

Part II

Write out neatly a synthetic statement (1 or 2 paragraphs) evaluating this course. (You might build on/build in your comments from the other side.) Please make comments both to help the instructor develop the course in the future and to enable some third party appreciate the course's strengths and weaknesses. (Imagine a reader who may not be willing to wade through all the notes on the other side, but is willing to do more than look at numerical averages.) Among other things you might comment on the overall content and progression of classes, the phases of research & engagement, and the in-class activities.

① This course helps an individual to focus in on issues he/she may want to explore for future or current work. It strengthens skills such as research tools (eg ref works) and provides an environment where ideas and presentations can be shared and built upon.

This course is more for growth as a person or professional than just credit. It requires time and drive from the individual in order for it to be beneficial. Some of the earlier assignments built on anxiety. I would have preferred some of the later assignments to come earlier eg. maps,

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② This course met my expectations, but proved to be a lot more challenging than I had originally envisioned. At times I found myself caught up in each individual assignment and their associated deadlines, and not as aware of the flow or natural progression. While others in the class had completely different topics, I found myself comparing my progress to others and feeling as though I could have done more (if only I had more time, less distractions, etc.) Sometimes I felt as though there was only one set of right answers, and my ideas were leaning more towards wrong. In these cases, I felt discouraged.

This course was beneficial to me as a way to re-visit the concept of doing a research project. It helped me use the reflection I've developed in CCT and find the research to support it. The skills and techniques were valuable to me as I begin my synthesis journey. I feel more confident in my research gathering and the process of developing a project over the course of a semester. I would have liked a little more help in finding effective ways to combine the reflection and research in my final paper, but I think this may happen in 693 and with the synthesis.

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③ This is a class that every graduate student should take. It is rich with the process of growing + building upon what has come before. As people in the working world it is an articulate + well thought through glimpse at how to begin with nothing or a seed of an idea + take it through to a point where the roots take hold + the idea takes a life of its own. It puts you in the seat of the creator of the concept (idea) + then the gardener of the growing process.

"Process" that explains this class in a nutshell and it is constructed to guide you through the steps in a very personal way so that you get to ^{personally} grow in the process of creating something from nothing. Just the skills you need to self manage or to manage others in the workplace.

To the instructor: The syllabus + material feel so incredibly overwhelming and you do such a great job of gently leading us through the process. I wonder if there would be less muddling around that first month + therefore less exhaustion from the experience if something was added that felt (even subconsciously) more reassuring.


What that would be exactly - I am not sure yet.

But when it comes to me I will share it,

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④ For those of us who are new to CCT this class has been an interesting yet sometimes foggy journey. How do we catch up with the understanding of the work & self journey involved in CCT style without some reading or activity to ground us. For those who are very used to the tradition style right answer nature of course this was a refreshing breath of air.

2. Positives : my group & our Fri mtgs, the sharing the allowance for doing your own thing but to Peter's beat , the syllabus

Negative : the ^{late} hour, the workload, the syllabus compared to other classes — it doesn't we rarely think only regurgitate

Recom: Take it. It's strange but you find out more about yourself.

the workshop model could be more supported by groups or consecutive circles or ... a bit more task oriented

completed

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5 Dear Future 692'er -

First, let me tell you at this time, ending the class, how completely liberating the syllabus & materials have become! This class moves in a standardized format that is completely narrated through the syllabus. I use the word narrate because I found when I read out loud the words on the paper, I could then hear what is being said. It's a story - a story of how the class runs, a story about a process of research - and ultimately in the end it is the story of how I (and as will you) made it through. Get overwhelmed, get frustrated and get a little angry - BUT keep reading it! It will live in some layer of your thoughts and help you when you need it.

Second, be prepared for a quick, deep dive into cold water of information and inquiry. Then, be prepared for exhaustive moments in the beginning of work & assignments... and just when you think you're unsure of the stamina required to continue, your mental current + waves start to carry you. The writing is the last thing you'll do - and don't cheat yourself and start early!! Live in each phase, and I think you should do the assignments - all of them - and the writing is easy. My favorite phases were in the middle - where the real engagement begins. Go & talk to participants in your class - be inspired that you are all together in this process, but quietly enjoy the solitude of your own process. Enjoy the process!!

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⑥ This course like any other course is design to educate Students on certain ideas and topics. It's up to the Student on actually how much you learn and how you engage in the course activities.

