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I found this course really helpful in addressing how to frame a particular topic in order to commence a research project. It does not only address technical questions about topic definition, but it actually intends to serve as a self-reflection of the process the researcher goes through at doing research.

Many of the activities seem foreign to those with previous background on traditional research courses that are normally centered on mechanics and methods. However, it is surprisingly refreshing to prove that those activities result in an awareness of the research process that goes beyond techniques. However, the methodological aspect of the course could be improved, maybe introducing a session or two on how to identify proper methods to address the governing questions, or data-sources for the same purpose.

Processes of Research & Engagement, CCT692
Part II

Course evaluation

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Processes of Research and Engagement is a course that involves less participation and creation of content as in many other courses of faculty at UIC. We have a tendency to "chatter" when we're not working. Additionally, it is important to immerse oneself into the work. Personally, it is important to choose a topic that really interests you to the point of immersion. The instructor's role is to help you find a topic that you are interested in. It might be to encourage you to think that is required to continue on with your topic and writing.

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Thinking of a governing question from the very beginning may be an effective approach to becoming prepared for 692, 693 + 694. I have found that incorporating past research within other CCT courses to be useful and has saved me time with my full work load.

I believe that having other students to comment and give feedback is important part of the process of research + engagement and listening to other intellectual thoughts made this course stimulating and enjoyable.

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The course syllabus although at first seemed huge and confusing - actually was ~~very~~^{very} useful in moving forward in this course. (The enormity of the syllabus at first can scare off turn off students)

Stressing the research + engagement phases A-J and combining with in class writing, discussions and activities tied together well. A major strength for me was previous student work which didn't tell me how to do assignment but helped steer me in right direction. I liked that we were all able to get to know each other by discussing our interests and openly talk about how we are progressing. We all felt comfortable (more than others) but felt safe enough to speak our thoughts

Class flow + progression was not rushed. Did feel that I didn't do anything this whole week - would have preferred draft back earlier maybe

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This ~~class~~ was a very helpful course because it divided the research process up into phases and we'd go in depth into each of the phases. It was like dissecting the research process to understand each of the steps and components so that we have organization and clear-cut goals.

What I appreciated most about this class was the teacher-student and student-student interactions because the students were all in the same boat, we talked about our problems, were able to relate to one another and help one another out. Also, if we had obstacles that we were facing (such as the work load, or insufficient time to do our research) we could talk to one another and find solutions/learn from each other.

The teacher was also very good with the comments, he commented like he cared and gave in-depth suggestions that were very helpful. He was thorough.

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(cont from other side).
to be re-organized and redundancies removed. WHAT A
Great project for a few CCT students! use it AS AN
ACTION Research Project! 😊

The dialogue hours was great. I'd consider doing on the
3rd class to talk about where you've been and where
you'd like to go. I think it's much more useful
than free writing.

The feedback PT offers is excellent and it has
helped me grow AS a researcher. ~~It shows~~ They
show he really cares - many instructors would
never give so much. He doesn't always tell
me WHAT I wanted to hear (i.e. OK/RNR)
but I learn more through the process.

I really enjoyed this class. Thank you!

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Looking back, I realize how much I have grown as a writer during this course. I learned a great deal from the professor, fellow classmates, and the books and techniques I used to improve my writing. I think, most importantly, that I improved as a thinker!

This course is very helpful for writers because the emphasis is on the process of writing, not the product. There isn't a constant concern with grade and how to get them. This allows a writer to truly focus on improving his thinking/writing ability and feel good about the contribution he has made. I am proud of my efforts in this course regardless of the grade.

Finally Professor Taylor took a special interest in each of us as students. His comments were always, timely, in-depth and highly instructive. He always seemed to recall whose work he was referring to as well as all the different phases of that work - this proved that he truly cared ^{about} his students.

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The research phases are hard to remember and can be tedious to work through, but remember that the course is trying to expose you to ~~the~~ new "tools" of research; ~~so~~ you're trying things out, not committing to use everything in all your future work. The syllabus and printed materials have lots of information about each phase, but in different places that you have to hunt for; take the time at the beginning of the semester to organize the material in a system that's useable for yourself so you're not going crazy later trying to find all the different pieces of information about assignments and phases.

