

Note: lettered responses represent the same individual across the questions, so that all “a)” responses come from the same person, and so on.

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**1. Start with an evaluation of yourself. What were your personal goals in taking this course? Did you achieve them? How would you have proceeded differently if you were doing this course again? What have been your major personal obstacles to learning more from this course?**

- a) My personal goals were to understand how our brain works and how this affects educational practice. Partially I hoped to better understand cognition so that I can understand how children learn, but also the biases I have because of the way I was raised and the way I have learned to think. I do think I achieved my goals--I may have proceeded differently in reorganizing my work schedule to allow myself more time to read and reflect on principles a few days before the discussion period; this would have allowed a more in depth analysis of the readings--the weeks I was able to do this I felt considerably better prepared and had more confidence in conversating on the topic. Personally, I think transitioning from a 9-5 job, being in my first semester in a new grad program, and getting bedbugs/moving to a new apartment all in the same semester were personal obstacles. The limited time I have outside of work became split and I spread myself too thin. I also miss the academic setting of working at Harvard where everyone in the community is learning and sets up an environment that is conducive to learning; in the restaurant industry you need to do your job and anything outside of work is an inconvenience to the restaurant. It's been a good learning lesson to see my privilege and to make the best of the advantages I do have (as it was surely more difficult for my mother to go to school while working full-time and raising 4 children).
- b) I wanted to gain a deeper understanding of cognition, specifically from the perspective of teaching and learning as that has the greatest impact on my own professional work. I feel like I achieved this goal through the readings and the course work. Were I taking the course again, I think that I would have focused even more on specific applications to teaching. In the section with Orin, there was a deeper psychological perspective and the group was reminded not to be too specific to their own speciality. However, I gained the most from making connections to my own work.
- c) Personal goals were specific to improving my job skills, communicating better by understanding learning and processing. I definitely feel that i have accomplished this. The final paper helped me organize my thoughts into something practical for me. Personal Obstacles: putting my thoughts in to writing. But Jeremy and Peter helped pull information from me through the classes and the feedback. I love having feedback from peers as we are all at different levels of our learning and its a great perspective to have.
- d) Personal goals were specific to improving my job skills, communicating better by understanding learning and processing. I definitely feel that i have accomplished this. The final paper helped me organize my thoughts into something practical for me. Personal Obstacles: putting my thoughts in to writing. But Jeremy and Peter helped pull information from me through the classes and the feedback. I love having feedback from peers as we are all at different levels of our learning and its a great perspective to have.

**1. Self-evaluation (continued). What have you learned about what you have to do to make a course stimulating and productive (with respect to the format of this course: face-to-face, online, hybrid)?**

- a) I think that face-to-face online hybrid was a great learning experience for me, and if anything I felt I needed to prepare myself more than if the class were in person. Having the web discussions where you take turns making a point, you're conscientious that you need to speak at least 3 times in a discussion,

and that you want to make a strong point that your peers will find stimulating required that I plan my responses and think during the readings about what I would say ahead of time.

- b) I was planning on taking the course face to face, but when it was switched to online I was glad to know it was still a live discussion format. It took me a while to get used to the discussion format used in Peter and Jeremy's section since it sort of requires you to put in your initials before you really know where the conversation will be by the time it gets to you. When the format worked well, it seems like this system made the conversation organic and calm, however, I think there were times where the format led folks to go back to earlier points since that's what they were thinking about at the time they entered their initials. I think occasionally this led to slightly circular conversations.
- c) Take my time, Ask questions and then do my own research to answer the question. No that I wasn't doing that, just that I need to keep doing it.
- d) Take my time, Ask questions and then do my own research to answer the question. No that I wasn't doing that, just that I need to keep doing it.