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⑦ This course was a demanding and very worthwhile journey in pursuit of a research project of my choosing and although the content seems like it could have easily filled two semesters, it was delivered and received superbly because of the phased layout of the workshops and because of the way the professor consistently guided me (us) through every phase.

Consistent constructive feedback from the professor and peers provided enormous amounts of feedback all along the research path, allowing for modification and reflection on my own understanding of the process as well as its applicability to my project. Bringing in two former graduates of this class in the early weeks of the course, as well as spending a class in the research library with Peter and the research librarian were an enormous help.

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⑧ overall, this course was well-structured and beautifully sequenced.

At first, the syllabus was overwhelming. Having a student come to discuss the course with us newbies was useful but NOT on the first day! She scared me; it was better to just go through the first few class sessions and take it in myself. As I understood the goals of each phase and saw how the in-and out-of-class activities related to each phase - it made sense!

one of the best parts of the course was having student guinea pigs "model" work for a phase BEFORE we worked on that phase. One part I might change (if it were up to me) is the emphasis on peer feedback. I can see that peer feedback is useful to give and receive, but the only times it felt very useful was 1.) work in progress presents 2.) final DRAFT. The process of responding to peer work or looking for feedback on peershare (wiki) could be simplified or made optional.

Overall this course was just as it was described in the syllabus/description and I got more out of this
... .. (and I've taken 8)

Appendix 7: 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 web-based technology to support the learning in the course.

Open Text Responses:

I believe the goals were very well expressed and met. The descriptions were right on target with what was actually presented. The syllabus was detailed. Possibly a little too detailed at times, but easily understood with good examples for every phase throughout the semester. The workshops were well designed and provided a good reference for each phase we entered. Overall, I feel the workshops encouraged growth as we developed throughout the process.

I entered into this course with some uncertainty of where it would take me, and how successful I would be with such a serious and personal research project. I was pleasantly surprised to find an instructor who acted as an encouraging facilitator, and a room full of peers who acted as a support system. The course itself is strategically designed so that each step carries you along a path of discovery, if you are motivated to follow it. This path allows room for detours and a whole lot of growth. What you end up with in the end of it all is a body of work that will allow for future exploration, and "open book," so to speak. During this course, I really became more confident in myself, my personal work in the world, and HOW I can begin to take action.

The objectives of this course provide students with the opportunity to gain insight and experience about the process of research and engagement. Through a series of assignments, students move from an initial idea through research and engagement with others in the field to produce final paper or project. This course endeavors to provide CCT students with practical knowledge and opportunity to apply the different phases as they journey to better understand a relevant topic.

In making this course more successful, students should have an idea of their topic prior to the first class. In this way, students will be able to take advantage of the stages from the onset. Students who work diligently to complete each assignment will meet with success in this course. There is an opportunity at mid-semester to hear "work-in-progress" updates from all members of the class.

The course offers a great step by step process for developing a research project. Students are asked not only to get a project done, but to reflect on the process and their reaction as they move through said process. Hence, the class balances both process and product, rather than just focusing on churning out a paper.

The course offers a lot of different tools students can use. Not every tool works for every student. Part of the process is learning what works best for you, and also thinking about why some tools don't seem to work as well.

One assignment that didn't seem to work for me was the annotated bibliography. But I think that's more because I struggle to stay organized, and become overwhelmed by all the information. That's a valuable lesson for me to learn, and something for me to work on. So even though I didn't like it, it was important to do.

Don't take this course lightly. It has an intense workload that requires a great deal more of you than other, more standard courses. You have to invest your heart as well as your head. Be realistic about how much time you will be able to devote each week, every week. Right now, the course runs the technological gamut, from handwritten notes and drawings to wikis and thumb drives. Melding the two can sometimes be dizzying.

That said, this is a powerful, often lifechanging course. Like anything of value, it does not come easily. Fully commit yourself and you will emerge with tools, insights and self-knowledge that are yours for life.

I completely enjoyed this course. I feel the instructor provided thoughtful feedback to all the assignments I completed. Also, the way the course is structured it really walks (baby steps really) you through the research process in a way that is manageable. I was busy throughout the course but never felt overwhelmed. The course embeds critical thinking strategies that are seamless and keep you on track as well as force you to be reflective in a positive way. The course also provided a supportive environment where we learned from each other by sharing our thoughts and experiences.

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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?

my major obstacle has been time. This course wasn't the problem my personal life, work and other courses were often given priority. I wish I had jumped around the syllabus and did some of the heavier assignments first.

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 preparation for this course I think it important to cut back on other responsibilities eg take time off from work or take less classes if possible. I would also suggest joining a group for support, it keeps you engaged in the class and work that needs to be done.