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I think more activities that could be incorporated into the course may be beneficial and not so overwhelming for the student. It is a very straight line course with no other "learning" direction or should I say no other models of learning. Incorporating a "student/grad student teacher to cohost the class. Although, last semester you did have a guest which I enjoyed someone other than a guest giving a presentation. Have class somewhere else (library) was a good show of change... something of that nature.

As much as I dread passing in work, knowing that it will not rec. a OLR/RNR or having it in my mind, not because my work wasn't good BUT it was to be expected, I did finally realize that it was helpful not a hinderance. It has allowed me to go back to the table and re-approach my document from a different perspective. I think this may be useful in explaining this more in class or with a peer mentor.

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Well-designed class. Workshop format is best for this. Perhaps DIALOGUE can be woven in once or twice — say, around mid-semester as a "check-in" / Status Report / Temperature check with participants in class.

Otherwise powerful class. The compilation really helped (examples, writing pieces, etc) all helped enrich / support ~~the~~ ~~the~~ course. Highly recommended. The group was highly supportive & a lot of fun — The camaraderie really helped "ease the pain" on many different levels —

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One thing that was helpful within this course was having constant feedback from peers. Also having a support group of students with similar topics was very helpful and a different approach that made the class even better. This was definitely a strength.

One weakness of the class is that ~~there~~ ^{there} are so many assignments during the research process and I feel like I have to rush through things at times just to turn something in. If there was ~~more~~ more time between assignments then I feel like I would have been more thorough in some of my course work.

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This course provides the foundation on which to build a thesis for the final project. I had some reservations in the beginning. The syllabus was overwhelming. But, once I organized it into a large binder, things became much clearer. It's all about staying focused & handing assignments in on time. Also, Peter's comments are helpful in moving me along with the process of research & writing. One thing to keep in mind is that "is a work in progress" one step leads to the next step. allowing us to dig deep deeper to find solutions or problems.

I enjoyed sharing my work with my peers & the check ins were helpful. It is nice to see how everyone else is doing & provide support & encouragement to each other. It's like building a network of supports.

A lot of time & hard effort went into my topic. I spent many hours doing research before class. I have a binder full of great information & great books. I wish I had more time to deposit all the articles. Hopefully, to be used in my future courses.

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This course offers a plethora of opportunities for advancement and growth if a prospective student is willing to invest the time and energy ^{necessary} to receive and retain information relevant to life oneself through diverse, constructive methods.

A course component that could use strengthening is the applicability of required reading to class participation (exercises) more-activities-initiated by the changing of date and phase ^{such as the chronological passing of time}. It would be better suited to amend a flexible due-date schedule if they were begun in class. Reading Pair-Share time could be consolidated to accomplish ^{this task}.

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I am a student in the Teacher Education program and this was my first CCT course. Initially I was a bit startled by the format of this class as I am accustomed to texts and ~~in~~ assignments in a more structured context such as the methods courses. While I found a personal tendency to fall behind and miss deadlines, I did benefit tremendously through my personal engagement in the research process. In a way I learned by doing and grew professionally by exploring each phase of R+E.

In terms of the progression of the course, I feel I did twice as much work after the Work in Progress presentation. It forced me to open up my thinking and ideas to classmates and motivated me to keep up with the assignments. The latter check-ins weren't very helpful though - because ^(proceeding) I did not dedicate sufficient time to sharing my writing with classmates for their feedback. I wish that the draft, like the Work in Progress presentation, would have pushed me to the next phase - the final report. I feel that one more week would have been helpful to receive this feedback. In-class activities were effective but only if you kept up with each phase. I think it's helpful upfront to underscore the personal discipline that is critical to really getting 100% return on this R+E Process.

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Overall, I thought this course was very beneficial to helping me evolve as a researcher. I had the opportunity to learn from & develop my own ideas around each of the models and to then modify how I can utilize those models in alternate ways. I do feel that the progression of the course allowed me to stay on schedule w/ assignments & also my own thoughts & process.

I also appreciate the opportunity to share/develop and to be able to discuss these models & theories w/ peers & also learn. For future students, I think having the opportunity for more reflection, either in class or as part of a practitioners journal would benefit the process as well.

The course's greatest strength is its focus on the process and the student's connection to the process. As I stated earlier, though, I think more formal reflection would help develop the researcher as well.

