

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

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

- a) My personal goals in taking this class was not only pass the class but to obtain a better understanding of how to critically think and write. Yes, I do believe I achieved those goals. I think I would have been more patient with myself and dedicated more time to what was being explained if I had to take the class again. My major personal obstacles from this course is learning and following the curriculum and just knowing what the professor expected from day to day. I often found myself being lost in many of the sessions and I over thought a lot.
- b) I did not know what to expect out of this course, so I didn't set any goals. I always set a goal before every class, which is to learn all I can. Work as hard as I can, and don't be afraid to ask questions. If I were to take this course again, I would be even more organized and take even more notes. I didn't find any obstacles that I caused myself other than to start the work more ahead of time. I started my paper too late. I couldn't decide on a topic.
- c) To explore the opportunity to explore the connection between very specific areas of interest in the field. & to create my capstone... If I could do anything differently.....I am a person who when writing, needs to do a lot of freewriting, and thinking before I can really distill a thought. Its not procrastinationbut I guess I am a slow boil when it comes to my writing process. I have successfully been able to find that balance and predict how much time I need for a paper/class and plan accordingly. I didnt anticipate, although in retrospect I should have, that as part of my paper is a larger reflection on my work/experience/ future and therefore would be more difficult for me to distillthe culmination of my graduate work is an important one to ruminate on, and I did, but it threw me WAY off in my initial 'chunking' out of work... I would have started journaling my reflections and thoughts on my graduate work this. I feel this would have provided a base with which I would have been less hectic at the end of the semester
- d) I have taking this course because it is required in the CCT program, and prepares me to engage my interest with the topic for the capstone project. If I was doing it again, I would have exhausted the literature reviews and interviews.
- e) My goals in taking this course were to advance my skills in writing. Yes, I did grow as a writer but more as a researcher. I would proceed differently by focusing in more on each weeks activity without putting so much emphasis on the final product. My personal obstacles were the worry that I have endured these past few months. They have consumed much of my energy and head space.
- f) My primary goal was to engage in a process honestly and openly, in order to insure what came out was a meaningful investigation into an aspect of my professional life. I wanted to follow though on this process in a way that gave me a new or more developed perspective on what I do and how I feel about what I do at my job. Yes, I achieved my goal in as much as you can achieve this goal in a semester worth of time given the full complexities of life. I did not achieve my goal in that the process led to new and interesting questions that I did not fully investigate or the new questions distracted me from my determined path. I would give myself more time to read and read more on my topic. Major personal obstacles have been the other demands on my time. Family, Job, Self and then grad school (granted this is related to self). Virtually all my work and time spent on this class have been after 7 pm, this is a had time for me to focus.

- g) I was able to meet my personal goals in this class by engaging in writing and active participation during the class.
- h) My personal goals for taking this course were to expand my knowledge of, and practice, doing research both in preparation for the program synthesis and my own future work. I do feel I achieved these goals. If I were doing the course again, I would plan to be more diligent about time management and thinking strategically about the direction of my project and my research. My major personal obstacles were related to time management. I had some unexpected family responsibilities that arose mid-semester and it became challenging to devote time to both school and family.
- i) I wanted to do a research project that was helpful to people. I'm not sure if I accomplished that but I did get better at it. If I could start over, I would realize that research projects essentially start with an idea and a literature review. I also would have narrowed my topic to address only the helpful part of it, rather than going outside of that for research's sake. My personal obstacles are usually around procrastination in that I work much more efficiently at the 11th hour and tend to dilly-dally trying to work preemptively. That was less of an issue this time because I was intrinsically motivated by my topic to get it done.
- j) I took this course as an alternative to the CCT course, Environment and Society. So my goal was to simply learn more about STS-type research in this area. (In fact, I wasn't even sure I knew enough about this field to know whether I wanted to learn more about it or just learn about it.) Since I was free to pursue my own readings, I feel that I certainly did explore it in depth. If I were taking this course again with similar goals, I would be able to narrow my initial focus for my research since I now have at least a basic understanding of the field. I found myself resistant to the 692 structure. I did not want to have to decide on a project or even a particular focus for my research. Usually, I think about applicability or otherwise have some sort of structure in mind whenever I research something in depth, but in this case, I was looking forward to being exposed to a completely new area. I guess I wanted to be directed through it, somewhat. However, once I felt comfortable asserting my own pace (reading widely for much more of the course time than I would normally for a course that focuses on the development of a project), I felt satisfied with the depth of research I was able to do. I should be clear that this is a personal issue because the instructor was supportive of my pace, so much of my problem in this area was of my own creation.
- k) My personal goals are : 1. to know better about how to conduct research about my academic career but also other things i need to give a critical decision in life. 2. to master some technique and tools that could help support my research 3. to publish one english paper. I have learnt a lot in this course which give me lots of benefits to the 3 goals. at to the third, the instructor also gave me lots of help to support my implementation of my proposal. if i took this course again, i would read all the required materials in detail and submitted my assignments in time. i would have more times of office hours and talk further with Peter. i could did better in this course unless my application for PHD. However, i would cherish all the materials i had from this course and practice the skills and tools about research in the following holiday and the future. my personal obstacle is mainly the energy that i assigned to this course due to my phd application this semester. lots of assignments were submitted out of the due time, But i have tried my best to finish them in time and in a very serious way.
- l) I was hoping to get a better grasp on the research process. I've achieved new techniques. I would organize my calendar for assignments on day 1. Sticking to my governing question and paragraph was difficult. I kept moving in different directions.

