

Hi. My name is Peter Taylor. I am a professor at UMass Boston and a core faculty member of the Graduate Program in Critical & Creative Thinking, or “CCT” for short.

CCT 692, “Processes of Research & Engagement” is a course for Masters and Doctoral students with a wide variety of interests to develop their research and writing.

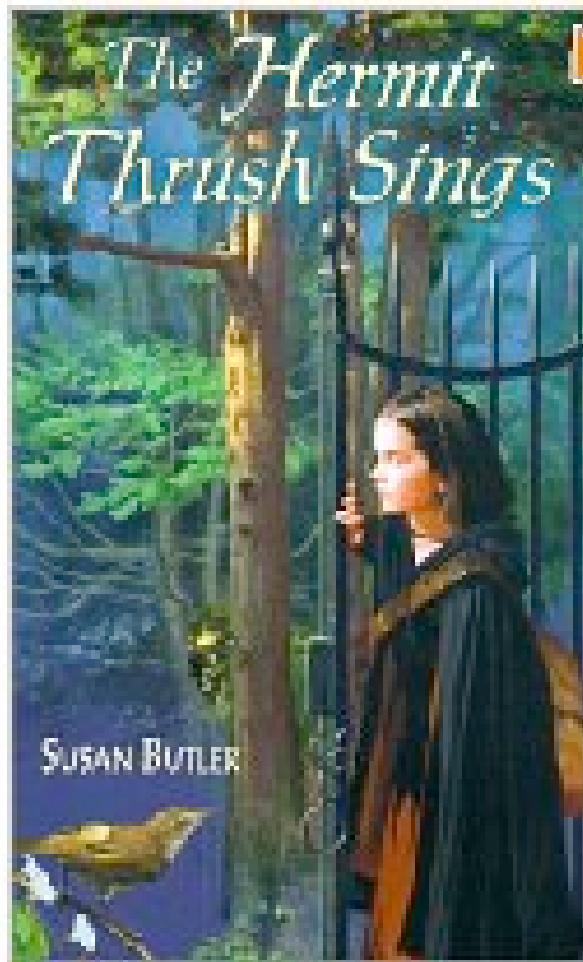
"Engagement" is in the title is because the CCT692 helps you identify and investigate a current social or educational issue that really concerns you. It might concern you in the sense that you might advocate a change, or you might want to design a curriculum unit or workshop, or you might just really want to know more about the issue... Whatever your topic, engagement is important—if you are going to do the hard work of doing research and communicating that to others, you need to take seriously your aspirations—in your work and in your life—even if that means letting go of initial conceptions you might have of what you “ought” to be doing for your research.

As I mentioned, CCT692 is designed to help students explore a variety of interests. In the face-to-face version of the course, topics have ranged from “A dialectical high school science curriculum.”

To

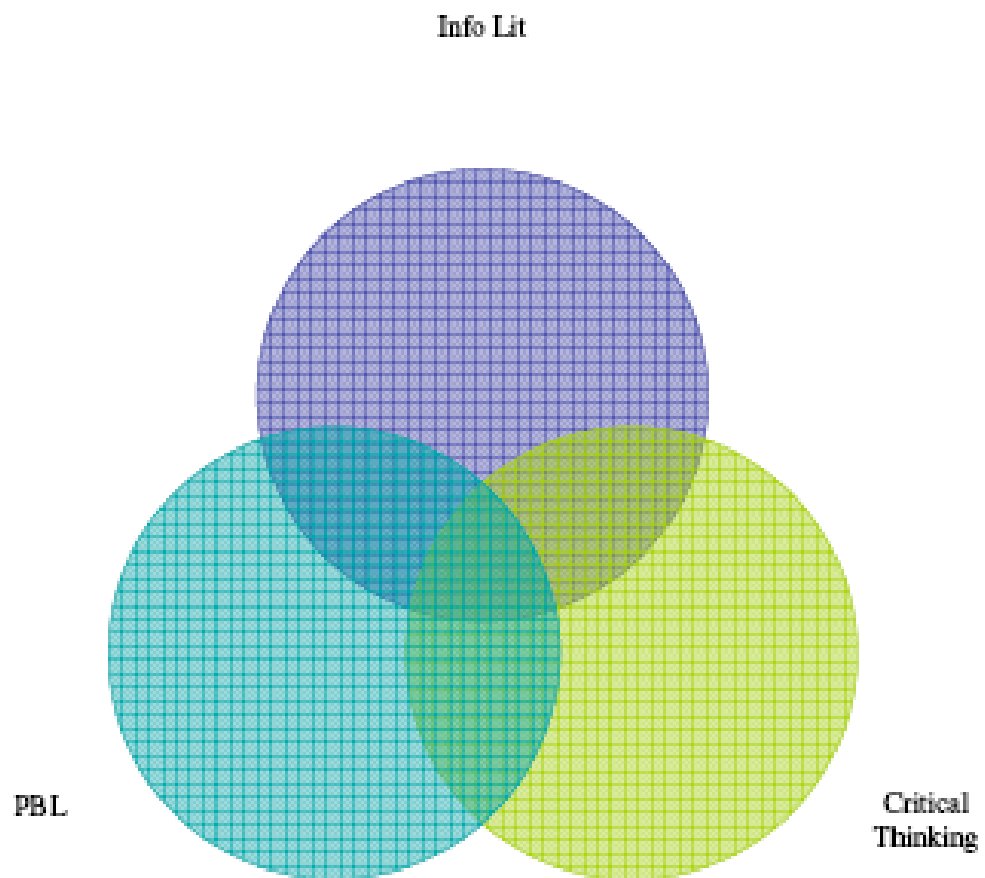
“The Writing of a Novel for Young Adults”....

