

Anonymous end-of-semester evaluation of CrCrTh 692 Spr '10 face2face Profile Report

Date Published: 06/17/2010

Response 85679004

Survey Page 0

1. Start with an evaluation of yourself

Think about your personal goals in taking this course -- Did you achieve them?

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'm not sure that my goals were clear entering into the course. They certainly became clear shortly into the course though. If I were doing this course again, I might set a goal for myself, with the understanding that it is allowed to change.

My major personal obstacles to learning more included keeping up momentum- I had periods where I lost my momentum and focus when we had individual assignments to do in addition to research.

1. Self-evaluation (continued)

What have you learned about what you have to do to make a workshop-format course about research stimulating and productive?

I would say that the energy of the class as a whole kept things stimulating, and I would use that when teaching a class of my own. Having group check-ins also kept it stimulating, but it really is up to us as teachers to facilitate that.

2. General Evaluation of course

What was special about this course (+positive and/or -negative)?

How did the course meet or not meet your expectations?

In what ways do you think this course could be improved?

- + the facilitation of sharing with groups
- + the emphasis on the project as a "work in progress"
- + the assignments, though hard to stay on top of at times, kept me on my toes and kept me IN the process.
- + the periodic check-ins with the instructor

Room for improvement: A little more time for face-to-face feedback from peers on the final paper would have benefited me greatly

2. General evaluation (continued)

In what ways did your attitude to doing the course change through the semester?

How does it compare with other graduate courses?

What would be your overall recommendation to prospective students?

At the start of the semester, I was overwhelmed by the syllabus and the uncertainty. The instructor and my peers quickly helped me get over that. The coursework was laid out so that it kept you in the process, if you were committed, and the check-ins with instructor and peers reinforced that. So if you were ever lost you could find your way, if determined to do so. That's what I would say to prospective students about this course- you have to be

independent in your hunger for research, but the support system of the class is wonderful if you return the support (sort of like karma ;)

3. Evaluation in relation to the course description

Read the course description/goals below.

Comment on how well the goals expressed in the syllabus were met.

Make general and specific suggestions about how these could be better met.

In this course you identify a current social or educational issue that concerns you, e.g., you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue--from envisioning a manageable project to communicating your findings and plans for further work. The classes run as workshops, in which you are introduced to and then practice using tools for research, communicating, and developing as a reflective practitioner. The class activities and course as a whole provide models for guiding your own students or supervisees in systematically addressing issues that concern them.

I think the description is very realistic. The one thing I experienced during the course that I would infuse into the description is what I write above- that the instructor acts as a facilitator who fosters a support system in the class.

Perhaps yet another thing that could be infused is the idea that you leave this class with an "open book," a body of work that allows for future exploration and growth.

4. Synthetic statement (1 or 2 paragraphs)

Building on your comments from Qs 1-3, compose a synthetic statement (1 or 2 paragraphs) evaluating this course. (Imagine readers who might not be willing to wade through all the answers to Qs 1-3, but are willing to read more than simply the numerical averages of standard course evaluations.)

Please make comments that help the instructor develop the course in the future and that enable some third party appreciate the course's strengths and weaknesses.

Among other things you might comment on the overall content and progression of classes, the session activities, and the use of web-based technology to support the learning in the course.

I entered into this course with some uncertainty of where it would take me, and how successful I would be with such a serious and personal research project. I was pleasantly surprised to find an instructor who acted as an encouraging facilitator, and a room full of peers who acted as a support system. The course itself is strategically designed so that each step carries you along a path of discovery, if you are motivated to follow it. This path allows room for detours and a whole lot of growth. What you end up with in the end of it all is a body of work that will allow for future exploration, and "open book," so to speak. During this course, I really became more confident in myself, my personal work in the world, and HOW I can begin to take action.

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Response 85679235

Survey Page 0

1. Start with an evaluation of yourself

Think about your personal goals in taking this course -- Did you achieve them?

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 the goals I set for my self in this course. Although I began the course with the intention of maintaining organization, I found that my life was a little more chaotic than anticipated and I was unable to stay as organized as I would like. If I had the opportunity to take the course again I would dedicate more time to organization.

1. Self-evaluation (continued)

What have you learned about what you have to do to make a workshop-format course about research stimulating and productive?

I have learned that flexibility is very important. Set aside the preconceived direction that you bring into the course and be open to exploring in a different direction. I believe teams help to motivate one another and also add a different perspective to your work.

2. General Evaluation of course

What was special about this course (+positive and/or -negative)?

How did the course meet or not meet your expectations?

In what ways do you think this course could be improved?

+ stimulating, informative, syllabus and information were easy to understand
- more team interaction

2. General evaluation (continued)

In what ways did your attitude to doing the course change through the semester?

