

Overall reflections from PT:

- 1. Diverse responses (as usual) but different from previous years.
- 2. More emphasis on "not sure if I was doing it right" than previously
- \* Plan to rework instruction sheet - spread over 2 pages & give enough instruction to convey that nothing beyond common sense is being asked for.
- \* Plan to emphasize learning from doing it wrong
- \* Allow repeated opportunities for reflection

CCT 693 1/27/09

Critical Incident Questionnaire\*

Please take about 5 minutes to respond anonymously to each of the questions below about "method" of tonight's class. Keep one copy for yourself and put the other by the door as you leave. I'll digest the responses, report back to you next week about them, and try to make changes to respond to your responses.

3. Interesting challenge raised by \*

1. What incident/comment/reaction/quote stands out from tonight's class?

Surprised by intensity & detail about "so called" simple questions / Different ways of phrasing research or responses from peers about inquiries / Frustration about being held back -> importance of gathering background / Part IB listening to others ideas about how to use background info / Several kinds of data collection were used but not always effectively / AR is interesting model, which makes me think about part work / Sense of community & sharing / Not discussing course expectations put me at ease / Group work / Simple issue = accessible way to think about AR /

2. At what moment did you feel most:

a. engaged with what was happening?

Being able to relate to experience of another group member / Within my group / Towards end of class when saw where we were going / Subgroup on part IB / Large group discussion / Peter talking about true consensus / \*Reflect on our own & then come to a consensus /

b. distanced from what was happening?

When I disagreed with point of view of another / Didn't / Uncertainty about whether I was doing it right / At the start when unsure of where we were going / What we didn't finish reading the back of the AR handout / Discussion for IA - couldn't make connections / Dealing with something inconsequential / Peter directing / Viewing the overall AR cycle / My thinking or a classmate's off the mark / Comments at 1 individual

3. What action that anyone (teacher or student) took did you find:

a. most helpful or affirming?

When others fully explained their thoughts / Clarifying the steps + being reminded to remain within each step / Talking within group about on the right track? / Took a break / Did a reflection of what we were working on / Asking for clarification / Teacher feedback on ideas / Welcomed when stepped into the class / Idea sharing among groups /

b. most puzzling or confusing?"

When thoughts of others were vague / Action Research vs. other kinds of research / Reporting and not sure what is background research? / Objectives of each phase of AR? / Early stages if I would do it right / \* Direction for the course (but ambiguity is OK) / Not getting direction from professor / Time it took to process each assignment

4 (Optional). Other comments?

Good to be brought back when we got ahead of ourselves / Discuss history of AR in relation to CCT / Examples of AR in various academic fields / - / Interesting start to course. Comfort rose in 2nd half / Intrigued to see the result of AR / - / Energetic group; should be interesting / Liked the format, but not for the whole course. / Hoping to understand methods better thru study + reading.

\*Adapted from Brookfield, S. D. (1995). Becoming a Critically Reflective Teacher. San Francisco: Jossey-Bass Publishers, 115.