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CCT 693
Process Review – May 20, 2007

I feel that I have traveled quite a distance this semester via my work in this course. First, I think that my outlook is well-suited to AR, in that I generally enjoy examining, tweaking and re-configuring things that are already in progress. AR and the tools we have used this term have offered helpful and productive frameworks within which to do this sort of work in the future. In general, I seek opportunities for change within my school environment, and so having had a more disciplined and formalized look at how to do what I like to do best has been a worthwhile use of my time and energy. I certainly will take away a number of tools for future use, and I will also depart the course feeling that I have a more solid grasp of the best ways in which to approach evaluation and change in progress.

In considering my project, I believe that my thinking in this area of interest (student leadership) has evolved significantly during the semester. My thoughts on the topic have been incubating for a long time, and being forced to assess and evaluate my assumptions, thinking and goals has proved quite interesting. Certainly, I hope to implement some part of my plan, though I must confess to recognizing a few problems with it that I have not yet solved. Happily, the AR Cycles and Epicycles framework makes accommodation for ongoing evaluation, and I look forward to getting underway and to realizing some significant portions of the plan.

As is often the case in good courses, many of the lessons learned were not specifically related to the main thrust of the class. I very much enjoyed the collaborative spirit of the class, and feel that it, above all, elevated our collective work significantly. There was an extremely high level of feedback at all levels, and a general sense of mutual respect for the work with which we were all engaged. It is hard to say if the work created this, or if the class was just this way, but I favor the former cause. I think that the collaborative nature of our work with AR spilled over into the general tenor of the course, to the great benefit of us all and to my personal enjoyment.

I also very much appreciated the challenging nature of PT's questions and insights. I love the notion of "resubmission" for completion, rather than simple grading, as it places intellectual development and engagement with the material at the top of the course requirements. In the area of critical incidents, it was this questioning that most often pushed me significantly forward in my thinking, and I am grateful for it. I have not enjoyed such excellent and attentive feedback in many other academic settings, and it for me was the most salient feature of the course and of my movement through it.

Being aware that I am moving towards an eventual completion of this program, I think that I may have made my most significant jump this term. As intellectual exercises, I have enjoyed all of the courses I have taken thus far. This one, however, has more closely united the CCT program with my actual work and career aspirations. I had a similar experience with the PBL course, but I found that process ultimately too unwieldy in many ways to be relevant to my work as an administrator or potential head of school. Our work in AR has direct relevance, I think, to change in school settings and to those motivating or navigating change. I appreciate this emergent relevance, and I imagine that I will have many opportunities to refer back to my work in this course (the workbook will be helpful, if I can get it organized the right way) in the future.