enabling others?

Characteristics of Successful Applications

- Focus on quality over quantity
- Use a coherent narrative
- Select strong examples rather than many examples
- Demonstrate impact through evidence
- Show critical reflection
- Explicitly connect practice to PSF 2023
- For D3, demonstrate sustained influence on others

Exercise: compare two examples

- Which one is a weak and which one is a strong application?
- What makes the weak application weak?
- Where does reflection begin in the strong example?
- What evidence makes the impact claims more credible?
- How does the strong example explain *why* decisions were made?
- Where does the applicant demonstrate learning from experience?
- Which PSF 2023 Areas of Activity, Core Knowledge, and Professional Values are most evident?
- What changes would be needed to transform the strong D2 example into a Senior Fellowship (D3) example?

At what point does the strong example become recognisably D3 rather than D2?

- The focus shifts from **my teaching** to **our teaching**.
- Colleagues become part of the story.
- Leadership is demonstrated through influence, not title.
- Evidence includes changes in others' practice.
- Reflection focuses on leading educational change, not simply delivering a course.
- Impact extends beyond a single group of students.

The most common reason D3 applications are unsuccessful: they present an excellent teaching narrative but insufficient evidence of sustained influence on the practice of others.

Reflective
Case Study
Writing
Toolkit



Other opportunities

EFS Shut Up & Write

for all applicants. A focused writing session, with experienced Fellows available to answer questions

13 October, Tuesday, 2:30–4:30 pm



EFS Senior Fellowship Professional Conversation Workshop

for SFHEA applicants only

19 October 2026, Monday, 10:00–11:00 am



Interested being a reviewer? Expression of Interest: EFS Reviewers

Current Fellows

Assessment Period 9 – 29 November 2026



Thank you

Contact us

Teaching Communities and
Recognition

efs@anu.edu.au

<https://learningandteaching.anu.edu.au/development/efs/>

EFS Group Mentoring - Case
Studies_ Anonymous Feedback
Form

