

Write out neatly a synthetic statement (1 or 2 paragraphs) evaluating this course. (You might build on/build in your comments from the other sheet.) 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 effect of the PBL unit, and the in-class discussions.

The course initiates me into an appreciation for wading through questions, boundaries, barriers, + uncertainties. It is an uncomfortable process at times a looking back I now appreciate the "trial-by-fire" like effect of the PBL unit. The PBL section at first felt somewhat disjointed from the remainder of the class, but I realize now I used it to gain a comfort level for critical assessment + questioning.

I certainly encourage people to take the course, but realize many who would most be changed by it might be turned off by its non-traditional format. But if you want to challenge yourself + risk your viewpoints this class provides an encouraging + supportive arena for a demanding + ongoing process of re-evaluation. Its a frustrating, but rewarding non-linear journey.

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This was my first term in CCT program, which sometimes felt like an immersion in a new culture, so I would encourage the early use of documents like Peter's "journey" paper & something similar about PBL and some history & explanation of the methodology. I think this would add to & not detract from the immersion experience.

The subjects & material worked on were terribly interesting and very relevant to my interests: science education & the part science must play in political change. It attracted students from diverse yet relevant backgrounds.

so that we have a foundation for an alternative for learning style and some insight into Peter's thinking.

Science, Technology & Public Policy, PPol749

Course evaluation

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 sheet.) 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 effect of the PBL unit, and the in-class discussions.

The course met my expectations in giving me a foundation of knowledge about how science and policy are connected. The knowledge built as the course progress ~~in a way that~~ allowing me to learn about myself; ^{specifically} ~~and~~ the way I would confront a decision. ~~without forcing me to do so.~~ The ~~the~~ themes were key to the development of my understanding and the readings were relevant and interesting. I came into the course worried about the ^{science} issues and my lack of understanding of them. I wanted to be able to make informed choices when voting and otherwise determining my stance on issues. I think the most valuable thing I learned is that fear and uncertainty cause ~~the~~ inaction and critically thinking is best done in groups. Engaging in the ~~the~~ topic is the best way for me to learn and this course was set up to allow me to do that.

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As a non-scientist, I was apprehensive about taking this course - I was afraid that some of the vocabulary and finer points may be lost on me. However, much to my surprise, the course is ~~less~~ more about learning how to critically assess issues (which happen to be scientific and technological in nature) than it is about specific scientific policies. The class takes a very holistic approach to learning, and doesn't assume any sort of prior knowledge. Although students may enter with varying degrees of speciality and expertise, they quickly learn their limits during the PBL unit. Perhaps the most difficult aspect of the PBL unit (for me anyway) was ~~that~~ reconciling the fact that no definitive answers or solutions would be discovered. There is a certain degree of risk involved in entering this course as it will most certainly push you to evaluate your own opinions and notions about science, technology, government, society and learning in general.

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?

Yes, I achieved my personal goals; however, I don't believe my goals fully encompass the themes and educational ^{aspects} ~~experience~~ of this class. What I anticipated was nowhere near the actual experience... I learned a completely new way of looking at issues that is highly advantageous, despite my earlier apprehensions. I had difficulty taking risks - coming into a discussion without a formed opinion or researching topics about which I knew very little - if anything at all.

What have you learned about making a seminar 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've learned that the specific ideas and details that we cover are not the important aspects, but rather ^{it's} the tensions and disagreements that push your understanding. Sometimes both sides are both correct - that's tough to swallow at times. I would advise students that they will exit the class with more unanswered questions than they had coming in, but to not be afraid because that's where

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 (-ve & +ve)? How does it compare with other courses? What would be your overall recommendation to prospective students? (Oh! And I loved that all the readings were either online or on ERCS!)

During the first few weeks, I was very uncertain about learning how to navigate the PBL and course readings. I must have referred back to the PBL directions dozens of times hoping for some new found inspiration or understanding. In the end, though, I think leading off with the PBL set the tone for the rest of the course - that critical thinking and a sense of adventure was necessary. The only problem - ~~if I were~~ I think I would have had a problem taking this course in conjunction with another because of the amount and complexity of the readings.

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.

After an introductory session in which students identify their personal, intellectual and professional interests, three class sessions are devoted to addressing a scenario (to be determined in light of the students' interests - see week 2) in the tradition of "Problem-based learning" (PBL). The PBL work allows students to expose and coordinate a range of angles for investigating an issue, practice tools for rapid research, and gain a shared experience to refer back to during the discussions of readings that make up the rest of the course on "Boundaries" (Who is included/excluded in shaping research and its applications? In what ways is that made to matter?) and "Uncertainties" (To whom and in what circumstances is it important to reduce uncertainties in the predictions and implications of research?). Students also define and undertake individual projects that connect the course themes to their individual interests. Students should consult the supplementary bibliography for the many topics, case studies, and themes that cannot be covered during a single semester.

I guess I'm just seeing the bibliography part for the first time. the syllabus is rather large & I must have skipped over it. maybe the link could be larger? I'll go check it out though!

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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? *I achieved my personal goals. I would have taken the class separately because I didn't have enough time to devote to it. My major ^{obstacles} goals have been to let my guard down and let ^{the} ideas flow even if I don't know ^{what} I am talking about (i.e. don't have any ^{prior} knowledge about the subject). People will and have filled in my gaps in knowledge, helped me draw conclusions, and ^{for} presented alternative ideas. It is about learning and growth - I have to engage in it and remember ^{that}*

What have you learned about making a seminar 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 think it is helpful to make the students "the teachers" and have the Prof. fill in the gaps if necessary. Peter did this many times and he often let us make connections on our own with a little guidance or prompting. I think I will remember that material best because I was engaged in it. As I noted earlier, I wish I had more time to read but the reading selections were important to my understanding science and policy connections.

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It did meet my expectations. My attitude towards the readings changed once we were each responsible for writing up one. I felt the pressure to really understand it so that my classmates would have it. Maybe we could have done another activity to ~~compare~~ ^{remember} what happened in the readings ~~with a modern in the time they were written to~~ within the class. Once I understood them during class discussion

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I thought that they were well addressed. over the summer it was suggested that we read Dickson's Book 'The New Politics of Science.' It was helpful in giving me a foundation to build on. I think that chapters from ~~the~~ Peter's writing should have been assigned as well. I tried to do it in my paper and the feedback was helpful to further understand it. I would want to think about it for a while and then try to use the information in a group setting.

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No - but due more to unrelated issues

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

work on preparing readings by paying attention, for instance, to Why you underlined some passage & making note in margin or some method of having your thoughts more present during class.

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was satisfied of my course - partly because of the subject matter - fascinating - but also because of the seriousness & intelligence of the other students. A very interesting group.

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Add? Preliminary reading/discussion of PBL for those for whom it is ~~if not~~ a foreign concept, ~~but~~ at least - those terms.

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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? I certainly feel that I have expanded personal, abstract boundaries - my own model for how I think + approach ideas. Substantively, I am left with many journeys I want to undertake.

I would have spent less time establishing/exploring dominant paradigms + more time in a relaxed exploration of what little pieces from various sources struck me (for good + bad) & why. What have you learned about making a seminar format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

My favorite aspect of seminar formats is the luxury of placing your own views in the context of your peers - listening. Take the time to re-evaluate your thoughts on a class' readings after integrating what you hear ^{from} / agree / disagree w/ your peers.

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Accurate, except I feel this line was left a bit to the "oh, yeahs"

fails to be brought up as secondary point of individual class topics/discussions but don't feel this diminishes either PBL or the various readings.