

Pedagogical Reflection Review Guidelines

Publishing Recommendation

Accept submission ☐	Revisions required ☐	Resubmit for review ☐	Resubmit elsewhere ☐	Decline submission ☐	Other, see comment ☐
Please briefly explain your decision:					

Comment Category 1: Abstract

The abstract (up to 200 words, in English irrespective of the language of the pedagogical reflection) identifies the pedagogical issue, experience or practice under examination and provides sufficient information about the educational context. It states the purpose or guiding question, indicates the scholarly perspectives that inform the discussion, and presents the principal insights and implications. The abstract provides a comprehensive overview of the manuscript and makes clear its relevance to education and educational sciences.

Very Strongly Agree ☐	Strongly Agree ☐	Agree ☐	Disagree ☐	Strongly Disagree ☐	Very Strongly Disagree ☐
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Notes on Abstract:

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Comment Category 2: Pedagogical Relevance and Purpose

The manuscript addresses a significant pedagogical experience, practice, dilemma or development process and establishes its relevance to readers of Educare. The opening section identifies the focal issue, explains why it is pedagogically significant and frames it as a matter of wider educational interest. A clear purpose or guiding question delimits and directs the reflection, and the intended contribution is made explicit.

Very Strongly Agree ☐	Strongly Agree ☐	Agree ☐	Disagree ☐	Strongly Disagree ☐	Very Strongly Disagree ☐
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Notes on Pedagogical Relevance and Purpose:

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Comment Category 3: Context and Positionality

The educational and institutional context is described in sufficient detail to clarify the conditions under which the issue arose. The author's role, responsibilities, interests and relations of authority are made visible, together with the perspectives that this position enables and restricts. The basis of the reflection is described transparently. Where several authors or professional groups contribute, their differing roles, perspectives and access to the setting are explained where relevant.

Very Strongly Agree ☐	Strongly Agree ☐	Agree ☐	Disagree ☐	Strongly Disagree ☐	Very Strongly Disagree ☐
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Notes on Context and Positionality:

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Comment Category 4: Pedagogical Experience, Practice or Dilemma

The account presents the material needed to understand the focal issue and is selective, sufficiently detailed and directed by the purpose or guiding question. It makes visible the tension, uncertainty, assumption or decision that warrants examination. Complications, limitations and alternative interpretations are considered, including where the account concerns a successful outcome. Description is distinguished clearly from interpretation.

Very Strongly Agree ☐	Strongly Agree ☐	Agree ☐	Disagree ☐	Strongly Disagree ☐	Very Strongly Disagree ☐
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Notes on Pedagogical Experience, Practice or Dilemma:

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Comment Category 5: Critical Reflection and Scholarly Context

The manuscript moves beyond description and develops a sustained dialogue between situated experience and relevant scholarship. Research, theory, policy, professional knowledge or established pedagogical concepts are selected for their capacity to illuminate the issue. The analysis examines assumptions, tensions and consequences; considers plausible alternative explanations, contradictory evidence and the limits of the account; and uses scholarship to deepen or complicate the interpretation rather than merely confirm it. The analysis leads to a clear argument, its claims are proportionate to the material and context, and the relationship between the local case and the wider educational issue remains explicit.

Very Strongly Agree ☐	Strongly Agree ☐	Agree ☐	Disagree ☐	Strongly Disagree ☐	Very Strongly Disagree ☐
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Notes on Critical Reflection and Scholarly Context:

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Comment Category 6: Ethical Considerations and Limitations

The manuscript addresses confidentiality, anonymity, consent, permissions and the ethical use of educational materials where applicable. Particular attention is given to relationships involving teaching, assessment, supervision, employment or leadership. The manuscript states whether it reports professional reflection, educational development, action research or a combination of these activities, and addresses any applicable ethical-review or institutional requirements. Risks of recognition within the setting are considered, and direct quotations or reproduced materials are used only with the necessary permission. The principal limitations of the reflection, including those arising from positionality, partial material, contextual specificity or absent perspectives, are acknowledged, and the limits of transferability are addressed.

Very Strongly Agree ☐	Strongly Agree ☐	Agree ☐	Disagree ☐	Strongly Disagree ☐	Very Strongly Disagree ☐
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Notes on Ethical Considerations and Limitations:

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Comment Category 7: Pedagogical Insights and Implications

The conclusion brings together the principal insights and explains how the reflection changes, extends or qualifies understanding of the pedagogical issue. Implications for practice, research, policy or professional learning are stated with necessary qualifications. The manuscript distinguishes insights grounded in the immediate context from propositions that may be relevant elsewhere, identifies the conditions under which the insights may be useful and notes unresolved questions. Suggestions for future practice or inquiry follow from the analysis and do not imply that a single case provides a universally applicable solution.

Very Strongly Agree ☐	Strongly Agree ☐	Agree ☐	Disagree ☐	Strongly Disagree ☐	Very Strongly Disagree ☐
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Notes on Pedagogical Insights and Implications:

Comment Category 8: Rhetorical Quality and Presentation

The manuscript develops a coherent and clearly structured argument. Its language is of a high academic standard and is accessible to readers across different areas of education and educational sciences. References have a clear function in the reflection, sources are credited appropriately and the manuscript follows APA style. Tables, figures and other materials, where included, contribute to the argument and are presented clearly. The manuscript is prepared appropriately for double-blind peer review.

Very Strongly Agree ☐	Strongly Agree ☐	Agree ☐	Disagree ☐	Strongly Disagree ☐	Very Strongly Disagree ☐
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Notes on Rhetorical Quality and Presentation:

Reviewer Notes

Please provide any additional integrative notes on the manuscript related to your publishing recommendation.