

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 were to develop as a reflective practitioner, pursue my own line of inquiry and engagement, produce a product I was proud of, and create meaningful connections with my peers and instructors. I feel that I met my goals. If I was going to do the course again, I would have pushed myself to contribute more to class discussions because I did not feel as close to the students outside of my writing group. My major personal obstacles have been exhaustion during the late ("late") class time. I felt worn out by the end of the day and probably was not as involved as I could have been, because sometimes I felt worn out.
- b) My goal in taking this course was to complete a project of weight and substance -- to test myself against an ambitious challenge and to learn about my own capabilities from that process. I think I absolutely achieved my goal. I might proceed the same way, or nearly so -- one always wishes to somehow be more organized, more on top of things -- it seems like a powerful process for completing work. I have not felt major personal obstacles, except that perhaps I don't quite have the trick of writing intermediate drafts for feedback, my rough versions are very messy which makes it hard for anyone to help me.
- c) My goals were to create a synthesis project that would help my community. I also wanted the work to be aesthetically beautiful, and I wanted the content to be accurate, informative, and engaging. I wanted to use information from leading sources. I achieved those goals. If I were doing the course again, I might scale down the product and make it less ambitious. I might also continue with the research in December during the holiday break. I have not had major personal obstacles to learning more. I learned an incredible amount through my work
- d) I wanted to learn how to take what I've learned throughout my entire time in the program and gain the skills to effectively combine and synthesize these lessons. I think I learned how to do this in a less formal way than I had anticipated. I imagined going through concepts in-depth and drawing conclusions. Yet, I learned the power of narrative as a form of reflective practice. I can now see how this helps to pull ideas in a way that makes meaning. I think my major obstacle has been myself. I tend to spread myself thin and over commit. I found I did that this semester and it made it hard to dive deeper in my reflective work. Since I didn't have enough mental space and time to commit, I feel as if I never got as invested in my work as I should have.
- e) I hoped to have completed my synthesis with a feeling of completion and motivation to take on a PA program and future profession. I, unfortunately, will need to do over the course because I underestimated my weaknesses. I will take over this course and have it be my main focus for the semester with less distractions.
- f) My personal goals were to obtain a MA in a degree which I felt was complimentary to my BA in Psychology and for advancing my education further in the future. I did achieve my goals. If I were to proceed differently I would have liked to have my draft completed much earlier in the semester. My personal obstacles were life distractions and likely being less regimented in my time management.

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) Writing support groups really work! Giving us the time to meet with one another really fosters a supportive culture and I connected with my two peers. I looked forward to meeting with my classmates and trusted their opinions and feedback. Also, having the opportunity to meet with Peter on a rotating basis was incredibly beneficial to me as I became immersed in my work and would forget to schedule an office hour. I was grateful for the guidance.
- b) There isn't one right way to complete a course of this format; there are many right answers, and the right answer might even change mid-semester. It's no use panicking if you can't stick with your original strategy, and there's no reason not to shift between one approach to the class and another as your needs change.
- c) I have to be engaged. I have to listen during our sessions together. I have to be supportive of my peers. I have to be an active participant. I can't just be a wallflower. That doesn't work at all in such a small group. I also had to create my own series of deadlines and follow them, which I did. I was responsive to my writing group and communicated with them and met with them outside of class time. That was great for all three of us. We were very available to one another.
- d) I need to be set up in a comfortable but organized environment. I found I was more engaged when I worked from my desk. Yet, at the times I had to work from remote places, if I wasn't properly set up, it made it a lot harder to attend. So, lesson learned is routine and organization is key.
- e) I discovered that the small size of the class and working in trios really helped. The class and the trio were extremely supportive throughout this process. I did also appreciate meeting with Peter every three weeks to keep on track with my progress.
- f) Attending all classes is crucial to me. Joining in the conversation even if I think what I am trying to say comes off odd. The face to face time is crucial.