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 didn't have any expectations for this course because I wasn't sure what the format was going to be before the 1st day of class. In the beginning I felt overwhelmed because I wasn't sure how I was going to survive all of the organizational components over time that changed to concern for completing my assignments. I was more confident about my project by the middle of the 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.

The goals of this course were met. The working seems intimidating (as if one has to be an "pseudo-expert" on a particular issue or seriously engaged in a particular field of work. The class is less intimidating and more encouraging. I'm not sure how to change the wording. I think it may have been what I read into it.

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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? I think I have achieved some goals, but I feel like I could have done more than I did. I feel like if I were to do this course again, I would prefer to do it without the distractions (personal, work-related, other courses) than I had this semester. I had a hard time balancing everything this semester, and I would have liked to have given this course more of my time and commitment.

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 a workshop format class is stimulating when we are actively applying principles while learning them. Though the project is very personal and independent, it is helpful to check-in with others that are going through the same process. My advice to prospective students would be to remain present and not get intimidated by the final project. Allow the learning to come more from the process, and the product will come naturally.

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 my expectations by giving me new tools and skills to pursue research. It also prepared me to think about my synthesis. My attitude changed throughout the semester, because I was high anxiety at first, settled into a rhythm towards the middle, and now I'm at medium anxiety towards the end. My attitude has fluctuated between negative (frustration to positive (fulfillment of goals). I think the syllabus was a big obstacle for me, and it heightened my anxiety. I feel that its complexity was almost unnecessary at times. I really liked that the topic of our project was based on our interests.

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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I think that the "current social or educational issue that concerns you" could be phrased differently to be something that you've questioned and would like to learn more about. I felt caught up in that it needed to be a concern, which leads me to believe it's something negative that needs to be changed.

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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? Yes. I knew this was the beginning of writing the synthesis and had been thinking about it during the months leading up to the class. I knew I wanted the synthesis to be interesting and useful to my long term goals of knowing & understanding global environmental issues in order to make a career change to help facilitate negotiate solutions. Yes. Knowing what I knew now I wouldn't have let the process feel so overwhelming. Just the stress of that feeling was exhausting. My major personal obstacles has been my lack of know-how with regard to using technology & using it right/efficiently/well. 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 was amazed at how many learning processes/approaches were embedded in the course. The psychological benefit from action activities was more valuable than I ~~still~~ ~~even~~ knew still. Don't be so worried or overwhelmed by what appears to be an overwhelming amount of content. Just take it one week at a 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? I think, in the end, it far surpassed my expectations because of the little skill of the professor to provide so many benefits from the exercises he asked us to do. My attitude towards the course changed several times through the semester. I waned & waned through the fog & ~~clear~~ clear moments. The sense of being lost & feeling overwhelmed to moments of feeling more empowered, stronger & "I am getting it". I think the greatest thing that made it special was how the professor melded together multiple benefits & teaching moments into a task or discussion. Compared to other courses ~~there~~ there was a lot of learning done in very subtle ways. Relax, enjoy, Steady wins the race, don't worry too much.

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 couldn't have said it better. It really does describe the course experience.

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In a sense I achieved my goal. I went through the process of writing a research paper and came out with better skills and more confidence. Now that I know I would be so much better about time and writing practice.

My personal obstacles were all related to the computer. 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 to allow a place for individuals to express themselves in a safe environment where there is no hangup about right & wrong.

My advice would be to put more effort into each step of the process in order to get more out in the end.

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?

meet - I had no idea what to expect so there was no issue there. I had hoped that I would change and I did. I grumbled all through this course because of the amount of work & how it did or did not fit into my life but each step was a "Aha! Now I understand why we did that!"

+Positives: the people, Peter's casual yet direct nature, 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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When I read this I still had no idea what all that meant. It was ragtime to me. Having gone through them all (mostly) it makes sense now. I think I got more from my Fri group feedback because there I discovered if what I was writing made any sense. TX

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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? My major goals included "trust the process, and the product will follow" - to this end, I did achieve the goal. Doing research in a new way allowed me to still have a product @ the end that I feel is uniquely me. Other personal goals included "upping" my reflection - which I have achieved, although not in the same manner as I may have expected. If I repeated the course - the only thing I can think of is I may have a different topic? I can't think of any obstacles.

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?

Table setting, circle formation was great. Allow my fr student. Student interaction without prof/in/facilitator intervention. The check-in was great and even a part - I can see that being useful. Advice → Start early and go deep. Get overwhelmed initially and then it will get clear by mid-way through the course.