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

- a) I learned I have to make time to follow up with professor when taking a class like this so I can ask any questions, follow up on unknown things and etc. I have to make that time.
- b) My nerves got the best of me during my times to speak and/or present. I need to calm my nerves more, and then I will present better. I stutter, too, so I need to work on that.

- c) Online classes took some getting used to for me. The biggest thing I have learned..... online classes do not only live online. I HAVE to put pen to paper, put blank chart paper up on my walls so I can add/draw/connect as soon as the mood strikes.
- d) Time management and self-motivation are important for this course.
- e) Interaction is definitely important for me. I think it is also important that I see the value of the course content in my life.
- f) This classes online format has worked for me. I think that because it allowed me to meet other responsibilities I have placed an added emphasis on devoting this time to class and my classmates.
- g) I think the course encouraged small group activity, which helped in getting peer feedback. However, in my opinion Hybrid courses are better. It helps to have a face to face communication with the teacher and other students. This approach is helpful in building communication and student-teacher or peer-peer relationship. I
- h) I have found that it is important to remain engaged in the classes when taking online or hybrid classes. It can sometimes be easy to sit back and observe, rather than participate, when in an online class, though I do think that this course is designed to minimize that by using techniques such as the dialogue process, etc. Generally speaking though I find it helpful to ensure that I keep my camera on so I remain engaged and participate as much as possible in the class exercises.
- i) Honestly, I like the online classes. I think in a student focused pedagogy an online class with a very available instructor able to do one-on-one meetings might be preferential to an in-class teacher-focused course.
- j) Taking courses online is always difficult for me, because I so enjoy and benefit from face-to-face interactions with other students. I tried to increase my contacts with other students in this course outside of class time, but not by very much. Serious work in this area would benefit me in future online courses.
- k) for an online learning environment, it's very important to make sure a strong sense of classroom community which could be built through more communication online or some face-to-face meeting. I think if it is possible, a face-to-face meeting once a month will benefit a lot to the learning. for example, I have face-to-face meeting with Erik and Saujra which made me very familiar to talk with them in the class. on the other hand, to make the learning structured and easier followed for students is also important. this course gives us a clear learning approach map which made it easier for us to follow the course. it's a very good strategy. no one will feel lost in the online learning environment.
- l) Be prepared for class and have a written statement that you can work from.

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

- a) Hearing from the class mates and how they had the same struggles. I think connecting with a class mate outside of the course helped me stay on task with communication and reviewing thing I was struggling with.
- b) I liked that we worked each week toward the main project together in the room. The course more than met my expectations because I wasn't sure what was involved in someone teaching me how to research. I loved all of the organization I learned, and I enjoyed the class setup. Peter wasn't overly strict, he just genuinely wanted us to learn. My only critique is that the syllabus drove me crazy. All these F's and phases and J's. I hated it. I like when the date of the class has exactly what I need to do right next to it. I, personally, do better with a more structured, shorter syllabus. When I received the syllabus, I nearly dropped the course. I didn't drop it because I needed the course. I'm glad I stuck with it.
- c) I have wanted to explore the connections between my focus areas for some time- this course was the opportunity to do that. I have taken CrCrTH courses before and the classwork was a lot but manageable. I think bc it was also my capstone I wasn't able to dive into some of the class activities/ exercises as deeply as I have in the past

