

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) In this course, my personal goals were to reflect on my time in CCT program and identify a way in which they were related/intertwined. I feel as though I was able to achieve this goal. I don't think there is anything I would have done differently in this course, as I feel as though I was able to organize my time effectively and having the course start early helped to stay on track. For me, time was a personal obstacle. Balancing work and school was a challenge this semester, that required me to be disciplined and organized.
- b) My goal in this course was to condense everything I have learned over the past few years and apply it to a real world situation. I accomplished these goals.
- c) I achieved my personal goals and more. I would not have proceeded differently in case I would not have had the outcome that I did. I don't really have any obstacles other than having to work, but work is good too.
- d) My personal goal was to find direction in my career and use the course to push me forward. Today I felt very confident in the resume I submitted within my new field. I do not think I would do anything differently I have made considerable personal improvements over the past 5 months. I have not had many personal obstacles recently.
- e) My personal goal was to find my voice; to have the confidence to complete an idea and have it be my own. I achieved this, through much effort, revisions, and reflection. I would not have changed much, other than to somehow create more time. My final project is not as in depth as I envisioned it at one point. My personal obstacles was balancing this course with another CCT course, which turned out to be very challenging; though the feeling of nearing completion of both is indescribable.
- f) My personal goal was to complete a piece of work which could be considered a legacy project representing my growth and development at CCT. I achieved that goal, and probably wouldn't proceed differently if I were to go back in time and take the course again. The only obstacle to learning more was the course having the length it has. There are certainly additional aspects of my project to be explored, as partially outlined under "Next Steps" in my synthesis.

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) Engaging! Whether it is through listening, sharing, or clarifying it is important to always be engaged in the conversation.
- b) I really appreciated that Peter set aside class time for us to meet with our trios. It helped keep the class stimulating and wasn't burdensome schedule wise.
- c) Choosing a topic that is of relevance is usually what is encouraged in CCT and for good reason, it is what makes the course more stimulating and productive.
- d) I think it's important to make the time for genuine conversations with your partners. I found that using Google Hangouts on my phone was very helpful because it was like a conversation I could have with any friend. I found myself looking forward to check-ins. They understood what I'm going through because they're going through it too.

- e) To make this course stimulating, I had to reflect on our class discussions. This course is different from most, with fewer structured assignments and less lecture and more dialogue between members. I had to participate much more, something that is sometimes difficult for me, but I wanted to make sure we all had something to share to benefit each other. That's what made this course work, working as a team to help each other.
- f) It's important to be present, listen well, and contribute for the benefit of all class participants.

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) I really enjoyed the writer's workshops during each class that allowed us all to really talk about our work, share our struggles, and give each other advice and ideas. This helps to hold me accountable to the work and relate to other students.
- b) I appreciate the fairly unguided nature of the course. Peter was great with giving useful feedback when requested, but didn't micromanage our process.
- c) This course was special in the amount of time spent on one project and the intense focus on that one project.
- d) As I am still feeling the effects of drinking the CCT Kool-aid I have no immediate thoughts on improvement. A positive was definitely growing with others in the program. Though there is no consistent cohort you are in the same courses with the same people. You learn about each other and care about their progress.
- e) What was special about this course was the dialogue. To be able to reflect and share our thoughts, without fear of what I was saying would be incorrect, was a great feeling and really helped me understand the ideas that I was working on. Knowing that this was THE course, to produce a complete, final project, it's intensity was expected, though also rewarding.
- f) I think there could have been 1-3 sessions where we met and exchanged views with Jeremy's class. One session midway with the entire 694 group (both classes), one session in a random, mixed breakout group of both classes, and one session with a switch of instructors. My thinking is, along the way, perhaps we might develop a certain "blindness" to each other's projects, by continually working with the same constellations of people.

