

Write out neatly a synthetic statement (1 or 2 paragraphs) evaluating this course. (You might build on/build in your comments from the other side.) Please make comments both to help me develop the course in the future and to enable some third party appreciate the course's strengths and weaknesses. (Imagine a reader who may not be willing to wade through all the notes on the other side, but is willing to do more than look at numerical averages.) Among other things you might comment on the overall content and progression of classes, the phases of research & engagement, and the in-class activities.

In this course, several unique aspects helped the entire process to be more productive. First, the interaction within the class both helped me to clarify goals through my explanations to others as well as theirs to me. Also, I found that each phase of research and engagement provided enough general tools to be applicable to my own research while at the same time being targeted enough to help me to move forward. This course also provides a very unique experience in the way that not only research methodologies are experienced but also in the way that my own thoughts, motivations, and understandings influence me to approach my research and understand why I am inclined to take certain actions (or not) in my research that will ultimately help me.

An unexpected insight from the overall course is that some of my personal inclinations toward research might not always be helpful, so I am more aware that types of engagement in research might be needed in different situations to address different needs. This might also mean that it would be wise for me to realize that some types in research engagement might be uncomfortable for me, so being aware of that helps me to prepare for those situations more effectively. Suggestions for improving the course include an additional element of in-class interactions in which we discuss as a group what concepts from the phase, assignments, or other activities are clear in purpose and which are not. This might help all in the class, in person, to establish what areas might be ambiguous and be able to establish interpretations of the phases that both meet PT's intentions and become as useful and meaningful as possible to the students.

Processes of Research & Engagement, CCT698/692
evaluation
Part II

Course

Write out neatly a synthetic statement (1 or 2 paragraphs) evaluating this course. (You might build on/build in your comments from the other side.) Please make comments both to help me develop the course in the future and to enable some third party appreciate the course's strengths and weaknesses. (Imagine a reader who may not be willing to wade through all the notes on the other side, but is willing to do more than look at numerical averages.) Among other things you might comment on the overall content and progression of classes, the phases of research & engagement, and the in-class activities.

There are three primary components of this course that I most valued and which worked well for me. First, I think the way in which the course is set out is excellent. The process is clear, there are many opportunities for flexibility and exploration, and the results seem to be generally good for people working through the tools and exercises. For me, the process allowed me to try some new tools and to make choices about what I would put to use right away or what I would save for future challenges. I found the process to represent a comprehensive "guide" towards true engagement with my topic and my thinking skills, and I enjoyed (though I did not always take advantage of...) the discipline that the process sought to impose on my occasionally undisciplined approach.

Secondly, I have a great respect for the manner in which the instructor offers thoughtful, insightful and effective feedback on work that is handed in. As a teacher, I find this to be the most educationally rigorous method of feedback, where the message is something like "done is not necessarily complete – there is more, different or better here! Take another look!" There is a deep respect in this sort of instructor/student learning relationship and I both appreciate it and would like to emulate it.

Lastly, I always enjoy the interactions with my classmates. In this course, I think the process and syllabus enhanced the opportunities to really learn from one another. As the course neared the end, I felt I was watching peoples' thoughts come into focus, and this was both exciting and gratifying. I valued this part of the class, and looked forward to coming every week as a result.

Processes of Research & Engagement, CCT698/692
Part II

Course evaluation

Write out neatly a synthetic statement (1 or 2 paragraphs) evaluating this course. (You might build on/build in your comments from the other side.) Please make comments both to help me develop the course in the future and to enable some third party appreciate the course's strengths and weaknesses. (Imagine a reader who may not be willing to wade through all the notes on the other side, but is willing to do more than look at numerical averages.) Among other things you might comment on the overall content and progression of classes, the phases of research & engagement, and the in-class activities.

It is important as a student to be engaged with the course topic and professor. Fortunately for me and other students in this class, the high level of learning that takes place is due to student focused, participatory methodology. It is quite easy to deliver a lecture, teaches talks students write. Learning becomes more meaningful and deliberate when the teacher works as hard as the student and in P.Taylor's class you will gain more than you would imagine. The content of the course is presented with ease and professionalism. P. Taylor is highly approachable and is passionate about his work. He is an active learner along side his students. The CCT program and especially this course have given me a set of sophisticated tools for personal and professional growth and development.