**2. General Evaluation of course. What was special about this course (+positive and/or -negative)? How did the course meet or not meet your expectations? In what ways do you think this course could be improved?**

- a) It was very positive for me. I was feeling anxious heading into the previous section but once we started the new section I found I really enjoyed the face to face time and wanted to be prepared to not let our small group down. When I was unable to attend one lecture, I felt guilty even though my reason was out of my control. I think that accountability is important in a learning community.
- b) I got into this a little in the last question, but I think the discussion format could use a little refining. I appreciated that the course discussions seemed to stick closely to concepts from the readings. In other courses with similar formats I feel like there's a tendency for the conversation to quickly get very philosophical or to quickly go way deeper than the reading, and ultimately veer away from the readings which were prepared for class.
- c) Special - There were three student and two professors. And both professors put in their own thoughts and opinions in the class. I was great to hear from their perspective and help us grow our thought process. I thrive in smaller settings. I feel more comfortable voicing my opinion and being myself. I feel more comfortable being wrong - especially with us because I knew I would get constructive feedback. Improvement: I have always thought the way we take turns to speak is awkward. Sometimes I want to respond to something someone said but i have to wait behind three other people before I can talk. I would like a way around this - without butting in and cutting in line. Possibly more use of chat for quick questions to help the person speaking think more critically about their statement or to have them explain more in depth, etc.
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**2. General evaluation (continued). In what ways did your attitude to doing the course change through the semester? How does it compare with other graduate courses? What would be your overall recommendation to prospective students?**

- a) This course differs from my education courses because there is an element of research in the readings that is missing from my other courses. A critique of my education courses is that it's a very "touchy

feely" experience where educators are more or less venting from their day to day struggles in a classroom that doesn't support their needs; this is great and an important piece of growth as an educator. In contrast what I enjoyed about this class is that you need to do the reading in order to participate in the conversation and it removes the tendency to make "I" statements or to just reflect on your life; being forced to do the work helps you grow and eliminating the group of students that don't do the reading was really nice. Overall I'd recommend prospective students come into this course unafraid of reading and expression how they interpreted the material. I didn't feel afraid to be wrong in our discussions, but also think that I learned a great deal after the discussion through the format that allowed deeper levels of processing and reflecting on peers' thoughts/reflections.

- b) It felt pretty rushed at the end of the course reading "Thinking Fast and Slow" (long readings) and also working on the final paper simultaneously. This was pretty intense, especially when compared to the pace set in the first month of the course.
- c) At first, with the previous professor, i was very intimidated. Especially being my first graduate course. I enjoyed the independent study much more as I was getting the feedback I needed to improve my current level of knowledge. I have not taken any other grad courses, but I have strong opinions about constructive feedback. The independent study met my needs for the feedback I was looking for. Because of it, I feel I have learned a great deal about myself and how I learn that I will be that much more ready for another semester in the CCT program.
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**3. Evaluation in relation to the course description. Read the course description/goals below. Comment on how well the goals expressed in the syllabus were met. Make general and specific suggestions about how these could be better met.**

*Course Objectives*

*Become familiar and conversant with some of the main principles of cognitive psychology about how people perceive, remember, pay attention, reason, make decisions, and solve problems.*

*Become aware of the role of conscious and unconscious processes in thinking.*

*Understand the many changes that occur in knowledge representation, thinking, and problem solving with the development of expertise, the strengths and limits of different problem solving methods, and the factors that promote the development of expertise.*

*Reflected on the tools, practices, and perspectives from the course that you intend to bring into you specific professional or personal endeavors that you can use in the Reflective Practitioner's Portfolio*

- a) I think the goals and the description were met. I think I was able to think more critically about every aspect of my life throughout the course, because of the course, and it didn't just have that affect on my professional goals but also my personal and my current job dynamics.
- b) I feel the course fulfilled the description pretty accurately. I might suggest the Thinking Fast and Slow come earlier on in the course than it did, since I think it ended up being a useful critical analysis tool, but was comparatively "lighter" than the textbook. It could serve at the beginning of course like a hook to get people thinking as opposed to the wrap up which is served as in this orientation.
- c) Yes, I am very familiar and conversant with the main principles from the readings. I implement them into my work and strengthen my understanding of them. I think about how I think and am able to recognize why I have made a certain choice compared to another. This seems to me a great first course as I feel I have the basic understanding of how my brain and other brains work and how we all work together. I feel I can take away a lot from this course and apply it to future courses and also in my Portfolio.