Click to **LOOK INSIDE!**

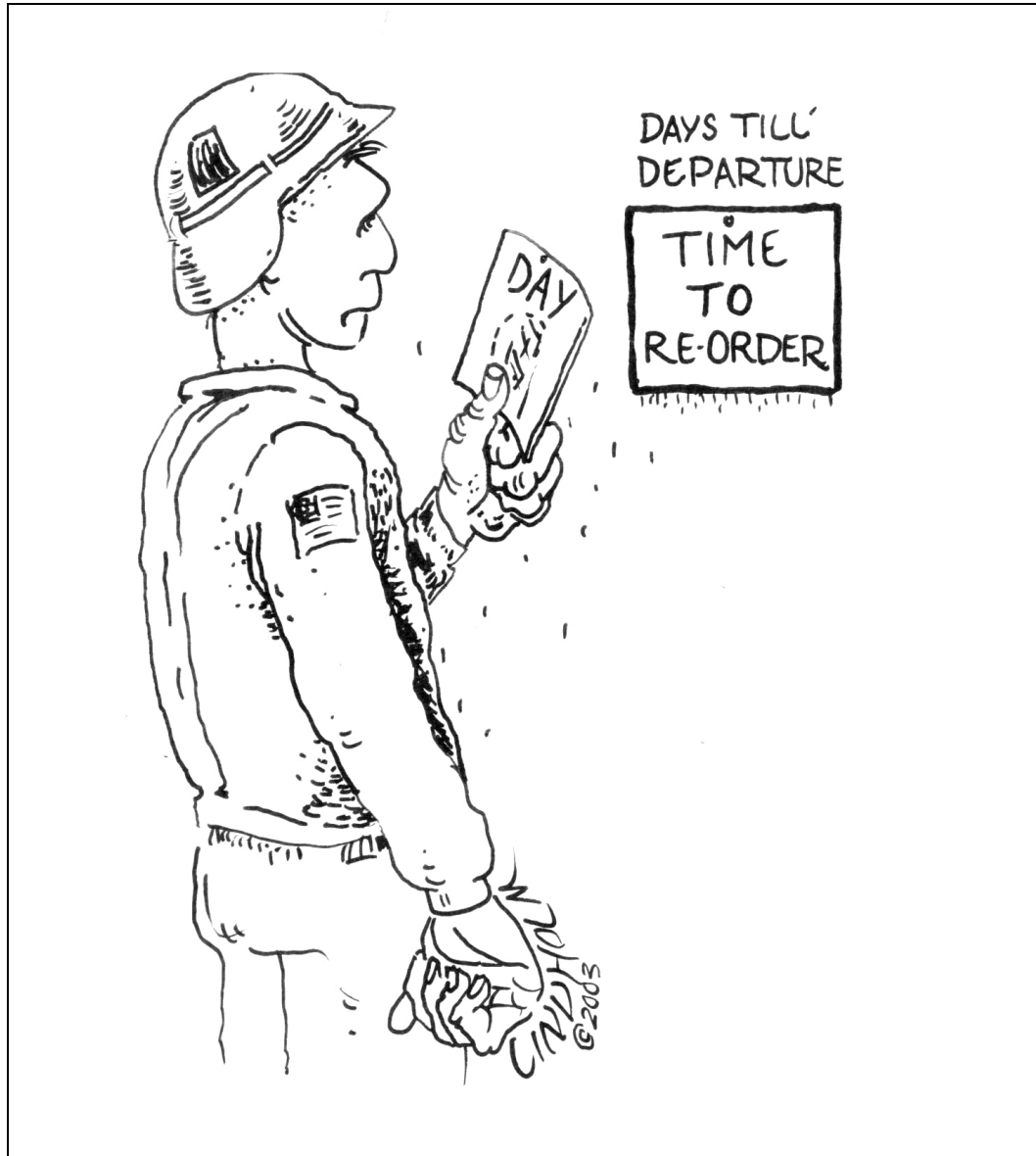


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