How does it compare with other graduate courses?

What would be your overall recommendation to prospective students?

At first it was a little uncomfortable because I was unsure of the direction, the syllabus seemed overwhelming, but as the course developed, everything fell into place and I found the course comfortable.

I would recommend this course to other students. I feel that it offers the opportunity to get to know yourself and your abilities better. The course offers a journey of self-discovery.

3. Evaluation in relation to the course description

Read the course description/goals below.

Comment on how well the goals expressed in the syllabus were met.

Make general and specific suggestions about how these could be better met.

In this course you identify a current social or educational issue that concerns you, e.g., you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue--from envisioning a manageable project to communicating your findings and plans for further work. The classes run as workshops, in which you are introduced to and then practice using tools for research, communicating, and developing as a reflective practitioner. The class activities and course as a whole provide models for guiding your own students or supervisees in systematically addressing issues that concern them.

The syllabus description perfectly described what the course entailed. The only suggestion I have is to create work teams.

4. Synthetic statement (1 or 2 paragraphs)

Building on your comments from Qs 1-3, compose a synthetic statement (1 or 2 paragraphs) evaluating this course. (Imagine readers who might not be willing to wade through all the answers to Qs 1-3, but are willing to read more than simply the numerical averages of standard course evaluations.)

Please make comments that help the instructor develop the course in the future and that enable some third party appreciate the course's strengths and weaknesses.

Among other things you might comment on the overall content and progression of classes, the session activities, and the use of web-based technology to support the learning in the course.

I believe the goals were very well expressed and met. The descriptions were right on target with what was actually presented. The syllabus was detailed. Possibly a little too detailed at times, but easily understood with good examples for every phase throughout the semester. The workshops were well designed and provided a good reference for each phase we entered. Overall, I feel the workshops encouraged growth as we developed throughout the process.

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Response 85679284

Survey Page 0

1. Start with an evaluation of yourself

Think about your personal goals in taking this course -- Did you achieve them?

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?

After hearing all of the war stories about 692, I was apprehensive about taking the course and what I would gain from the experience. Over the past few years, I had written a number of papers for different courses and thought that I could just begin researching the topic and be on my way to writing. In terms of my personal goals, I wanted to produce something that would be useful for me in my own work--at this point in my life I really want what I do to have meaning. Taking these courses are a sacrifice in many ways--I have a full time job that I need to leave, a family that does not get to spend time with me, and the financial sacrifice to pay for the courses. If I were to take this course again (and thinking about 693), I hope to be more open to the process from the beginning. I plan to do some more thinking about my future goals prior to the fall semester. In terms of personal obstacles, the biggest challenge has been tempering my own expectations and being willing to appreciate my own achievements.

1. Self-evaluation (continued)

What have you learned about what you have to do to make a workshop-format course about research stimulating and productive?

I have to find more ways to engage my peers--this course became more relevant to me after we began working in small groups. I had a similar experience in philosophy last semester--once the members of the class had more input, we gained more from our discussions.

2. General Evaluation of course

What was special about this course (+positive and/or -negative)?

How did the course meet or not meet your expectations?

In what ways do you think this course could be improved?

I feel that I gained a great deal of insight about myself and the apparent contradictions that I have. In my own work, I always consider process but in this experience it was difficult for me. I wish I had gotten to know members of the class earlier in the semester. This was a larger class and it was difficult to engage with others--to benefit from their opinions and experiences.

The course met my experiences as I am pleased of the work I have done--the outcome of my research and engagement is a document that characterizes the efforts of my work. The only aspect that did not meet my expectation was that I would have liked feedback about my draft earlier. I felt that I was not able to do much work this week as I waited for comments.

I would suggest the draft be due a week earlier to allow for more peer review and teacher

feedback. I would suggest creating peer groups earlier in the semester.

2. General evaluation (continued)

In what ways did your attitude to doing the course change through the semester?

How does it compare with other graduate courses?

What would be your overall recommendation to prospective students?

I became more appreciative of the work we were doing and the intention of each assignment. I have found myself describing the benefits of some of the assignments.

I learned a great deal about myself and the process of researching. I still need to work on the engagement.

While it is a required course for graduation, I do find the course rewarding. The timing and sequence of the courses in the program is difficult--there were some students who were at the beginning of the course with others almost at the end. While it was helpful to have a variety of experiences, this course is well suited as a culminating course.

3. Evaluation in relation to the course description

Read the course description/goals below.

Comment on how well the goals expressed in the syllabus were met.

Make general and specific suggestions about how these could be better met.

In this course you identify a current social or educational issue that concerns you, e.g., you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue--from envisioning a manageable project to communicating your findings and plans for further work. The classes run as workshops, in which you are introduced to and then practice using tools for research, communicating, and developing as a reflective practitioner. The class activities and course as a whole provide models for guiding your own students or supervisees in systematically addressing issues that concern them.