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) This was one of my favorite courses in CCT as it had me pull together all of my experiences in the CCT program and make sense of them! To any perspective students, I would encourage them to constantly be reflecting on their coursework and keeping record of that!
- b) I was pretty even keeled with this class, emotionally. It let me do my work and get feedback at my own pace.
- c) My attitude continued to improve, but I liked the work from beginning to end.
- d) A great recommendation to prospective students is to be open-minded to how your work connects with others. Also not to depend on others for the answers to your questions because like a therapist you are asked to look inward quite a bit.
- e) My attitude was fairly positive throughout. There were times were I struggled to put into words my ideas and feelings, but through support from Peter and my group, I was able to stay positive and motivated. The amount of in class dialogue, time and space to focus on an individual project, are unlike most courses, though my overall recommendation to students is to try and focus on this course on its own, without a second CCT course to take away focus.

- f) Excellent attitude going in, and throughout. Because of the amount of discussion in the course, I imagine it might "feel" differently from semester to semester.

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 think the goals expressed in the syllabus were met. I don't see how they could be better met. There was ample support from the instructor and peers.
- b) I feel comfortable in conducting my own research and writing and feel that the goals were met well.
- c) I feel that through my project in the course, the goals have come very easily but I will continue to work on what I have been working on. I have no complaints or suggestions.
- d) I believe the goal of me thrusting myself forward without the input of my course instructor. It's not about the grade at the end of the program its about the journey and seeing that what you put in is what you get out. I believe I have a great start at defining my new professional goals.
- e) This course both fulfilled the course goals as well as my individual goals. I have developed life long learning skills that both allowed me to develop this project but will stay by myside as I develop additional projects in the years to come.
- f) I am satisfied that the work I have done meets the goals expressed in the syllabus.

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) The format of this course was extremely valuable and helpful to the process. It helped to keep you on track, but also provided support from others. Being in this course with people that I have taken several courses with allowed me to feel comfortable, confident, and willing to ask for help when needed. Starting the class early really gave enough time to tease out ideas and get started on the work. The instructor provided feedback VERY quickly after each installment as to not slow down the process. Feedback was always constructive, helpful, and meaningful to my work.
- b) This is a self-paced course where deadlines will sneak up on you if you don't properly orient yourself at the beginning of the semester. It is a course that provides you the opportunity to build a project that

matters to you and gives you encouraging feedback in how your project may be bigger than you initially thought.

- c) In this course, students complete a self-directed semester-long project of their choosing, working towards a change that they wish to enact, personally or professionally. Support through peers and the instructor with consistent meetings is useful for feedback and new ideas. The focus and time given to one project is what makes this course special.
- d) This course on Synthesis of Theory and Practice asks the participant to look at themselves and reflect on what they want for themselves. It is reflective and promotes critical thinking in a clear and thoughtful manner. The ambiguity of the program prompts individual self-exploration. It seems unpractical but it is radical in supporting change. This course has a chain of classes that build upon each other to support the learner. The presentation at the end is a way for the learner to become the teacher.
- e) This is not a course, but an opportunity for personal development and creation of a project, a project that is so much more than anything you have ever created, both in terms of length, complexity, ambition, and personal responsibility. All that you have learned and developed through the CCT program comes full circle. It is not easy, but it is incredibly rewarding and life altering. Trust in the process, trust in the dialogue, trust in each other, and trust in yourself, because when all that comes together, this course and the completion of your CCT student-life will be an everlasting success...
- f) My personal goal was to complete a piece of work which could be considered a legacy project representing my growth and development at CCT. I feel that the course helped me to achieve that goal. Because of the amount of discussion in the course, it's important to be present, listen well, and contribute for the benefit of all class participants. I imagine the course might "feel" differently from semester to semester, depending upon the participants. It's possible that along the way, we might perhaps develop a certain "blindness" to each other's projects, by continually working with the same constellations of people. It might be a good idea to blend both 694 courses for a few sessions during the semester.

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. Excellent
- b) 5. Excellent
- c) 5. Excellent
- d) 5. Excellent
- e) 5. Excellent
- f) 5. Excellent

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

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

- a) 5. Excellent
- b) 5. Excellent
- c) 5. Excellent

- d) 5. Excellent
- e) 5. Excellent
- f) 5. Excellent