- d) I like the weekly meeting through Hangout because it keeps me on the tracks. The course provides me with the creative and critical thinking tool, which I have been using for my research engagement. No improvement.
- e) What was special about this course was the emphasis placed on making the course meaningful in our current career paths. It met my expectations because it enhanced greatly my organizational and research skills
- f) The steps of research and engagement worked with all manor of topic. Every class and class activity was a time to step forward in my thinking. It was also good to see/hear my classmates step through the process. The breakout time allowed for peer-to-peer support. The conveniences of the online formate comes with its drawbacks. Moving from hangout to hangout was cumbersome at times.
- g) This course helped me explore my passion. Being adult learners we have many other commitments in work and school and also family life. The instructor was flexible with due dates which was very helpful. This course met my expectation.I
- h) I really enjoyed the sense of community within the class. Although we are all working on different projects and different topics, it was great to have a place to discuss ideas and obstacles. I found that the students were all very helpful and engaging even when providing feedback on a topic outside their area of expertise. Also, this is a very challenging and comprehensive course with a lot of material. But the course is laid out very well and helps to break up the material, and the project, in a very manageable way. The course met all of my expectations and worked very well as an online course.
- i) This course, more than others I've taken in CCT, showed me what research is for. I learned this from the instructor and from reading research projects from those students who are PhD candidates. The course exceeded my expectations because I became a better researcher. Perhaps the course could be improved by focusing on field, literature reviews, and engagement before coming to a specific research topic. Also, assignments that are due just receive more attention than ones that aren't, and it felt like some of the assignments due were not that helpful to the process of the course while concepts that were helpful were only mentioned in the wiki or once in class.
- j) I thought that this course's approach to research was extremely useful. I learned a lot, even with my resistance mentioned earlier. I usually somewhat resent having to go step-by-step through a process--of research, writing, planning, whatever. But I found that all of the steps were thought-provoking and worthwhile. Even those that were less applicable to what I was doing had obvious value for future research. I still wish I could have explored, more, the field of STS research on the environment and society from the instructor's viewpoint and experience. The opportunity was there to engage with him more on this for sure, but it was only near the very end that I felt like I understood enough about the field to be able to do so meaningfully. Also, the class format was great! I really liked having an intro, followed by time to work on the activity related to that class's topic, and following that with small group and larger group discussions about what we did. This was a fantastic way to handle an online class. I really can't think of a way to improve the course, other than more opportunities to interact with the other students. This is, admittedly, a bit silly since we were provided a lot of in-class time to interact. Actually, this in-class interaction time with the other students should be included as a plus! And, additionally, there is an interview component already that could be used for this purpose (if there's another student in the class who has the relevant experience or expertise). I wasn't able to do this since I devoted so much of the time to reading. So, frankly, there was already a lot of opportunity for this interaction. And yet, somehow increasing this would be appreciated.
- k) + well structured syllabus + well structured class sessions + instructors' insightful comments on the assignments + different backgrounds of my classmates - weak sense of classroom community (no face-to-face meetings, not many deep interactions) Meet my e
- l) It was nice to be apart of a digital community that felt real. I was able to partake in a new system of research. Once you get acclimated to the structure of the course, it works. Perhaps the syllabus is a little overwhelming in it's organization.

2. General evaluation (continued). In what ways did your attitude to doing the course change through the semester? How does it compare with other graduate courses? What would be your overall recommendation to prospective students?