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?

How met → PT's conversational review format challenged (in a good way) my thinking. Attitude changed from "Oh no... to 'On my!'" Improved future = mix up the check-in groups. The class doesn't allow for much exchange as a group, and I'm small group over the course = exposure to all. Special → (+) = Personal journey feeling (I used this course more than others) b/c I felt challenged.

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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If members of your group have not done the work - ask you probe them + get "I'm Busy" → it can be relating + feels limiting. you could encourage = support other effective lbr?

Goals are very clear & can be met.

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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?

I am happy to say that I have achieved my goals. One of ~~the~~ my personal goals was to complete this class and all of the assignments even though I struggled through some assignments I completed the majority. What I would like to be different is 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 advice to prospective students about how to get the most from a course like this is the engage in peer sharing this will allow students to not only get feedback from fellow students but help students keep up with the assignments.

not allow my self to slack

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 began to really enjoy downloading my assignments of Wiki. I also enjoy scan the syllabus compilation online. At the beginning of the course using Wiki and view the syllabus was not something I enjoyed doing. One thing that was special about the course is the time I spent researching on my governing question. Ever course I have taken has something special about it.

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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Just reading the course description and reflective on my ~~previous~~ experience in the course I will say that the course goals were met.

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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?

I did achieve my personal goals of learning & developing new research techniques that will be helpful to me in helping others. Time and work related problems have been my major obstacle. I feel like I learned best in this course when I trusted the process and didn't worry about the research product & would recommend this to others. 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 course has been stimulating because of the challenge, the wide variety of research & presentation tools and the topic and direction was of our choosing; I would use this form in setting up a course. My recommendation would be to sit the time consistently, trust the process, don't get discouraged, be persistent and keep being driven by curiosity.

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 all my expectations and my attitude improved when I had reworks, & syllabus & wiki sharing tackled. Even though the course was very challenging in the beginning and frustrating at first due to time constraints, & overcommitment, I only have positive thoughts of it. This course was about motivating me to take charge of my learning and research, as all courses should be. Thank you Peter.

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.

all goals were met.

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? Yes and no. I was more organized than usual which surprised me but I could have been more disciplined → wish I took this course ALONE w/no other courses this semester. Wish I did not take two courses because I could have dedicated all of my available weekly time to this course which would have helped me. I learned a great deal, only obstacle was dedicating enough time to ensure digestion & learning.

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?

Attend each session. I did not miss one, and I am grateful for being present. Each phase came alive by hearing from the professor, hearing from peers and discussing. I absolutely would have misunderstood many phases if I had only read the syllabus. Attendance = crucial.

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?

Attitude improved throughout semester, Initially, syllabus = overwhelming!
 Student guinea pigs helped to understand expectations.
 Workshop structure, each class = part lecture, part discussion, part work time
 Part peer checkin etc.
 bit too much emphasis on peer feedback

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.

Good description. Very accurate.

Response Summary Report

July 26, 2010

Appendix 2: 1. Start with an evaluation of yourself

Think about 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?

Open Text Responses:

Yes, I achieved the goals I set for my self in this course. Although I began the course with the intention of maintaining organization, I found that my life was a little more chaotic than anticipated and I was unable to stay as organized as I would like. If I had the opportunity to take the course again I would dedicate more time to organization.

I'm not sure that my goals were clear entering into the course. They certainly became clear shortly into the course though.

If I were doing this course again, I might set a goal for myself, with the understanding that it is allowed to change.

My major personal obstacles to learning more included keeping up momentum- I had periods where I lost my momentum and focus when we had individual assignments to do in addition to research.

After hearing all of the war stories about 692, I was apprehensive about taking the course and what I would gain from the experience. Over the past few years, I had written a number of papers for different courses and thought that I could just begin researching the topic and be on my way to writing. In terms of my personal goals, I wanted to produce something that would be useful for me in my own work--at this point in my life I really want what I do to have meaning. Taking these courses are a sacrifice in many ways--I have a full time job that I need to leave, a family that does not get to spend time with me, and the financial sacrifice to pay for the courses. If I were to take this course again (and thinking about 693) ,I hope to be more open to the process from the beginning. I plan to do some more thinking about my future goals prior to the fall semester. In terms of personal obstacles, the biggest challenge has been tempering my own expectations and being willing to appreciate my own achievements.