Part I -- The primary goal here is to make notes as preparation for Part II, a synthetic statement. Nevertheless, try to be legible because some reviewers might read these as well.

1. Start with a self-evaluation: Did you achieve your personal goals? 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?

I feel that a primary goal for myself this semester was to work through, identify, reflect and formulate some sort of measurement that ^{would} help me to organize and reflect on my overall process. I feel that in many ways I have met that goal. If I was to participate in this course again I would have formulated a stronger research base/strategy from the beginning.

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

In order for this class to be stimulating and productive, participants must have ownership of the process. As a participant, you must find your niche w/n the group and share yourself w/ others as much as they share w/ you.

Even though this is a course in which you can receive much feedback, the corrections made amongst the students are what you are interested in.

2. General evaluation: How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

The course met my expectations - I feel I am a more organized and thoughtful researcher. I do appreciate how much effort to peer review was included in the program. I do feel however that a process like discussing could be an important tool utilized throughout the semester, not solely at the end. I would recommend this course highly to prospective students.

3. Re-read the course description (from the syllabus). Comment on how well the goals expressed there were met and make general and specific suggestions about how these could be better met.

In this course you identify a current social or educational issue that concerns you—you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue—from envisioning a manageable project to communicating your findings and plans for further work. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

The classes run as workshops, in which you are introduced to and then practice using tools for research, communicating, and developing as a reflective practitioner. The class activities and course as a whole provide models for guiding your own students or supervisees in systematically addressing issues that concern them.

I do feel we are offered models of thought to build foundations for thinking/learning. I also feel we were able to experience these models through our own interests and ideas through working for meaningful participation. I have wondered about the idea of adding a more formal, practical journal that could help in

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A significant personal obstacle was keeping up with assignments. I work full time and took another class - so my time was limited at times - but that's really an excuse. Narrowing my research and focus was really part of the 692 process. If I had to change any component - I would have picked a narrow particular topic to research. What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

I loved the workshop format - especially the collegiality and shared engagement in research. I loved giving feedback and receiving it. I'm now more comfortable in my own research abilities (speaking to part I). I'd recommend this course to a student with interest in research that ~~is~~ can benefit their + engagement [R+E] personal or

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Compared to another course I'm taking, I found that I (personally) professional goals needed a little more structure. I need deadlines that aren't flexible in some cases - at least as a motivator. For example, the Work in Progress presentation might have pushed me further along in my R+E work. Preparing for the presentation ~~forced me to~~ re-energized me. My attitude I wish that I had more feedback opportunities on my writing - its now the end of

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All goals were addressed and met in this class. I am not a CCT student so I did not have grounding in core CCT theory approaches/foundation. I found that I took time to learn about CCT in my research (beyond out of pure interest and relevancy) and I now hope to take another CCT course because feedback from Peter and classmates would have helped. More time for completed draft 1.

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My personal goals were not achieved because I did not have any outlined nor the plan of action to meet them. In a second attempt at this class I would have met the minimum requirement sooner. Personal obstacles were time management and Research-Content manifestation and synthesis.

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

Pick a topic that can be made relevant to others and bridge the significance to your own life so students will respect your project and consider it equal or greater to the level of energy they will invest in their own. The workshop format class needs the focus, attentiveness and participation of all to thrive. Moderate preparation is appreciated.

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My level of consideration for class participation, content, & assignments elevated upon the realization that I had ~~the~~ ^{releged} on most of my responsibilities to meet ~~the~~ ^{very flexible due dates.} ~~and to these~~ ^{The word's special} is generic and imprecise when used to describe the attributes of attending such a course. ~~It~~ ^{It} is unique in its approach to learning and refreshing in its ability to ~~do~~ ^{conduct} unlike any other.

3. Re-read the course description (from the syllabus). Comment on how well the goals expressed there were met and make general and specific suggestions about how these could be better met.

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The goals of the class rely on the participants' ~~depth of investigation~~ ^{depth of investigation} for research topics and situations of engagement run concurrent to the ~~research~~ ^{research} phases. Students should be more closely advised on whether their topics are worthy of reflection + research.