Processes of Research & Engagement, CCT698/692
 evaluation
 Part II

Course

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Before entering grad school, I had the ~~job~~ job of choosing which one can best suit my schedule and help me with my career path. I choose CCT because of the different components that combine's the curriculum to education (because one of my goals is to teach); Philosophy (I like the idea of thinking beyond the scope of thinking; why is something the way it is and is it?); Psychology, (how the mind develops and the changes of behavior associated with it). Bring all of those subjects together and you have a degree that can both enhance you in many ways and satisfy your logic of critical thinking.

I am looking forward to continuing this course and possibly participating in one of the classes (maybe co-teaching/teaching). You can be creative, expressive, (philosopher) thinker, an educator, and psychologist. How many programs allow you to do that?

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evaluation
Part II

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Overall, this is a fantastic workshop. It is rewarding, but also takes a lot of self-discipline. You need to structure your time/effort accordingly. Since you pick the topic you get to cover, make sure you pick it well. Make sure it is of something important to you that will hold your interest for a while. Everything is spelled out in all of the handouts ~~and~~ and in the readings, so navigating through the phases shouldn't be a problem.

Processes of Research & Engagement, CCT698/692
evaluation
Part II

Course

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This course makes students explore/develop personal projects incorporating knowledge-information-experience gathered in other CCT courses. Students build their ideas and projects in a very supportive and comfortable way. There is always support from teachers and peers and each student works at his/her own pace. The methodology used to teach this course fosters deep thinking and confidence. I could see how all the projects-ideas in class grew and got great shape with the help of all. I learned alot and feel ready to do my synthesis project.

Part II

Write out neatly a synthetic statement (1 or 2 paragraphs) evaluating this course. (You might build on/build in your comments from the other side.) Please make comments both to help me develop the course in the future and to enable some third party appreciate the course's strengths and weaknesses. (Imagine a reader who may not be willing to wade through all the notes on the other side, but is willing to do more than look at numerical averages.) Among other things you might comment on the overall content and progression of classes, the phases of research & engagement, and the in-class activities.

THE TOOLS PRESENTED IN THIS CLASS ARE POWERFUL
IN RESPECT TO RESEARCHING AND COMPOSING A PAPER.
CLASS TIME IS VALUABLE AND BEST UTILIZED WHEN THE
STUDENTS ARE FULLY PREPARED. SELF DISCIPLINE AND
MOTIVATION ARE CRUCIAL FOR A STUDENT TO BE SUCCESSFUL.
IT MAY NOT BE WHAT YOU'D EXPECT FROM A RESEARCH CLASS
BUT IF YOU'RE COMMITTED AND 'GO WITH THE FLOW' YOU'LL
FIND YOURSELF WITH AN ENRICHED RESEARCH TOOL BOX.

Part I -- The primary goal of here is to make notes as prep. for Part II, a synthetic statement. Nevertheless, try to be legible because some reviewers might read these as well.

1. **Start with a self-evaluation:** Did you achieve your personal goals? 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?

MOST OF THEM, MY GOALS CHANGED THROUGHOUT THE COURSE. IF I WERE TO TAKE IT AGAIN I MIGHT CHOOSE A DIFFERENT TOPIC. MOST OF MY BIGGEST OBSTACLES INVOLVED ATTUNING MYSELF TO THE PROCESS AND DEALING WITH AMBIGUITIES.

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

GROUP WORK. RECOGNISING THE TALENTS OF OTHERS AND INCORPORATING THEM INTO MY OWN WORK TO HELP ENHANCE THE OVER ALL QUALITY. THIS IS A POWERFUL AND REWARDING STRATEGY.

2. **General evaluation:** How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

I WASN'T EXPECTING THE COURSE TO BE SO PROCESS-ORIENTED. AT FIRST, IT WAS UNCOMFORTABLE BECAUSE IT FELT AMBIGUOUS. LATER, MUCH OF IT WAS STILL AMBIGUOUS, BUT I WAS MORE COMFORTABLE AND ABLE TO COPE WITH IT. TO FUTURE STUDENTS I WOULD RECOMMEND BEING PREPARED WITH A TOPIC YOU'RE PASSIONATE ABOUT AND CAN FOCUS ON RIGHT AWAY IN THE BEGINNING.

3. **Re-read the course description (from the syllabus).** Comment on how well the goals expressed there were met and make general and specific suggestions about how these could be better met.

In this course you identify a current social or educational issue that concerns you—you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue—from envisioning a manageable project to communicating your findings and plans for further work. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

The classes run as workshops, in which you are introduced to and then practice using tools for research, communicating, and developing as a reflective practitioner. The class activities and course as a whole provide models for guiding your own students or supervisees in systematically addressing issues that concern them.