I have four main personal goals for all of CCT; improve my academic skills, improve my critical and creative thinking skills, develop my professional vision and move towards self actualization.

This course has helped me with all four goals. But I really, really struggle with academic work. There is something about it that makes me freeze up, become overwhelmed by anxiety. Doing a large academic paper is especially hard for me.

But this course really helped me address that. I didn't make it as far as I would have like; I still have my hang ups, and it is still hard for me to manage academics. But the step by step process of this course really helped.

In terms of personal obstacles, I also felt distracted by a number of personal issues just in general. I'm still learning how not to let those things knock me off course. I'm grateful CCT is such a supportive community.

Originally, I took this course simply because it is required. I'm not sure I entirely understood what it was about or the level of work it would entail. Were I to do this again, I would take CCT 692 on its own and not when I was already taking another course. Under the best of circumstances, I could not have anticipated the personal and emotional demons and questions that 692 would call forth. It would have been challenging enough had I been able to give it my full and undivided attention. Instead, my time and attention were fractured. Added to which, the focus on process and reflection is counter to my usual mode of working. I have been uncomfortable and disenchanted with my performance the entire course.

At the beginning of every semester I have personal goals in regards to time management. I tend to procrastinate by the end of the semester and usually end up in a panic trying finish class assignments and work and personal obligations. Again this semester I vowed to stay on track and not procrastinate and I believe the way this course is structured helped me achieve that goal. I'm actually very happy with the way I tackled this course, I always feel like I need to participate more verbally and I often avoid doing so. However I think this program has had a gradual effect on my self-esteem in regards to sharing my thoughts verbally. I guess the biggest obstacle I have is feeling comfortable sharing my thoughts. I definitely am more comfortable doing so compared to when I started the program, however, I think if I participated more in class discussions I would be more open to learning more.

Appendix 3: 1. Self-evaluation (continued)

What have you learned about what you have to do to make a workshop-format course about research stimulating and productive?

Open Text Responses:

I have learned that flexibility is very important. Set aside the preconceived direction that you bring into the course and be open to exploring in a different direction. I believe teams help to motivate one another and also add a different perspective to your work.

I would say that the energy of the class as a whole kept things stimulating, and I would use that when teaching a class of my own. Having group check-ins also kept it stimulating, but it really is up to us as teachers to facilitate that.

I have to find more ways to engage my peers--this course became more relevant to me after we began working in small groups. I had a similar experience in philosophy last semester--once the members of the class had more input, we gained more from our discussions.

I feel like I am much closer to really being able to make the most of a course like this. I still have a long way to go, but I did much better than I have in the past, and I have a better sense of what my challenges and obstacles are. I'm still struggling to stay on top of everything, but I have managed the process better than previously.

Time is a huge factor for me. I have learned this about myself in other areas. I don't process quickly. I am not able to quickly and fully name my thoughts and feelings, but because life moves so quickly, they often go unexamined in my effort to keep up and keep moving. I learned that I need to ask for and allow others to help so that I can give that gift of time I need to do the emotional and mental work required.

Simulate or use some of the assignments we used in this class by sharing the process throughout the journey. Reflecting on what is working personally and what is not working. Create a supportive environment by listening and addressing people's concerns.

Appendix 4: 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?

Open Text Responses:

+ stimulating, informative, syllabus and information were easy to understand
- more team interaction

+ the facilitation of sharing with groups

+ the emphasis on the project as a "work in progress"

+ the assignments, though hard to stay on top of at times, kept me on my toes and kept me IN the process.

+ the periodic check-ins with the instructor

Room for improvement: A little more time for face-to-face feedback from peers on the final paper would have benefited me greatly

I feel that I gained a great deal of insight about myself and the apparent contradictions that I have. In my own work, I always consider process but in this experience it was difficult for me. I wish I had gotten to know members of the class earlier in the semester. This was a larger class and it was difficult to engage with others--to benefit from their opinions and experiences.

The course met my experiences as I am pleased of the work I have done--the outcome of my research and engagement is a document that characterizes the efforts of my work. The only aspect that did not meet my expectation was that I would have liked feedback about my draft earlier. I felt that I was not able to do much work this week as I waited for comments.

I would suggest the draft be due a week earlier to allow for more peer review and teacher feedback. I would suggest creating peer groups earlier in the semester.

This is the perfect kind of research course for me. I tend to get overwhelmed by the steps and struggle to manage the process. The way this course focused on the different steps of the cycle, and focused on thoughtfully moving through the research process was great; it really helped me engage with the research in a way I haven't been able to in the past.