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I felt like my research topic had alot of great information. I would say my goals were met. What made the course easier was being able to purchase the syllabus. I must admit, feeling a bit overwhelmed by the syllabus. But, once I was able to organize into a binder made things alot easier. Being organized on time with assignments really helped. I had to keep myself focused.

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

Be willing to share your thoughts & concerns with peers. We can all learn from one another. I really enjoyed the check in time with peers to see problems or solutions they had. Pick a topic you love because it is the foundation on which to build your work.

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I really enjoyed this course I feel like it helped me to improve on my library research & writing styles. Peter is always available by email or office visit to review things & explain them if needed. The other CCT courses have been great. That's why I keep coming back.

My recommendation to prospective students would be organization & assignments done on time. Effective time management.

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The syllabus does match what went on in class. There was plenty of practice time for presentations (work in progress), narrative outlines and rough drafts. It is great to share written work with peers. They offer great feedback I was a little fearful of this as the beginner. But, now see this as very important as part of my personal growth & development as a reflective writer.

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- I've done very well on the assignments and I thought the course would be challenging to the point where I would not be proficient
- I would put more into research if I could do it all over / maybe pick new topic
- The major obstacle for me is learning how to just take the time out during my busy week and write.

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

- The group involvement has been stimulating
- I would tell students to be very organized and to turn something in always no matter how sketchy (for feedback)

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- The course met my expectations by being a challenge
- I actually started to appreciate something I was learning about research, so my attitude towards writing evolved.
- Simply syllabus would be an improvement
- The special aspect about the course is getting to know your classmates better working in a comfortable atmosphere.

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- The goals were met by the class outline following exactly what this description of the class is.
- Goals can be better met if students had a little bit more time to think of a topic of interest before ~~starting~~ starting the course work.

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I learned to be an independent better-than-
novice researcher. No major obstacles, except for some
"glitches" with getting books from the library.

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

workshop format is best for a class like this. The peer slaying
& speed dating are very useful tools to get creative
ideas flowing. I would try to match people
based on "common interests" - even if not 100%
possible all the time.

2. General evaluation: How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

some confidence (most importantly) I enjoyed it & gained
the course - I highly recommend it -
✓ professor's comments really helpful in
getting us focused (individ / group)
might incorporate an "in-class / group"
eval/assessment "How is THIS CLASS DOING?"

3. Re-read the course description (from the syllabus). Comment on how well the goals expressed there were met and make general and specific suggestions about how these could be better met.

In this course you identify a current social or educational issue that concerns you—you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue—from envisioning a manageable project to communicating your findings and plans for further work. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

The classes run as workshops, in which you are introduced to and then practice using tools for research, communicating, and developing as a reflective practitioner. The class activities and course as a whole provide models for guiding your own students or supervisees in systematically addressing issues that concern them.

well-met, I thought
certainly for me the
reflective practitioner
piece is significant
think the course leads to that

week 7/8
just to see
where adjustments
modifications
etc. could be
incorporated

Part I -- The primary goal here is to make notes as preparation for Part II, a synthetic statement. Nevertheless, try to be legible because some reviewers might read these as well.

1. Start with a self-evaluation: Did you achieve your personal goals? 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?

The 3rd time may be the charm. I felt as if I gained more knowledge of the ways of research & engagement. The ability to gather data and quantify it. Put information together so that it flows consistently. I am more organized and feel that I have the skills essential enough to go forward.

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

I wish that this course was more "group" oriented. To quote on ~~another~~ what was discussed in dialogue "it is beneficial working with those who have projects similar to your own. Try to get to know the other students in class so that you can build on some type of support network... if you are feeling lost in the content"

2. General evaluation: How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

I knew what this course entailed since I had to repeat it but it did work wonders on my ability to try & dig deeper in finding answers to some of my underlying questions on my topic. I would like to see the course a little more hands-on and "team" oriented. Have a group or partner for the entire semester.

3. Re-read the course description (from the syllabus). Comment on how well the goals expressed there were met and make general and specific suggestions about how these could be better met.

In this course you identify a current social or educational issue that concerns you—you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue—from envisioning a manageable project to communicating your findings and plans for further work. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

The classes run as workshops, in which you are introduced to and then practice using tools for research, communicating, and developing as a reflective practitioner. The class activities and course as a whole provide models for guiding your own students or supervisees in systematically addressing issues that concern them.