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) Special +: my professor, who was intuitive, kind, empathetic, and completely inspiring. Special -: I sometimes wished we had been able to engage in more of the activities listed on the syllabus together as a class (as more of a compass). It met my expectations. I expected a class that would allow me to synthesize important concepts that I have learned in the program in a way that was meaningful to me. This was what I got. Suggested improvements: see above re: special -
- b) This class creates a powerful and supportive community, and more than surpassed my expectations. I loved the size of the class, but I wonder if other students in the program realize what a great experience it is -- I think perhaps people dread it or put it off, or do the certificate rather than the full MA so they can avoid it. But it's not scary, it's wonderful, and people need to know that.
- c) What was special is that we had a great group of people who were very passionate about their individual projects. Each person was very engaged in the class, which made for lively and interesting discussions. This was a very positive class. I didn't really know what to expect from the synthesis class. Its format was different from the other CCT classes. It exceeded my expectations, as I wasn't sure what to expect. The course was designed very well. I do think that if Peter can have individual meetings before the class starts in the future, that will be helpful to students. Then the writing group can meet together after the class ends, and one person won't be pulled out. That will be an improvement.
- d) I found this course to be very supportive. It gave ample time to seek the wisdom and guidance of others. I found the value on reflection wonderful and the way we weren't rushed through dialogue. It felt organic and fluid. The way the course didn't meet my expectation is that I thought there would be more directed work similar to that in 692, but it proved to be a nice extension of that course. I think this course could be improved if more guidance and structure was given to writing trios. It would help to have at least a guide to fall back on when the group isn't sure what to talk about.

- e) In addition to the class size, trios, and meetings, I also appreciated the dialogue hours we had. It was also helpful in the process of dealing with different issues that came up during the process of research, interviews, writing and organization.
- f) Peter is wonderful and supportive. I have had an occasion instructor who was intimidating to the point where I felt uncomfortable to speak in class. The peer to peer interaction in our groups was really quite nice. The only way I think it could be improved is if we had the chance to occasionally mix up groups so that the students can get that connection from Non-Group members.

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) As the course progressed, I became more immersed in my work and less able to concretely describe the scope and sequence of my project, because I kept focusing on minute details. My attitude fluctuated in the sense that sometimes I would feel energized and engaged by my work, and other times I would feel defeated and unsure of my progress. This was my most productive graduate course. It allowed me to make huge gains in my workplace and implement concrete change into my life. I feel extremely grateful for this experience and would recommend it to any graduate student who wished to undertake independent work with minimal guidance and maximum peer/professorial support.
- b) I originally thought of the class as a bit of a slog -- mostly about doing work by myself, with the class serving more of an accountability function. Maybe it was because we all led off with needing to turn in minutes logs and so on, it put me in the wrong mindset. The group really is about support, and it actually adds to the process rather than being something pro forma.
- c) I always liked and looked forward to the course. I was always pleasantly surprised by what we discussed. I would say that my attitude changed toward the end, as I realized the class -- and my time in the CCT program was ending. So, I felt a mixture of sadness and excitement. This class was very demanding, as were my other graduate courses. It was also very supportive. The small group of six students and one instructor made it a very special experience. It may be one of the best courses I took in the program. My overall recommendation to prospective students is to enjoy the course. Take it with Peter!! (I'm sure Jeremy's section was great, too!)
- d) I found myself getting more excited about my project as it progressed. I became less afraid of sharing my work. I also found myself feeling more equipped to give feedback on others' work. This course was very different than my other courses. Even in courses invested in the culmination of one project, none of them had the group and individual support this course had. This course also pushed us to think bigger about our project and how they more immediately apply to us. I would tell students to have a clear idea about what their project is going to look like, and to write and share as much as possible.
- e) I had a multitude of feelings throughout. Through it all, I always felt uplifted after class or meeting with the trios even when faced with having to do the course over. My recommendation to other students is to share as much as you can in order to get the help that is needed.
- f) This was one of my more rewarding classes. My attitude became more positive as during the course of the semester I felt like I was just starting to have an understanding. I would recommend have a draft near completion by the official first class day - or at least some well formed direction.

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.

The learning objectives for this course are met by addressing the three frameworks related to the synthesis of theory and practice in a program of study (such as in the area of critical and creative thinking or some other):

1) Taking Yourself Seriously: By the end of the semester, the goal of the course is that you no longer need the input of an instructor or the structure of a course to initiate, plan, and carry through projects in your life involving research, writing, and outreach. You will have come to "take yourself seriously" --

not in the sense of “without humor”, but in the sense of not relying on external directions to motivate or reward you, where you (re)discover your capacity to the leader of your own effort to develop change. Such inner-directedness is described in the text by Palmer as “letting your life speak” or finding or acknowledging your vocation, but it is recognized that this goal may take more than one semester to achieve (and may be one that gets renewed at many stages of life)

2) my project demonstrates the 10 goals based on the Phases of Research and Engagement (see syllabus/exit self-assessment for 10 goals)

3) my project demonstrates the 10 goals of Developing as a Reflective Practitioner, Including Taking Initiatives in and Through Relationships (see syllabus/exit self-assessment for 10 goals)

