

HONORS 380 Week 2 Fall 2010
Critical Incident Questionnaire*

✓ = point made by more than one person
-M- = points in opposition or tension
* = points P.T. is chewing on especially
= related points

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?

technology is worth trying out, whether or not you like it / we are allowed room to develop our ideas + branch out / researching goals/purpose of the class - clarified things / ta questions about research / discussing PBL w/ classmate & getting interested in his topic / "No doing" (gen. engineering & the env!) / working w/ Prof. to arrive at interesting topic / Prof.'s advice not to push specific agenda /
* example of arriving at flu orphan topic / clarification of technology / talking w/ classmate about topic - my brain woke up
Daniel: Cold War -> many tech. advances

2. At what moment did you feel most:

a. engaged with what was happening?

Prof. going thru list of important things to look at / talking individually about my topic ✓
Researching my PBL topic / talking w/ partner about direction of my PBL / talking with my partner about nuclear power
Finding links off links / Reading about chaos theory / the last 20 mins

b. distanced from what was happening?

hectic start of class (but it felt better) / left alone too long to research without parameters of progress
when talking about syllabus / talking about technologies / when we started the PBL exercise / explaining wikipedia w/ buddha / Before I started brainstorming on paper / before class thinking about errands
the middle 20 mins

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

a. most helpful or affirming?

everytime Prof. confirmed what was happening / help developing my topic & giving potential to branch out
hearing goals of our research -> think better about my topic / Prof. circulating & talking about our research ✓
partner working out my PBL w/ me / Research is about real-world / Prof.'s example of flu orphan topic
understanding goal of learning new info & connecting ecol/sci/social / allowing class time for research
discovering knowledge I already have Prof. response to Qs @ tech /

b. most puzzling or confusing?

figuring out the links / not enough instruction of what to research / the technology / how to upload work
PD workbook / tying together gen. engineering & the env / Private wiki vs. group wiki *
Not confused / wikipedia (but I get it now) / the direction of my project / discussing research methods
* What is presentation about - target audience?

4 (Optional). Other comments?

using so much technology seems overcomplicated / N/A / confused about PBL & wiki at first, but I think I'm getting the hang of this / enjoying class & looking forward to developing research with you
Feeling more confident this week

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

CCT640 - Fall 10 - Week 2 Critical Incident Questionnaire*

Things for PT to keep chewing on/working on
Also *

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?

P.T. explaining thought development/note-taking process - similarities w/ my sketchbooks/

② Why we are using the wiki/Talking w/ Sam about high C footprint of hybrids/To not work in isolation
Having an idea of where PBL is going + what's expected of us*

2. At what moment did you feel most:

a. engaged with what was happening?

Creating & discussing 10 Qs for 2 PBL ideas/

Talking w/ others about our projects/ ①

b. distanced from what was happening?

② Waiting for laptop to connect to wireless/ Only me without laptop/ Google Scholar - BPL - UMass Library card
Conversations about dogs/ Trying to access computers in the lab

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

a. most helpful or affirming?

Rationale of PBL liberating - I have a say in the research/ Running thru wiki on computer/
Discussing my topic w/ Peter → redirect the focus*/ Discussion w/ classmates/
Getting my BPL card w/ help from others

b. most puzzling or confusing?"

— / maybe a bit of everything/ Has to use BPL card now that I have it/ Getting a topic I can't resonate with

4 (Optional). Other comments?

Look forward to PBL process & hearing presentation/ I am really enjoying the class/ ③
This class was a good, collaborative working session - look forward to more

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