- a) My attitude changed because the professor did everything he was supposed to do I just needed to dedicate more time to following up, asking questions and being on point with my work
- b) In comparison with other courses, I like the setup better in that we worked on our project all semester long. This is where the real learning took place, and more classes should follow suit. I was a little apprehensive at first because the reason I take online courses is to do it on my time, when I can. I didn't want to meet in person. It ended up not being so bad. My overall recommendation to prospective students is to read ahead in the syllabus to prepare yourself for the coming weeks so that you don't feel drowned.
- c) I find the strategies and activities in all the research courses as some of the most beneficial things I have done in graduate school. These courses have provided a lot in terms of tools which are I can use in my career and writing moving forward
- d) Since I am working as full time, I hardly remain on the track. This course pushes me to be a leader of my own process. I would recommend this course to other students.
- e) Like other graduate courses I have taken, I was blown away by the professor and the student's willingness to help their peers grow. It's a wonderful environment to experiment with new skills and get meaningful feedback.
- f) My attitude was almost always positive but would wax and wane with how prepared I was for a class session. This was all related to personal time management and had little to do with the perceived worth of one assignment over another. The semester starts with enthusiasm and I think it is to be expected that as time goes on the accumulated weight of learning can lead to moments of being overwhelmed. I would say to prospective students to trust the process and to give honest effort and thought into each step.
- g) This is a good course, I am very likely to recommend this course to my colleagues.
- h) My overall recommendation to prospective students is that the course is challenging but very worthwhile. There is a lot of great information to be learned but it is laid out and organized very well to lead you through each step week by week. It is critical that students take ownership of the process and work hard to remain engaged. I found it to be very important to stay on top of the assignments and work through them as designed in order to get a full sense of the research process. While the course is designed to allow some flexibility in missing some of the assignments, each part of the process adds something to the end product and you may find some gaps you'll need to address in the end. Can certainly be done but something to be aware of.
- i) I had a pretty positive attitude throughout. I was passionate about my project and could feel myself getting better at doing it. This course was as good as other courses, but I'll remember it more because of how I grew during it. I would recommend that students be in a mindset of "I want to make a respectable research project that helps. One that I wouldn't be embarrassed to use in a PhD application."
- j) As I said, I was initially resistant to the format, but this decreased as I explored the my areas of interest in depth. Once I felt I'd done that, I was more open to actively applying the research steps as they were presented. It's far more self-directed than most grad courses I've taken. Embrace the open-endedness of the course. Find your interest and follow it. If that feels overwhelming, just allow the instructor to help you fit those interests into the course format.
- k) I learn more and more from this course. Along with I am more clear with my project, I found all the things we practiced in this course could be linked with other, and help me more clear with the process of research. You will find some steps could all be integrated and understand the insightful design of this course. Compared with other graduate courses, I appreciate the logics in this course. The style of Peter is very logical, straightforward and simple but complicated. I would strongly recommend other students to take this course that could help the students have a deep reflection on their research habits and logistics.
- l) I began to realize that breaking down the process of writing ONE research project, in a 14 week session, is beneficial to the final product. This is a unique approach to other courses that typically require 2-3

separate projects. My recommendation is to be organized and expect to do MORE work than the syllabus reflects.

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.

By the end of the semester, for each of the goals listed below, students will be able to identify a) things that reflect what you have achieved well related to this goal, and b) things you have struggled with/ need more help on/ want to work further on. These goals are divided into two sets:

I. "My Project Product Shows That..."

A. I can convey who I want to influence/affect concerning what (Subject, Audience, Purpose).

B. I know what others have done before, either in the form of writing or action, that informs and connects with my project, and I know what others are doing now.

C. I have teased out my vision, so as to expand my view of issues associated with the project, expose possible new directions, clarify direction/scope within the larger set of issues, and decide the most important direction.

D. I have identified the premises and propositions that my project depends on, and can state counter-propositions. I have taken stock of the thinking and research I need to do to counter those counter-propositions or to revise my own propositions.

E. I have clear objectives with respect to product, both written and practice, and process, including personal development as a reflective practitioner. I have arranged my work in a sequence (with realistic deadlines) to realize these objectives.

F. I have gained direct information, models, and experience not readily available from other sources.

G. I have clarified the overall progression or argument underlying my research and the written reports.

H. My writing and other products Grab the attention of the readers/audience, Orient them, move them along in Steps, so they appreciate the Position I've led them to.

I. I have facilitated new avenues of classroom, workplace, and public participation.

J. To feed into my future learning and other work, I have taken stock of what has been working well and what needs changing.

II. Developing as a Reflective Practitioner, Including Taking Initiatives in and Through Relationships

1. I have integrated knowledge and perspectives from other courses into my own inquiry and engagement in social and/or educational change.

2. I have also integrated into my own inquiry and engagement the processes, experiences, and struggles of previous courses.

3. I have developed efficient ways to organize my time, research materials, computer access, bibliographies, etc.

4. I have experimented with new tools and experiences, even if not every one became part of my toolkit as a learner, teacher/facilitator of others, and reflective practitioner.

5. I have paid attention to the emotional dimensions of undertaking my own project but have found ways to clear away distractions from other sources (present & past) and not get blocked, turning apparent obstacles into opportunities to move into unfamiliar or uncomfortable territory.

6. I have developed peer and other horizontal relationships. I have sought support and advice from peers, and have given support and advice to them when asked for.