- a) I will comment on each goal individually. 1) I probably no longer need the input of an instructor or the structure to initiate, plan, and carry through on projects, but I have realized that having support is essential to me as I work to take myself seriously. I feel fortunate to have the ability to mimic the structure that Peter has set up within my personal workplace with colleagues and friends. I feel driven and the course has re-emphasized to me that I am capable of rediscovering my own capacity to develop change. I also appreciate that the course description notes that this goal may take more than one semester to achieve. 2) Yes, I hope that it does, but I have doubts as to how well I met each of the 10 goals because the course did not have specific OK/RNR type descriptions as I moved forward. I would not ever change that, however, as I found that one of the highlights of the course was completed each phase for my own gratification. 3) The course did a wonderful job of meeting this goal through the weekly reflective dialogues centered around specific topics related to taking initiatives in and through relationships.
- b) I think we do have the tools to carry on projects on our own now, using our framework and phases method. In a way I think we have already internalized some of these processes by our preparation in 692 and 693 -- I would advise any future students, do NOT try to take either of these classes simultaneously with 694. 692/693 can be taken in any order, but both should be done before 694, so that you can really internalize the frameworks and goals prior to launching work.
- c) The flow of the course definitely leads students to take themselves seriously and to move away from the need for the structure of a course and the feedback of an instructor. The course meets this goal. The course also helps students to design and produce projects that demonstrate the 10 goals based on the Phases of Research and Engagement. And, it helps students to create projects that demonstrate the 10 goals of Developing as a Reflective Practitioner. The course meets all of these goals very well.
- d) 1) This course did a perfect job helping show how to carry out projects independently of a course. I found myself learning how to ask others for help and feel motivated to complete projects that I deem important. 2) My project meets the 10 goals 3) My project meets many of the 10 goals of developing as a reflective practitioner
- e) I personally haven't achieved the goals in the syllabus yet but will work towards them. I have seen others in the class develop and express these goals through presentations and papers. I might be better able to make suggestions after I retake this course.
- f) I feel the syllabus goals were met, I feel there is a bit of personal self-assessment and growth that must go hand in hand.

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) This course has allowed me to advance professionally and personally. Through my work in this course, I probably no longer need the input of an instructor or the structure to initiate, plan, and carry through on

projects, but I have realized that having support is essential to me as I work to take myself seriously. Peter has created a micro-community that allows participants to feel driven, experience failure in a supportive environment, and re-emphasize to a students that they are capable of rediscovering their own capacity to develop change. CrCrth694 is empowering and gratifying if you are excited about nurturing your own line of inquiry and engagement.

- b) I highly recommend this course as a way to develop a project which will be deeply meaningful to you and have a potential lasting external impact if you want it to. You will have the opportunity to internalize a range of reflective, research, and engagement skills. Through this course, the key skills taught in CCT will coalesce and become part of your permanent toolkit. You will need to manage your own time and bring your own energy and passion to the table, and you'll find a supportive community inside the class to help you grow and sustain yourself throughout your project.
- c) This is an excellent course and a real gift to CCT students. The small class size gives students individual attention from the instructor and from their peers. The flow of the focus of the course makes sense and helps students to develop their projects, practice presentations, and share drafts of writing with one another. There is a great deal of honesty in critique and a real desire for each student to succeed with his or her individual project. Because the students' project ideas were personally-driven, there was no competition in my cohort. Rather, the class operated as a think tank and a support group. This was a profoundly positive experience. I am most grateful for this opportunity to be part of this learning community.
- d) CCT 694 has provided me the opportunity to develop my skills as reflective practioner and learn how take initiative in my own projects. After taking this course, I now feel ready to go after projects important to me and feel confident in my ability to tackle the multiple elements that arise in project development. CCT 694 has helped me learn that I do not need to initially possess skills for various project but can learn from research how to develop the needed skills.
- e) I greatly appreciated the size and structure of the class. The trios and dialogue hours were extremely helpful to the process. I got support and motivation from the class to pursue my inquiries into my project. I also enjoyed listening to others projects and providing them support.
- f) This course is a means to help the student attain a personal goal, guidance and support along the way make this attainable. Providing a unique environment the student can complete both their coursework and research on a topic that is self-chosen. The course will allow the student both freedom to explore as well as a scaffolding to support, The writing workshop is invaluable.

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) Yes
- b) Yes
- c) Yes
- d) Yes
- e) Yes
- f) Yes

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

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

- a) 5
- b) 5
- c) 5
- d) 4
- e) 5
- f) 5

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

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

- a) 5
- b) 5
- c) 5
- d) 4
- e) 5
- f) 5