I still ~~think~~ think that you must have some form of knowledge about this course prior to taking it. It's all about organization which is beneficial in completing a quality piece of work for your synthesis project.

Part I -- The primary goal here is to make notes as preparation for Part II, a synthetic statement. Nevertheless, try to be legible because some reviewers might read these as well.

1. Start with a self-evaluation: Did you achieve your personal goals? 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) yes - I wanted to prepare myself to delve into my synthesis project, and this course has prepared/~~start~~ started me on that
- B) I would keep better track of my checklist and hand in dates
- C) I had a really hard time working with and keeping track of the research phases

A) What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

- A) ~~working~~ working with others outside of class helps you learn more about other people's project and therefore helps you support their work
- B) form study groups to meet outside of class sessions

2. General evaluation: How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

+ Although there were a lot of familiar faces in this class, there were also some new students I hadn't worked with/talked to before

- I had a hard time working with the linear process of the research phases, especially as my governing question evolved and changed

3. Re-read the course description (from the syllabus). Comment on how well the goals expressed there were met and make general and specific suggestions about how these could be better met.

In this course you identify a current social or educational issue that concerns you—you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue—from envisioning a manageable project to communicating your findings and plans for further work. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

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↑ It definitely prepared me for my synthesis, ~~but~~ but I don't feel that it's done much to help me in this sentence - it's helped me systematically address an issue that concerns me, and that issue will help ^{help others} in other ways.

Part I -- The primary goal here is to make notes as preparation for Part II, a synthetic statement. Nevertheless, try to be legible because some reviewers might read these as well.

1. Start with a self-evaluation: Did you achieve your personal goals? 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? I think I did achieve my personal goals.

I think, if I were taking this course again, that I would make greater use of the tools recommended. I tend to underutilize tools and this is something that I hope to change. For example, I wish that I had relied/used my research notebook more! No personal obstacles that I know of.

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this? I have

learned that I can be of more help to others if I really open up and be as honest as I can be about how/what I am experiencing as a writer. I would recommend that others do the same and learn to give and receive support

2. General evaluation: How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

The course met my expectation. I was surprised at how supportive the environment was. I thought it would be much more intense. I think once I relaxed and learned to collaborate + support others, I got more out of the course. I think the course is fine the way it is. What was special was how open + honest everyone was and how much time Prof Hayler took to ensure that we were clear on concepts

3. Re-read the course description (from the syllabus). Comment on how well the goals expressed there were met and make general and specific suggestions about how these could be better met.

In this course you identify a current social or educational issue that concerns you—you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue—from envisioning a manageable project to communicating your findings and plans for further work. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

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I think the goals were expressed well

Part I -- The primary goal here is to make notes as preparation for Part II, a synthetic statement. Nevertheless, try to be legible because some reviewers might read these as well.

1. **Start with a self-evaluation:** Did you achieve your personal goals? 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?

I believe I did achieve my goals, but not necessarily those that I set out to accomplish. If I were to start the course again, I would have used some of the suggestions discussed in today's dialogue session (which was great). For example, I would have kept a journal for AHA! moments.

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

I'd tell students not to worry about getting it the 1st time. The first class, I felt a lot of pressure to pick a topic - turns out, I didn't even pursue the topic I spoke of in the first class. I'd say go with the flow and be sure to communicate with the instructor and seek feedback on an ongoing basis.

2. **General evaluation:** How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

I was satisfied with the course, overall. It was a lot of work, but sometimes it's those courses that are the most difficult that we get the most out of. AS FAR AS "criticism" - I didn't find some of the tools & processes very productive (e.g. freewriting, direct writing). I found them to be somewhat contrived. Others however were useful - like reverse outlining. You have to try them to know!

3. **Re-read the course description (from the syllabus).** Comment on how well the goals expressed there were met and make general and specific suggestions about how these could be better met.

In this course you identify a current social or educational issue that concerns you—you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue—from envisioning a manageable project to communicating your findings and plans for further work. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

The classes run as workshops, in which you are introduced to and then practice using tools for research, communicating, and developing as a reflective practitioner. The class activities and course as a whole provide models for guiding your own students or supervisees in systematically addressing issues that concern them.