I WOULD SAY THAT THE COURSE DESCRIPTION ACCURATELY REFLECTS THE COURSE PROCEDURES AND GOALS.

Processes of Research & Engagement, CCT698/692 evaluation

Course

Part I -- The primary goal of here is to make notes as prep. for Part II, a synthetic statement. Nevertheless, try to be legible because some reviewers might read these as well.

1. **Start with a self-evaluation:** Did you achieve your personal goals? 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?

I achieved my personal goals. I wanted to do some research using a new/different methodology and be very cautious about the step by step process. I always felt support and motivation. I learned to share and speak without "fear" and learned from my sharing with others.

If I were doing this course again, I would do more reflection in each phase to have deeper understanding in my topic. I now feel that I need to go back.

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

I really enjoyed the class format. It was never monotonous, always fun and making everyone think to the fullest. I would advise students to relax and enjoy the process... the process is sometimes fast and sometimes slow, there is no hurry.

2. **General evaluation:** How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

I was looking for teaching strategies that foster thinking. I found them! I like the way the course it taught. I felt more comfortable in the process through the semester. The course could be improved if some homework was assigned in groups, or pairs. I found that learning from others and the peer support was very positive. This course is only comparable to other courses taught by the same teacher... the methodology is not seen/used in other CCT courses. I would recommend other students to enjoy and take most out of the process.

3. **Re-read the course description (from the syllabus).** Comment on how well the goals expressed there were met and make general and specific suggestions about how these could be better met.

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The goals were met. All of them!

Processes of Research & Engagement, CCT698/692
evaluation

Course

Part I -- The primary goal of here is to make notes as prep. for Part II, a synthetic statement. Nevertheless, try to be legible because some reviewers might read these as well.

1. Start with a self-evaluation: Did you achieve your personal goals? 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?

If I were going to do something differently, it would have to be to decide on a topic sooner. Once I stuck to something I felt passionate about, everything began to fall into place. I achieved most of my goals - I still need to achieve better self-discipline as well as research skills.

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

Pick a topic you love. Once you do that, everything you do becomes alive and relevant. Also, everyone supports each other so don't be afraid to exchange ideas openly and talk outside of class.

2. General evaluation: How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

I'd say to take it. It is a course you have to persevere through. It seemed very overwhelming the first day, but once you get into the swing of things, it's a lot of work, but very rewarding.

3. Re-read the course description (from the syllabus). Comment on how well the goals expressed there were met and make general and specific suggestions about how these could be better met.

In this course you identify a current social or educational issue that concerns you—you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue—from envisioning a manageable project to communicating your findings and plans for further work. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

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Everything is spelled out quite well.

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1. Start with a self-evaluation: Did you achieve your personal goals? 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?

① I believe my personal goals have been met with this course, I have begun to do more research that has given me new directions to go into with my project. ② If I had to do this ~~the~~ course again (or recommend) I would tell the student(s) not to take more than 2 courses when enrolled in 698/692, there is an overwhelming amount of reading atop of your assign + research ③ Major obstacles is the repetition of my course work.

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

① To make a class more stimulating/productive; to have more presentation workshops on progress to maybe spread out the schedule of classes (met somewhere creative, relating to the group).

② My advice would be: don't be overwhelmed by the syllabus plus materials... the class is paced by the syllabus (you can go back and check what assignments you missed (Peter is great about this))

2. General evaluation: How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

Overall the class has been surprisingly good... by that I mean, I though I would be completely lost in the syllabus (although its huge) but very well organized. Re: my attitude about this course, I wish it was offered at an earlier time, with rebalancing work, family + other obligations... it can become pretty hectic (that is why I suggested ~~less class~~ different locations different times (in lieu of reg. class time). My recommendation would be for all students to take this course... its a great resource for writers, presenter,

3. Re-read the course description (from the syllabus). Comment on how well the goals research expressed there were met and make general and specific suggestions about how these could be better met.

In this course you identify a current social or educational issue that concerns you—you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue—from envisioning a manageable project to communicating your findings and plans for further work. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

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For some students it can be a little overwhelming to read the syllabus and organize the material. If you are a full-time student + hold a full-time job... you will need at least 2 wks (+) to maybe put everything in order... maybe take an hour from the second class and organize (explain) the syllabus.

Did you achieve your personal goals? 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?