7. I have taken the lead, not dragged my feet, in dialogue with my advisor and other readers. I didn't wait for them to tell me how to solve an expository problem, what must be read and covered in a literature review, or what was meant by some comment I didn't understand. I didn't put off giving my writing to my advisor and other readers or avoid talking to them because I thought that they didn't see things the same way as I do.

8. I have revised seriously, which involved responding to the comments of others. I came to see this not as bowing down to the views of others, but taking them in and working them into my own reflective

inquiry until I could convey more powerfully to others what I'm about (which may have changed as a result of the reflective inquiry).

9. I have inquired and negotiated about formal standards, but gone on to develop and internalize my own criteria for doing work--criteria other than jumping through hoops set by the professor so I get a good grade.

10. I have approached the course (and the program I am a student in) as works-in-progress, which means that, instead of harboring criticisms to submit after the fact, I have found opportunities to affirm what is working well and to suggest directions for further development.

- a)
- b) Course description is accurate.
- c) This is an accurate description of the course.
- d) I have hardly completed all of these goals. However, I have consulted my project with my colleagues at the workplace for their comments and ideas.
- e) Like this course, I think that while each of these goals was touched upon during the course of this class, there is room for further exploration. I certainly have a better idea of the concepts highlighted here, but I would say that reaching a greater understanding of them is a work in progress. One area where I feel I have pushed myself to take seriously where I have not in the past is putting forth a serious effort with the preparatory assignments leading up to our final paper. This was hard for me to do, but I believe I will adopt some of these methods into my current tasks.
- f) Yes. Step B seems so big to me. I wish I could have lingered here longer.
- g) I agree the course met the course objectives and goals. Initially it was difficult to wrap my head around the syllabus but along the semester, I could follow the syllabus better. This course allowed me to explore different topics and using the GOSP approach I think I can write my paper better,. The free writing skill was also very helpful. Overall, I liked the course and I am very thankful to Peter for being so understanding and patient with us.
- h) I feel these goals were met very well throughout the curriculum. The syllabus (via wiki) is challenging to manage but contains a lot of useful information once you've gotten accustomed to it. I found it helpful to have all of the material online in one place. I personally could have spent more time on some of the reflective practitioner elements but that was an issue with my own time management than any fault in the course. Overall the expectations for the course and assignments were generally very clear and there was always the opportunity to ask questions to clarify.
- i) This question is a good example of what could be adjusted in the course. Much of what is on (buried in) the wiki is very good information, but there's so much sifting that it becomes discouraging. If there is an intuition that says "this might be hard to digest or find," it's probably right in respect to the online presentation of the course. These questions here are not hard to answer, but smooshing them all together with one text box at the bottom is less than the best way to make it functional because it requires scrolling up and down in order to accomplish. A - Yes B - Sort of. It's still hard to figure out which articles out there in the world matter and which don't. C - Yes D - Counter propositions felt like a fun but ultimately unfulfilling exercise for me. This was because the research into what I was doing already was intimidating, so looking at a new vector of research was not something I was eager to do. E - Yes F - No. All my sources were readily available online. Going beyond the mountains of articles available online seemed not helpful. G - Yes H - Yes I - I hope so. I know who my work is intended for, not sure if they'll find it helpful though. J - Yes 1. - Yes. I am taking 3 courses every semester, and the way the influence each other is very rewarding. 2. - Yes 3. Almost. Citing while researching is my new goal. I usually wait until the end of the project to do citation and it makes more work for me. 4. - Yes. I have used free writing on my own 5 - Yes 6 - No, but I learned a lot reading other people's projects. 7 - Yes, though sometimes i procrastinate, but not for those reasons. 8 - Yes 9 - Yes. Some items feel like hoops and some don't. 10 - Absolutely. I am very excited for feedback on my project
- j) This is a lot of goals! The class is set up in such a way (very organized and step-by-step) that I can say that I have, in fact, at least touched on all of these. I don't know if I've mastered them all in depth--especially given that my priority was learning about some subject areas rather than concentrated crafting

of writing or building a research base for an ongoing project. I feel that given the large number of goals, the class was as close to ideally set up to cover them as near as I can imagine. It was very organized, yet allowed for the pursuit of personal interest.