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**4. Synthetic statement (1 or 2 paragraphs). Building on your comments from Qs 1-3, compose a synthetic statement (1 or 2 paragraphs) evaluating this course. (Imagine readers who might not be willing to wade through all the answers to Qs 1-3, but are willing to read more than simply the numerical averages of standard course evaluations.) Please make comments that help the instructor develop the course in the future and that enable some third party appreciate the course's strengths and weaknesses. Among other things you might comment on the overall content and progression of classes, the session activities, and the use of mentors to support the learning in the course.**

- a) I really enjoyed the format of the course, which allowed me to process the information more deeply. I am a learner who needs to write things down, so having the set time in each class meeting to decompress from thoughts either prior to class or from the readings, and then again to get those thoughts out after our discussion, really helped solidify the pieces I wanted to take away, and also to keep working on. The topics of the course were interesting for any field and I think what I enjoyed most was how diverse our professional goals are and how that enriched the course--outside of this course it would be hard to find the commonality between such diverse fields, but in the course we made connections that helped inform our own practice, and I think that's a core mission of the CrCTh program. While I was less successful in the original format of the course's structure, I do appreciate that teaching style as well. Personally being made to feel wrong, or like my work wasn't good enough, has a negative affect on my performance rather than a positive. I think it would be an exercise like completing a tough mudder, or training for a marathon, to re-train my brain to be successful in the original format.
- b) The Advanced Cognitive Psychology course is a helpful metacognitive activity. Thinking about everything from memory to problem solving to knowledge allows you to actively reflect on your own thinking. The course also gives you helpful heuristics that can be helpful in explaining thinking to others, especially in a teaching and learning situation. The course could probably benefit from a rearranging of the syllabus as it was needlessly backloaded. We were warned that this was the case (that it would be backloaded with work) but now that we've reached the end, I'm not sure what the benefit was to this backloading of work. It seems were the first several classes not cancelled, we would have had more time to dedicate to meaningful work on final papers and the end of the semester.
- c) Advanced Cognitive Psychology with Peter and Jeremy was a semester of self-discovery. Many theories and principles were addressed in the reading but the dialogue in the classes brought out thoughts and concerns we didn't know we had. We started each class recalling what we learned in the readings and our conversation grew out of that but was not limited to the readings. With different people and different personalities and backgrounds we were able to compare each others thoughts and develop our ideas. As the paper was a work in progress from the beginning of the course, this aloud me to further my learning outside of the text book. I was able to gain different perspectives through my research for the paper. I also had the option to do a paper in a format that would benefit my personal learning objectives. This made the research and the material that much more interesting. Classes were conducted using the five phase dialogue process which aloud us all to reflect multiple times on what we had read, what we were saying, and what our lingering questions are. The reflection check points increased my understanding about what I had just learned. Also we have plenty of feedback from the professors and from the other students, all that was constructive and helped us improve from wherever we were in our level of understanding.
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**I give permission for my response to Question 4 to be included anonymously in the compilation posted to the CCT wiki (and thus viewable to the public).**

- a) Yes
- b) Yes
- c) Yes
- d) Yes

**Using the scale below, overall, how would you evaluate this course?**

**1. Very Poor 2. Poor 3. Average 4. Good 5. Excellent**

- a) 5
- b) 3
- c) 4
- d) 4

**Using the scale below, overall, how would you evaluate this instructor?**

**1. Very Poor 2. Poor 3. Average 4. Good 5. Excellent**

- a) 4
- b) 1
- c) 2
- d) 2

**Replacement instructors: Using the scale below, overall, how would you evaluate this instructor?**

**1. Very Poor 2. Poor 3. Average 4. Good 5. Excellent**

- a) 5
- b) 4
- c) 5
- d) 5