

- ✓ indicates repeated comment
- ↔ indicates contrast or tension (Not everyone saw the class the same way)
- associated points

Cr Cr Th 693 1/24/2012

Critical Incident Questionnaire*

* ~~Class~~ A selection of comments PT will be chewing on or taking action

Repeated comments

Please take about 5 minutes to respond anonymously to each of the questions below about 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.

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

Diagram of AR at the start helped me start thinking / Peter: People surround themselves w/ like-minded
 ✓ Good naturedness of class / Different interpretations at each stage / Learning processes that go into AR /
 Interview quote: "I just need evidence that students have no evidence" / Can't recall /
 Tendency to fix before problem is known or quit too early / "If you have a good idea, how do you get others to adopt/adapt them?"
 How do we pull out alternatives when we stay in circles that support our thinking

2. At what moment did you feel most:

a. engaged with what was happening?

Free writing at the start / When we analyzed motives of the sponsor / At the start / At start of going thru the cycle
 Bringing pair discussions back to whole group / Discussing purpose of the AR question / Pair talking ✓
 No moment in particular

b. distanced from what was happening?

Middle (Research is new to me) / When buzzing noise started / Moving thru the cycle, lost in levels of reality
 Fatigued by lack of agreement / Discussing action proposal / Didn't hear PT's question
 N/A / Discussion on PT's motives / Pursuing my individual idea rather than working as a group
 Group discussion / End of class (strict)

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

a. most helpful or affirming?

Nothing stood out / Pair-share / more than whole-group dynamics / More explanation /
 Inquiry into the background / Nate + Meghan recollecting about our class together / May /
 Examples provided for each step / People building off each other's comments / These are process tools we can use

b. most puzzling or confusing?"

Nothing stood out / Steps at the end of the cycle (I was tired) / More explanation / "Action proposal"
 * Dialogue + reflection ✓ / Start of review of AR / Myself / Person questioning PT's motives
 What is research research + what is it action / Instructor explaining / Some parts of exercise

4 (Optional). Other comments?

Hope that syllabus will clarify expectations + how course will help teacher-to-be / Good brain exercise
 A lot to digest in class activities + syllabus / PT is well-prepared / Trivial topic got complex - this comment made sense
 Looking forward to more classes - sense something important about to happen / Fast class
 * Give us clear directions of what to do / So far so good

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