

CCT 693-09 31 MAR
Critical Incident Questionnaire, version 2*

- Diversity of frustrations → Q: Can class (a teacher) help take these on?

- Support + clear or repeated instructions requested to understand task(s), keep focused, catch up,....

Please take about 5 minutes to respond anonymously to each of the questions. 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, and try to make changes in response.

peer-to-peer
as much as from
teacher

- Increasing understanding of connection of tools, in-class activities, AR cycle, our own practice

1. What concrete incidents/comments/reactions in tonight's class caught your attention?

Video illustrated issues + sensitized (Hearing other groups' implementation of principles) different
Different style of people in groups + in larger group / Roles allowed everyone to participate / Following a process, creating a process; evaluating process + linking to our experience / Working in small groups / Alyssa's clear, concise power-point / Diplomatic disagreements led to expressive talking

2a. What excited you? Seeing roles to make small group work effective (All members can participate in small group) / Group ideas / Ashley's presentations / Video / Flexibility + openness in our group / My small group got me involved, made me laugh / Interesting ways to brainstorm / Acronym

b. What frustrated you? Having to squash discussion (as phaser) / At times, expectations in small groups not clear / Roles detailed, confusing, need re-naming? / Constant snacking + chewing / Using structure outside class w/ individuals who don't appreciate it / Room is hot / Not everyone has done W-T-P presentation / Reporter, recording the whole time = not fair / Was participation-access equal? / I'm nervous + scared of instructor / At start, didn't understand connection to research / Talking was distracting from task

3a. What trends do you see emerging in the classes? More interactive, flexible, increased class participation. CCT always / Looking at how I approach co-operative learning / We understand the rationale + structure / More community + trust / Hearing people say they are behind. Some nudging is needed / Individuals must build community to affect change / People are using methods from other classes to understand this class / Connecting the AR phases to in-class experiences, our practice + readings / Not sure

b. What are the implications of these for your learning and thinking? Important to come prepared for activities + discussion / Additional reading + reflections / It's hard to navigate course materials + concentrate on the content / Embrace ambiguity / Building opportunities for people to become locked at how to build opportunities for people to become invested in process / My responsibility to connect classes / This method might solve problems w/ my siblings / Feedback + insight for future AR + group work / Not sure / Apply tools

4a. What might be your next steps as a learner-participant in this course? Need to get my AR project moving + catch up / Ask classmates about their process, revelations, learning gains / I need to reengage myself with project work + other participants / Think more about constituency investment / Connect classes to my practice / Bringing this method into my own organization / Pay attention to my behavior in small groups + coop learning / Be more involved (but fearful) / Not sure / In class clinics to catch up / Data collection + resource gathering

b. What support would you like in taking those steps? Flexibility + support appreciated / Proactivity / Space + opportunities / I need to take ownership of this myself. Examples of models / tools to get buy-in / Reach out to others / Class assists me (as my constituency) / More feedback from others / More personal reflection / Teacher support + Classmate support / Provide clear feedback in dialogue session / Help navigating wiki + staying on task + motivating me

*For use later in the semester when trends are emerging. Adapted from the CIQ in class 1 in light of "Sense-making" theory; ref. Dervin, B. (1999). "Chaos, order, and sense-making: A proposed theory for information design," in R. Jacobson (Ed.), Information Design. Cambridge, MA: MIT Press, 35-57.