I really think the syllabus needs to be consolidated. It's much too dense. It's evident, however, that a lot of work and energy has gone into it—and it is packed with good information - it's just that it's overwhelming. A good beginning would be to construct a very simple table of contents (I know there is one; but it needs →

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1. **Start with a self-evaluation:** Did you achieve your personal goals? 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?

This course has helped me write a good project proposal for future lab work.

I would have taken this course earlier and done more research and come up with a bigger annotated bibliography and final paper because each of our topics have so much depth.

my courseload has been my major obstacle and other ^{personal - this} What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

Talk more, interact more, get more people to peer edit your paper and peer edit other people's papers to get a sense of happenings in the class.

2. **General evaluation:** How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

This course ~~met~~ was very helpful in identifying the steps of research and helping me follow a proper order and be organized.

It would be great if they had this same course for science students for formulating scientific theses.

3. **Re-read the course description (from the syllabus).** Comment on how well the goals expressed there were met and make general and specific suggestions about how these could be better met.

In this course you identify a current social or educational issue that concerns you—you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue—from envisioning a manageable project to communicating your findings and plans for further work. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

The classes run as workshops, in which you are introduced to and then practice using tools for research, communicating, and developing as a reflective practitioner. The class activities and course as a whole provide models for guiding your own students or supervisees in systematically addressing issues that concern them.

This course really met all these goals. we should interact more, have more group activities and classroom discussions because we all relate to one another more than we know.

Processes of Research & Engagement, CCT692

Course evaluation

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1. **Start with a self-evaluation:** Did you achieve your personal goals? 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? One of my personal goals was to be more organized and less rush - I did meet this goal. If to redo course again, be more active in realizing phases and what they meant before I proceeded all the time.
Personal obstacle - distractions both work + personal
lack of focus at times
last minute rushing

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

each week progressing with phases examples, discussions were very helpful - made class stimulating + more productive

Advice - come to class prepared - know goal of each phase before proceeding - be open to different ways of learning
do not allow yourself to fall behind

2. **General evaluation:** How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students? Course met my expectations - very challenging though
attitude at first was "I may need to drop this class" to "ok, now I get it" Course showed me a way to research + write for a project in process - each little step had meaning and was vital to total project
overall recc - be prepared to work in this class while progressing + going

3. **Re-read the course description (from the syllabus).** Comment on how well the goals expressed there were met and make general and specific suggestions about how these could be better met.

In this course you identify a current social or educational issue that concerns you—you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue—from envisioning a manageable project to communicating your findings and plans for further work. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

[The classes run as workshops, in which you are introduced to and then practice using tools for research, communicating, and developing as a reflective practitioner.] The class activities and course as a whole provide models for guiding your own students or supervisees in systematically addressing issues that concern them.

goal of effective workshop with introduction + tools to use + develop from were met

choosing a topic of interest makes you more personally motivated and focused

Part I -- The primary goal here is to make notes as preparation for Part II, a synthetic statement. Nevertheless, try to be legible because some reviewers might read these as well.

1. **Start with a self-evaluation:** Did you achieve your personal goals? 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?

I find myself work very hard for this class. I find myself lost, confused, frustrated and stress for much. I love to write, however, writing for this class is tough. My grammars is horrible!

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

I feel relieve at the end of this class; however, assessment and self evaluate myself keep me thinking a lot. ... Even the class is end; somehow, I don't feel it is end at all. I feel like the "never ending story"... I still worry & concern about my report and so on. ... I really have no advice for this class because I don't have any advice for myself; how can I advice for someone else.

2. **General evaluation:** How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

I did not think this course would be this hard. I was lost most of the time. I wasn't too happy during the semester. Most of the time I felt negative about myself. Not understand the work, confuse, and not know direction to go. I wish the course can be more direct. Compare to other classes, others is more straight forward. I don't have any recommendation for students — sorry.

