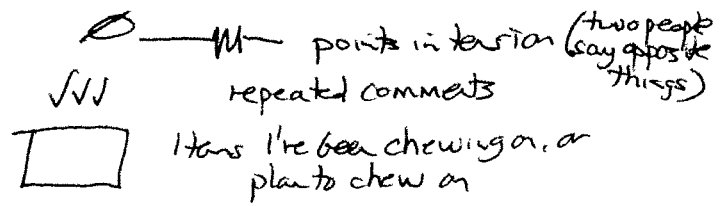


CT 693 Fall 2010 Session 1
Critical Incident Questionnaire*



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? *Discussing epicycle*

Topic: "What can enhance the learning experience of students during breaktime?" / No one asked about whether agreement as a class on AR topic counts / "It's about control" / Got to see other people's perspectives on what had seemed a trivial matter / Reflection ongoing / Cycle-epicycle process like movement of planets / Gradual exposition of the facets of AR process / Overview of model/cycle clear & effective / Hearing other students & professor *shack break can demonstrate AR*
 Getting positive feedback in pair / Action / Jumping too far ahead / Something as simple as

2. At what moment did you feel most:

a. engaged with what was happening? *As class began to discuss different research practices step by step.*

Thoughts about past research experiences / Beginning / Pair discussions / Hearing students share in pairs / Example of assessment from education - How is it used for improvement? / Concrete examples of research process / Reflection / Thinking about what topics could be addressed during phases / Realized I was jumping way ahead. *Contrast with the speed drill approach.*

b. distanced from what was happening?

After an hour the topic ^{food} became boring / End / Discussion of MCAS / Moving thru ^{later} steps w/out think-pair-share / When we got to action proposal / Certain new terminology / Compressed AR activity / Distracted helping a classmate

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

a. most helpful or affirming? *Listening to my classmates / Dialogue w/ students (3 better than 2)*

Hearing ideas of others improved my thinking about AR / Renessa looking at Gona on skype / Syllabus useful / Building on & expanding a student's idea / Another student asked "who cares?" → understanding what we were ^{doing} / Some students taking the exercise where they wanted / Pairing after individual thinking worked well / Are you really going to use my research? / M.A. reminded me how reflection works / Includer moving round the room

b. most puzzling or confusing? *None / Very start of process, slightly unclear*

How will I use diagram? / - / Not sure / Making an action proposal w/out research / Diagram / Discussion of final steps / Still digesting the whole model / Mars/Planets reference

4 (Optional). Other comments? *None / Good intro. Last 30 minutes felt long*

Didn't feel overwhelmed. Good introduction. Challenged, not frustrated / Tired after work. Two classes in a row *Need to be well rested* / Give an example of research to work with / Looking forward to next week / I have ideas for applying this to a project. / Excited about the class & analysis of process / Some topics/illustrative examples helped / Healthy snacks are critical

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