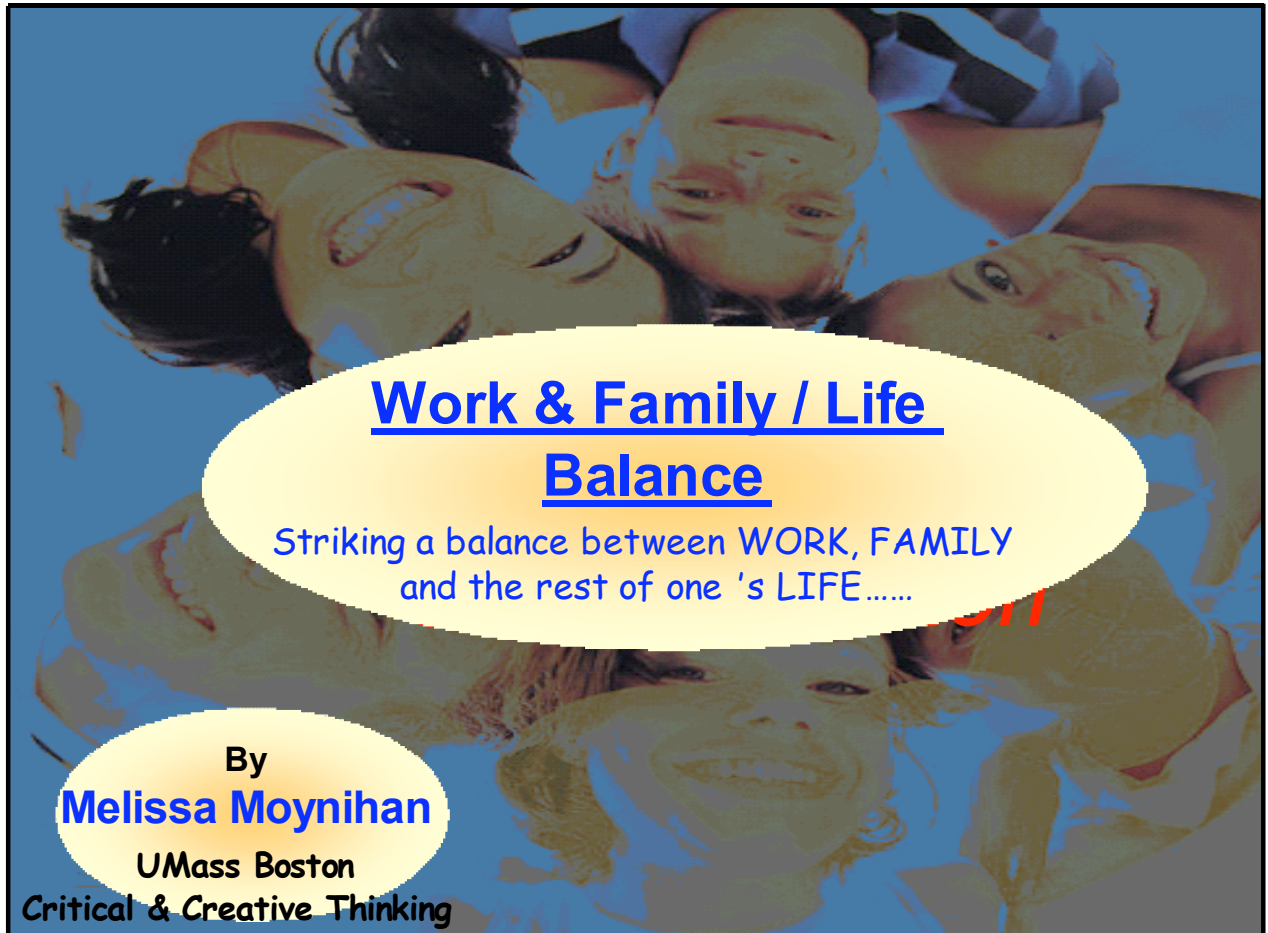
" A Meaningful Information Literacy Course"



