

1. What incident/comment/reaction/quote stands out from this experience?

- I hadn't really understood what this course was about, but now I have a much better sense.
- What are the students' needs in taking the course?
- reviewing the REVIEW or DESIGN of ACTION RESEARCH worksheet. I feel this helped me get a clearer understanding of the course.
- The fact that students don't pay attention and don't read instructions, which ironically in the interview was admitted by the interviewee as well. Everyone is so busy, they can't even eat before class, which struck me since I barely had time to get home today and get lunch before getting online for this class. So, I am also admitting to the same problem.

2. At what moment did you feel most:
a. engaged with what was happening?

- When we started the case study.
- When everyone came up with different questions for inquiry to illuminate the background
- Throughout the group discussions and following along with additional worksheet
- I was most engaged when during the inquiry and reflection phases each of us was building on what we said and referring back to these comments. That idea of not just learning content, but learning from our diverse experiences and perspectives built meaning and interest. It also was intriguing to be asked to be an "action researcher" of ourselves as online students.

b. distanced from what was happening?

- Going through the graphic at the end
- When the skype broke up early in our time together
- Navigating through links/finding the appropriate links (since I wasn't familiar a wiki style class)
- I was most distanced during the scroll through and of the going back and forth to wiki links and pictures. How appropriate to have technical difficulties experienced as we discussed this as our case study. It was humorous to suggest we do multitasking activities to keep students interested and then find it didn't really work all that well for me. It was a reminder to stay focused (even as asked to multitask) and to not let the technological frustration divert me from content.

3. What action that any participant (incl. teacher/facilitator) took (including, if applicable, online interactions) did you find:
a. most helpful or affirming?

- n/a
- Instructor planning a break in the middle of the two hours
- Hearing what other students had to say regarding one question in which I seemed to be a bit confused. It was helpful to "pass" and hear other ideas to help me understand.
- The most helpful interaction was the using of each other's names (even if just voices online) and the introduction. It was helpful to bring in a "good experience" of trying out an idea to set a positive start too.

b. most puzzling or confusing?

- n/a
- How we would arrive at a single proposal for action after a group raises so many issues and possible reframings of the situation & what needs changing
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- The most puzzling/confusing--had to be the way the course will work compared to others. I had thought (like Synthesis and the freewrite that the Processes students did last Tuesday night) that I had to have an idea ready to go for today because Peter is teaching all three.

4 (Optional). Other comments?

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- I appreciated that the class is being held with three students and I look forward to learning from LTET peers.
- Thank you Peter and CCT for making me as an online student feel valued and important enough to still have the course this semester so that I have the opportunity to be able to graduate in the time line I had wanted.