

Critical Incident Questionnaire, version 2

CrCTh693
27 Mar 12

* Issues PT is chewing on/working on now
✓ repeated comments

— M — tension

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

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.

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

Designation into roles / Group projects - everyone had a chance to participate. Assigned roles made activities cleaner / Kid puts arm's shoulder in front of low status kid / Duality of roles for 2nd activity - interesting, complex + overwhelming to digest / Both groups focused on process, not guidelines / Idea of using a talking stick / Both groups moved from assigned roles in 2nd activity + focused on task / Video = influential primer / Practical application of group tool. / Creating equitable + fair working groups.

2a. What excited you?

Allowing each person's ideas to merge into a group whole / No time to get bored. 2 1/2 hours not long enough. Enjoyed it a lot. / I was kid who spoke much in groups / This process for groups worked well. I liked it / Sharing my WTP presentation / Als excluded in other situations / Thinking about thinking in the 1st activity / Sophia's reflective action within action / Seeing groups work + consciously assess their process.

b. What frustrated you?

Designated roles. Lack of formal break. / Compare + contrast activity - Too much attention to process over content / Remembering + organizing Calhoun's model / n/a / 1st time through none clear on roles so chaotic / Lack of clear leader/moderator in small group / Confusion at start of activity. / Starting late + rushing into activities / Confusion about my role.

3a. What trends do you see emerging in the classes?

* Ability to work collaboratively. / ~~Reflection on what we are doing~~ / Growth + development of ideas / Group work + presentations / People more comfortable with following the flow, less anxious about ambiguity / Reflection of a non-linear research process w/ blurring between steps + phases / More participation + equality of sharing. Class content taking form for me. / Interesting discussion era when reading not done enuf. / Class supports each other - fosters quality, new ideas + belaying / Influence of multiple perspectives / Practicing activities + group reflection as method for individual learning.

b. What are the implications of these for your learning and thinking?

How does collaboration relate to individual projects? / Reflection on what we are doing / Improve my own teaching process / Be more open to trying different tools + processes / Non-linearity forces us to be more open to what emerges / I am learning + becoming more comfortable with class content / Helping me deal w/ uncertainty + embrace supportive class helps w/ my AR project + allows me to build constituency it as part of learning + growing / I can bring tools + activities to my own thinking esp. about participation in group project. / Terms of ARC + E hard to keep a grip on

4a. What might be your next steps as a learner-participant in this course?

Thinking about each tool as it would be developed in collaboration. Constituency building. Get assignments done / More check-in to get over confusion about projects / Nailing down the extraneous parts that eat up time + energy / Developing my evaluation process / To participate in class activities + complete projects. / Try tools in my own work / I am making concrete headway / Continue practicing exercises in class / Make more time to organize materials / Be more conscious of these research processes in my own work.

b. What support would you like in taking those steps?

More group work to match projects w/ cycles + epicycles. Clear idea of assignment requirements / Buddy check in or meeting with prof. / Spend time in computer lab. Use alternative for submitting work. / Delta feedback / Discussion in groups / Complete process as established / Helpful to practice tools in class / Re-use tools introduced at the beginning / Another work-in-progress presentation / Keep practicing / Felicia checks in w/ Peter about whether materials are organized for class / Continued engagement in these kinds of activities