I felt engaged, energized and inspired in every class meeting. It was eye-opening (and often intimidating!) to learn about and practice the process, research and communication tools taught throughout the class. The camaraderie and shared wisdom and insights of my classmates were a true gift. I floundered most (nearly drowned) when I wrestled my way through the syllabus at home. I did not use to best advantage the opportunities available to receive help and advice from my peers. My default is to soldier on alone. For me, a more directed requirement to reach out would have helped me overcome my reticence to "bother" my classmates. I also found the the gigantic PDF unwieldy and intimidating. I truly value all the information that is in there, but it was a little like drinking from a fire hose. Would it be possible to pare it down to a more spare roadmap, with links to all the backup materials online?

I really enjoyed how the course step by step brought you through the research process. In the beginning I was a little overwhelmed when I listened to the previous student talk about her experience. However once we started I felt course broke down the process into manageable pieces.

Appendix 5: 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?

Open Text Responses:

At first it was a little uncomfortable because I was unsure of the direction, the syllabus seemed overwhelming, but as the course developed, everything fell into place and I found the course comfortable.

I would recommend this course to other students. I feel that it offers the opportunity to get to know yourself and your abilities better. The course offers a journey of self-discovery.

At the start of the semester, I was overwhelmed by the syllabus and the uncertainty. The instructor and my peers quickly helped me get over that. The coursework was laid out so that it kept you in the process, if you were committed, and the check-ins with instructor and peers reinforced that. So if you were ever lost you could find your way, if determined to do so. That's what I would say to prospective students about this course- you have to be independent in your hunger for research, but the support system of the class is wonderful if you return the support (sort of like karma ;)

I became more appreciative of the work we were doing and the intention of each assignment. I have found myself describing the benefits of some of the assignments.

I learned a great deal about myself and the process of researching. I still need to work on the engagement.

While it is a required course for graduation, I do find the course rewarding. The timing and sequence of the courses in the program is difficult--there were some students who were at the beginning of the course with others almost at the end. While it was helpful to have a variety of experiences, this course is well suited as a culminating course.

I think the structure of this course is excellent for encouraging us to be reflective practitioners. The course not only moves us through the research steps, it encourages us to reflect on the process and how we manage/react to it.

My recommendation to prospective students; Be open to the process, and reflect on your reaction to it and you move through the steps - Try to identify your strengths and weaknesses, and what shapes your reactions. -Balance the process and the product.

I went from a place of bafflement, discomfort and frustration to a place of slightly less bafflement, discomfort and frustration moderated by a growing appreciation and understanding of what this course is really helping me to do.

My overall recommendation to other students would be 1) don't take this with another course; 2) find a buddy early and talk regularly and often; 3) find a peer who took the course already and enlist his/her support.

My attitude changed very quickly at the beginning of the semester by experiencing the supportive nature of the classes and the process in which there were checkins to keep you focused so you could reach your goals. I would recommend this course because I feel it teaches you skills you can use and apply to all research projects in future courses.

Appendix 6: 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.

In this course you identify a current social or educational issue that concerns you, e.g., 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. 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.

Open Text Responses:

The syllabus description perfectly described what the course entailed. The only suggestion I have is to create work teams.

I think the description is very realistic. The one thing I experienced during the course that I would infuse into the description is what I write above- that the instructor acts as a facilitator who fosters a support system in the class.

Perhaps yet another thing that could be infused is the idea that you leave this class with an "open book," a body of work that allows for future exploration and growth.

I believe the goals of this course were met through the varied assignments. I would suggest more opportunity to engage with others in the class. Once we developed our cohort group, we were able to help one another.

The description is very accurate; the course works in steps, the classes work as workshops, it provides tools we can use in other situations.

There is something missing from the description, but I'm not sure how to add it. There is a very personal process involved in the course that is both reflective and creative. The flexibility of the model, and our ability to pursue our interests really expands the possibilities for what we can learn. The diverse range of student projects within the course also contributed to the experience overall.

Although the description mentions that you can choose your own topic, I don't think it catches the dynamic energy of the process of the course. But maybe that is too hard to express.

The course does what is set forth in the syllabus. But it makes it sound easy and linear. The phases may be, but actually completing them is not.

Yes, I do think the goals of the course were met. I needed to think a little more about the last goal of using the class activities and course as a whole for proving a model for guiding my people at my work and or students. I concluded that it has served a good model for this. The course activities required us to think critically about our projects as well as reflect on our feelings about the project which also affects how our projects are progressing.