to "Becoming an editorial cartoonist"...



from "Work/Life Balance"...

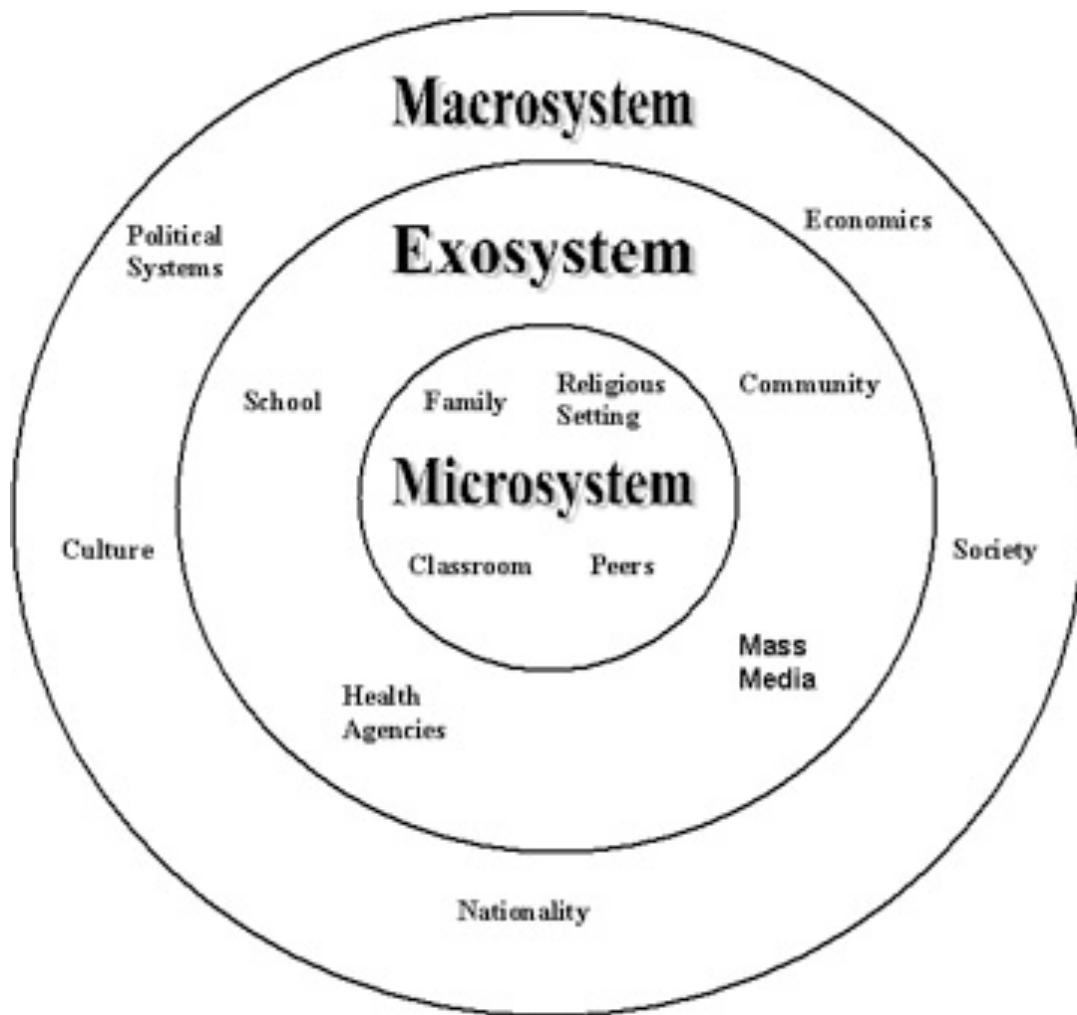


Work & Family / Life
Balance

Striking a balance between WORK, FAMILY
and the rest of one 's LIFE.....