3. **Re-read the course description (from the syllabus). Comment on how well the goals expressed there were met and make general and specific suggestions about how these could be better met.**

In this course you identify a current social or educational issue that concerns you—you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue—from envisioning a manageable project to communicating your findings and plans for further work. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

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I have look and read through syllabus & assignments. ... I don't think I be able to do if there is no examples of the works, the discussion in class and the feedback from professor & class mates. My suggestions is to make syllabus & assignments more direct. IF students are lazy; they will not do it no matter what — but it wouldn't be fair for students that want to learn but

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A) Achieved what I set out for and more, because I decided to just jump in and start working w/ my students & the reduction of stress techniques. B) I would write out my goal question the same way but I would create my Table of contents instead of mapping - I like this form of organization much better → What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

My personal obstacles have been time, however, I also would prepare my writing ~~and~~ along together w/ my researching & what I have discovered simultaneously.

I think the most stimulating & productive part of this course has been the feedback that others share - I like to see & hear how other people think & how they go about working on a task - I ~~can~~ learn more by

2. General evaluation: How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students? do not waste too much time reading the syllabus & think of your synthesis from the 1st class as acci

listening. I liked the course because there were 16 or 17 people to bounce ideas off of. I think the course could be improved by a review of the syllabus → students can set up an appt w/ PT ASAP & review ~~the~~ homework assignments can be without links → gets overwhelming to check & recheck if I missed any reading of the syllabus. I learned much from this course & I would compare this course w/ CCT PBL which was

3. Re-read the course description (from the syllabus). Comment on how well the goals expressed there were met and make general and specific suggestions about how these could be better met.

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Part I -- The primary goal here is to make notes as preparation for Part II, a synthetic statement. Nevertheless, try to be legible because some reviewers might read these as well.

1. Start with a self-evaluation: Did you achieve your personal goals? 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?

I believe I was able to achieve my personal goals. At the start of the semester, I promised myself that I would put as much into the course as I possibly could. In this manner, I feel that I am taking much from the course. If doing the course again, I would try to avoid the waxing and waning, the up and down engagement and disengagement throughout the way. I think this is the biggest obstacle.

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

I have learned the importance of "mulling it up". I feel that there were many processes and strategies that were very useful, sessions. My advice to prospective students would be to communicate with class members either through written comments or verbal check-ins. I could/should have done more of this.

2. General evaluation: How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

Honestly, many of us received these assignments in account of 692 through out last spring. Not having enough time before I began my life for the class, I must have been able to read and understand the work load. It was a bit of a challenge. The course was very useful in my opinion and no, it is not simply because of my low(er) expectations. The course is thorough, supportive, and able to be read, repeated by the participant. My recommendation would be to read a topic that is not heart and mind.

3. Re-read the course description (from the syllabus). Comment on how well the goals expressed there were met and make general and specific suggestions about how these could be better met.

In this course you identify a current social or educational issue that concerns you—you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue—from envisioning a manageable project to communicating your findings and plans for further work. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

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I would not benefit from more communication. I can work that in my mind enough, more check-ins, more time to discuss my own ideas, etc. I feel that I participated in the course and was able to do some work. I would like to see more of this at the end of the semester. I would like to see more of this at the end of the semester. I would like to see more of this at the end of the semester.

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1. **Start with a self-evaluation:** Did you achieve your personal goals? 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?

Not completely. If I was to take the course again, I would spend less time defining my goal. First I thought about a whole dissertation proposal, then I realized it was too much and decided to complete the lit review. My obstacle: my wife needed a lot of attention.

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

I believe that as any workshop, you receive as much as you are willing to give. So my advice would be something along the lines of: do not be afraid to explore techniques and resources you have not encountered before. Let yourself go.

2. **General evaluation:** How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

The course surprised me as I am/was used to a narrower definition of research, in which it might scan a standardized project: Rationale - Lit Review - methodology - Implementation and Findings, discussion and conclusion. I found it specially useful the emphasis on writing, perhaps this should even be strengthened. However from my perspective, the process of research should be emphasized at some point too. My overall recommendation: come, take this course. It will help you situate yourself and write.

3. Re-read the course description (from the syllabus). Comment on how well the goals expressed there were met and make general and specific suggestions about how these could be better met.

In this course you identify a current social or educational issue that concerns you—you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue—from envisioning a manageable project to communicating your findings and plans for further work. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

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I see how the course has met its goals of helping formulating a give current social or educational issue. What is not so clear to me is if the empirical approach has been covered. Maybe there should be a class or session on methodology, quantitative v. qualitative, what type of data is necessary ^{mixed methods} to answer one's question and where can be found.