1. I achieved several personal goals which include learning about building faculty learning communities, and developing an initial framework supported by expert experience and research.
2. I would initiate more out of class discussion with peers via email and/or phone
I would reserve more than the mandatory 2 meetings with Peter. I would say 5 would have been ideal for me.
3. My personal obstacles to learning more from this course is a work/teaching responsibility

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

1. Certainly being an active participant in the course is stimulating, productive, and most importantly makes learning meaningful. The syllabus is highly detailed and includes all of the things a student needs. It is very helpful to me to have everything distributed on the first day of class. Another important feature for me is the inclusion of giving and receiving feedback from peers throughout the process. Elbow's book is an excellent resource and one that I will always have on my bookshelf.

2. Organize yourself the first week of class: notebooks, folders, put all the syllabus papers in order, and most importantly read the entire syllabus to see where you will be going and to develop a relationship early with the course. It is also important to have a designating place in your home where you can leave your papers, books, computer, etc. where they will be untouched. Attend the library session with the research librarian and utilize library resources. Librarians are very helpful and can save you time.

How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

1. This course is no exception in the CCT program. The professor, course materials and teaching methodology lend to learning at a high level.
2. Consider electronic submission of work
3. A paper copy of a final paper include in the syllabus
4. It does not compare with course I have taken outside of the CCT program. This course allowed me to find a voice, revise with pleasure, and enjoy each phase of the course.

3

In this course you identify a current social or educational issue that concerns you—you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue—from envisioning a manageable project to communicating your findings and plans for further work. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

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Processes of Research & Engagement, CCT698/692 evaluation

Course

Did you achieve your personal goals? 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?

I have met one personal goal of advancing in a key area of my life and work. Sadly for me, I did not engage as fully as I could have in all the tools of the course. Consequently, my work, while worthwhile, is not as fleshed out as it could have been. My major obstacle in this course was that it came for me at a time when I could not apply myself fully to the task. I have gotten a great deal from PT's feedback on assignments in the past, but my own difficulties kept me from taking full advantage.

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

Recognizing from the outset that the process here is more important than the benchmarks is very important. That said, a student is missing the boat if he/she does not attempt to meet the majority of benchmarks. Without doing so, there is little opportunity for feedback and reflection, and these are the key elements of the class.

How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

In terms of preparing for large research tasks and/or understanding how best to pull together unwieldy topics, this course is an invaluable resource. In that regard it met my expectations completely. I say this recognizing that I did not do the best job possible of engaging to maximum benefit. Still, I do imagine many opportunities moving forward where I will have the chance (or need) to go back through some number of the steps of engagement. I look forward to that in completing this program, but more so in seeking to test, clarify and evolve my thinking in professional and personal ways.

In this course you identify a current social or educational issue that concerns you—you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue—from envisioning a manageable project to communicating your findings and plans for further work. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project. The classes run as workshops, in which you are introduced to and then practice using tools for research, communicating, and developing as a reflective practitioner. The class activities and course as a whole provide models for guiding your own students or supervisees in systematically addressing issues that concern them.

Did you achieve your personal goals? 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?

Yes, my core personal goal was to find a starting point for myself in my interest of the relationship between theater arts, adult education, and social change. In proceeding differently through the course, I would have spent more time reviewing past work from CCT, especially journal entries, in order to more clearly reveal to myself the areas of importance and motivation that I have found through the program so far. Major obstacles have been to address "too much" information at times and start to settle on finding emerging meaning from the sources rather than find more and more evidence that related to my topic or additional ideas and examples. I found that I was able to find a balance between finding a lot of information and allowing myself to be satisfied that I had found enough to continue.

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

I might suggest that students make an earlier attempt to share questions and feedback about the course with each other and at least try to collectively attempt to make meaning of the assignments and flow of the course. One way to get the most out of the course is to try to take very small actions toward final goals and projects rather than thinking of each assignment as a monolithic element of the course. Instead, I found it helpful to think of each assignment as a set of very brief questions to be answered, and then I felt more comfortable addressing a few at a time. An assignment was often just a compilation of those answers placed into a more cohesive and readable form.

How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

The course met my expectations because I had the structure necessary to move me forward, and yet this structure always allowed me to address my particular needs at a particular point in time. My attitude changed in the sense that I saw the course as less of an element of the entire CCT process and more of a new way to address my topic that is both alternative and complementary to the other ways that CCT provides to me through other coursework. Special items about the course are that it encouraged me to actually do more work than necessary to satisfy the requirements, so my accomplishments from the course turn out to go beyond the coursework; also, the course in some ways forced me to figure out what I needed to be doing, so I felt that some time spent doing this was necessary, but in other ways, some time spent doing this might have been unnecessary because I was trying to figure out how to make the syllabus clear to myself rather than focusing on ideas and concepts.

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