By
Melissa Moynihan
UMass Boston
Critical & Creative Thinking

to “Dynamic Systems Theory and Human Development”....



And much more.

It is quite a challenge to serve students with such a diversity of interests.

Three features of 692 help meet this challenge.

Let me name them, but not try to explain them in this short intro.

First: *A framework of ten phases of research and engagement.*

- A. Overall vision**
- B. Background information**
- C. Possible directions & priorities**
- D. Propositions, Counter-Propositions**
- E. Design of research**
- F. Direct information, models & experience**
- G. Clarification through communication**
- H. Compelling communication**
- I. Engagement with others**
- J. Taking stock**

During the course, students are introduced to range of tools for each phase, then practice using those tools in sessions and in assignments.

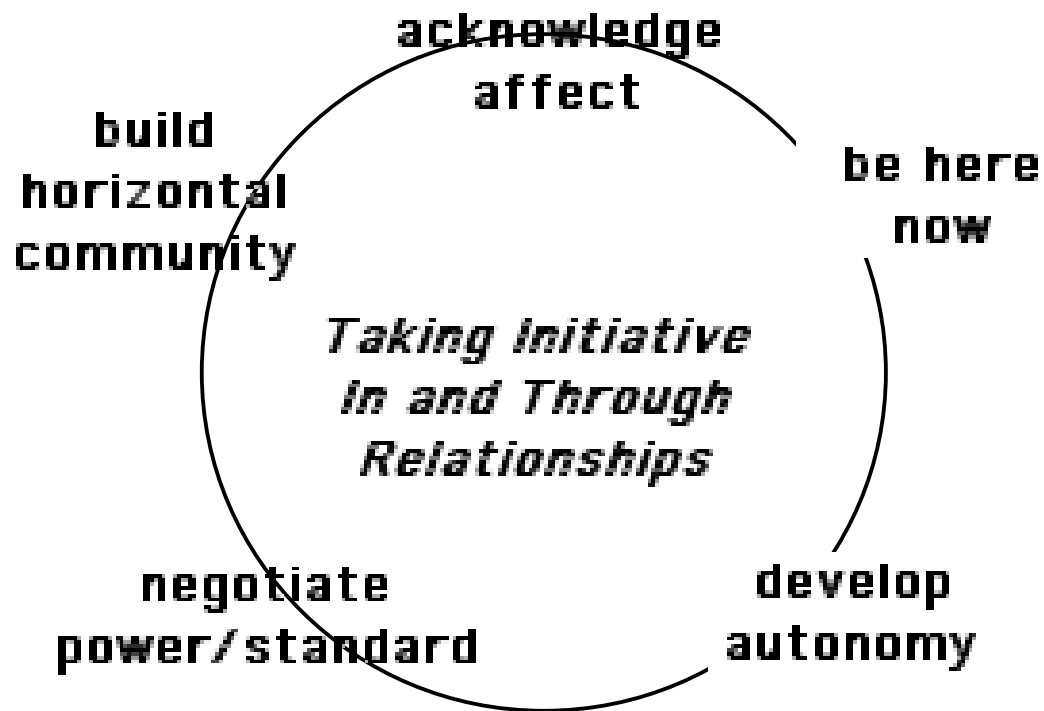
The second key feature of 692 is

Dialogue around written work.

The instructor comments on each installment of your project and you revise in response.

The third key feature is

Making space for taking initiative in and through relationships



All the five points on the circle are important and, as you'll see, there's times when you have to juggle them—they don't all pull in the same direction.

The significance of these features of CCT692 has to emerge over the course of the semester. But let me offer the words of an adult educator who took the course:

The greatest testimony that I can give... is that I have incorporated many of [the] educational methods into my own practice of teaching. [The teaching of 692 provides a model for] adult students who [can] undergo profound life transitions by leveraging the power of serious study and self-inquiry. [The course] builds a fabric of ongoing reflection and active engagement with the world.

Feel free to email me at peter.taylor@umb.edu if you want to discuss 692's processes of research and engagement before you enroll, or at any time.

Thanks for your interest.