- k) the goals expressed in the syllabus was fully achieved because our course follow the syllabus in a strict way and we also have relevant in class discussions and after class assignments and revilements to make sure these goals are fully achieved.
- l) I think the goals are thorough. Instruction and in-class discussion allowed us to work through our experience with the writing process

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

- a)
- b) My only critique is that the syllabus drove me crazy. All these F's and phases and J's. I hated it. I like when the date of the class has exactly what I need to do right next to it. I, personally, do better with a more structured, shorter syllabus. When I received the syllabus, I nearly dropped the course. I didnt drop it because I needed the course. I'm glad I stuck with it.
- c) .
- d) The research and engagement course is important for the graduate students to identify their project interest. I understand the process of research and engagement. It helps me explore the related research.
- e) I truly believe that students get what they want out of this class. The more effort an thought put into it, the more growth that can occur. The skills that we were exposed to in this class most definitely have the ability to support productivity in many areas of my life. Because the content I chose to write on was integral in my life at the moment, the research I uncovered had a tremendous effect on my life. I took the time to gain a deeper understanding of a topic that I normally wouldn't have.
- f) Processes of research and engagement leads the learner through a series of steps that can be applied to vertyually any area of professional and personal growth. The learning experiences allow you the space to move your thinking ahead and to view your topic from new and different perspectives. The varied interests of the individuals of the class allow for an interesting cross pollination of ideas and perspectives.
- g) This course met the stated objectives and goals. This course allowed me to explore different topics and using the GOSP approach I think I can write my paper better. The free writing skill was also very helpful. Overall, I liked the course and I am very likely to recommend to my peers. Since most students had varied topic of interest, which was helpful me to learn about different topics but I was not able to pair with any students since my topic was different. However, initially it was difficult to wrap my head around the syllabus but as the semester passed by, I could follow the syllabus better.
- h) This course teaches the student about methods of research and how to create and engage with a community of peers and others interested in your research. The course is very helpful in walking you through all the steps of research and breaking down a large project into more manageable steps. It is a challenging course and time management is critical but there is much to learn and always the opportunity to regroup and reorient if you get off-track. Engaging with the other students in class is particularly helpful as you each work through your own research topic and then open it up for feedback and additional perspectives. Overall there is a lot to learn and I can see the benefit of using what I've learned in many other aspects of my work and personal life.
- i) This course will make students more effective researchers and reflective academic practitioners. The "engagement" part of the course mandates that you create something that a certain group of people will find useful, and that should be at the forefront of your mind as you select a topic and build a project.

Some of the items in the course will feel nit-picky or unnecessary, and they might turn out to be just that, but most of what I learned about myself and doing a project in this course I learned while doing one of those things, and it was a surprise when it happened. This course requires that you respect yourself and your ability to make yourself learn, and that's very unique to any course.

- j) This course provides an excellent solid base for the development of a research project. It is very self-directed. As such, it can seem overwhelming. But it is also highly organized and will take you through the entire process in a step-by-step manner that is manageable. Even though it is comprehensive, it is designed to accommodate (and encourage) each student's own research interests. The instructor is skilled at helping students follow their own interests while working through the elaborate research process presented.
- k) This course is overall very good. it provides you with lots of useful strategies and tools to support your process of research. in this course, you will develop a complete research project with other classmates under the guidance of the teacher. However, it depends on you how much you could learn from this course because there's a high level of independent learning and you need to discuss with the instructor and your classmates actively. you must take each assignment seriously and you will benefit a lot the process of revise. As an online course, CrCrTh 692 make the learning approach very clear and each learner will not lose in the process of whole semester. The instructor is very nice and serious about our assignments and any questions. I really appreciate the whole semester and Peter's help. one suggestion for this course is to make possible one face-to-face meeting (I appreciate the first meeting in this class and think it very beneficial to an online course). another suggestions is to include a common topic or case analysis in the first session of this course. this would help students familiar with the whole process, have time to think about their own topic, and make communication more connected with others.
THANK YOU. MY CLASSMATES and INSTRUCTOR :)
- l) I feel good about my responses to Qs 1-3

I give permission for my response to Question 4 to be included anonymously in the compilation posted to the CCT wiki (and thus viewable to the public).

- a) No
- b) Yes
- c) Yes
- d) Yes
- e) Yes
- f) Yes
- g) Yes
- h) Yes
- i) Yes
- j) Yes
- k) Yes
- l) No

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

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

- a) 3
- b) 5
- c) 5
- d) 3
- e) 5
- f) 5
- g) 4
- h) 5

- i) 5
- j) 5
- k) 5
- l) 4

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

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

- a) 3
- b) 5
- c) 5
- d) 5
- e) 5
- f) 5
- g) 5
- h) 5
- i) 5
- j) 5
- k) 5
- l) 4