I believe the goals of this course were met through the varied assignments. I would suggest more opportunity to engage with others in the class. Once we developed our cohort group, we were able to help one another.

4. Synthetic statement (1 or 2 paragraphs)

Building on your comments from Qs 1-3, compose a synthetic statement (1 or 2 paragraphs) evaluating this course. (Imagine readers who might not be willing to wade through all the answers to Qs 1-3, but are willing to read more than simply the numerical averages of standard course evaluations.)

Please make comments that help the instructor develop the course in the future and that enable some third party appreciate the course's strengths and weaknesses.

Among other things you might comment on the overall content and progression of classes, the session activities, and the use of web-based technology to support the learning in the course.

The objectives of this course provide students with the opportunity to gain insight and experience about the process of research and engagement. Through a series of assignments, students move from an initial idea through research and engagement with others in the field to produce final paper or project. This course endeavors to provide CCT students with practical knowledge and opportunity to apply the different phases as they journey to better understand a relevant topic.

In making this course more successful, students should have an idea of their topic prior to the first class. In this way, students will be able to take advantage of the stages from the onset. Students who work diligently to complete each assignment will meet with success in this course. There is an opportunity at mid-semester to hear "work-in-progress" updates from all members of the class.

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Response 85679578

Survey Page 0

1. Start with an evaluation of yourself

Think about your personal goals in taking this course -- Did you achieve them?

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?

Originally, I took this course simply because it is required. I'm not sure I entirely understood what it was about or the level of work it would entail. Were I to do this again, I would take CCT 692 on its own and not when I was already taking another course. Under the best of circumstances, I could not have anticipated the personal and emotional demons and questions that 692 would call forth. It would have been challenging enough had I been able to give it my full and undivided attention. Instead, my time and attention were fractured. Added to which, the focus on process and reflection is counter to my usual mode of working. I have been uncomfortable and disenchanted with my performance the entire course.

1. Self-evaluation (continued)

What have you learned about what you have to do to make a workshop-format course about research stimulating and productive?

Time is a huge factor for me. I have learned this about myself in other areas. I don't process quickly. I am not able to quickly and fully name my thoughts and feelings, but because life moves so quickly, they often go unexamined in my effort to keep up and keep moving. I learned that I need to ask for and allow others to help so that I can give that gift of time I need to do the emotional and mental work required.

2. General Evaluation of course

What was special about this course (+positive and/or -negative)?

How did the course meet or not meet your expectations?

In what ways do you think this course could be improved?

I felt engaged, energized and inspired in every class meeting. It was eye-opening (and often intimidating!) to learn about and practice the process, research and communication tools taught throughout the class. The camaraderie and shared wisdom and insights of my classmates were a true gift. I floundered most (nearly drowned) when I wrestled my way through the syllabus at home. I did not use to best advantage the opportunities available to receive help and advice from my peers. My default is to soldier on alone. For me, a more directed requirement to reach out would have helped me overcome my reticence to "bother" my classmates. I also found the the gigantic PDF unwieldy and intimidating. I truly value all the information that is in there, but it was a little like drinking from a fire hose. Would it be possible to pare it down to a more spare roadmap, with links to all the backup materials online?

2. General evaluation (continued)

In what ways did your attitude to doing the course change through the semester?

How does it compare with other graduate courses?

What would be your overall recommendation to prospective students?

I went from a place of bafflement, discomfort and frustration to a place of slightly less bafflement, discomfort and frustration moderated by a growing appreciation and understanding of what this course is really helping me to do.

My overall recommendation to other students would be 1) don't take this with another course; 2) find a buddy early and talk regularly and often; 3) find a peer who took the course already and enlist his/her support.

3. Evaluation in relation to the course description

Read the course description/goals below.

Comment on how well the goals expressed in the syllabus were met.

Make general and specific suggestions about how these could be better met.

In this course you identify a current social or educational issue that concerns you, e.g., you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue--from envisioning a manageable project to communicating your findings and plans for further work. The classes run as workshops, in which you are introduced to and then practice using tools for research, communicating, and developing as a reflective practitioner. The class activities and course as a whole provide models for guiding your own students or supervisees in systematically addressing issues that concern them.

The course does what is set forth in the syllabus. But it makes it sound easy and linear. The phases may be, but actually completing them is not.

4. Synthetic statement (1 or 2 paragraphs)

Building on your comments from Qs 1-3, compose a synthetic statement (1 or 2 paragraphs) evaluating this course. (Imagine readers who might not be willing to wade through all the answers to Qs 1-3, but are willing to read more than simply the numerical averages of standard course evaluations.)

Please make comments that help the instructor develop the course in the future and that enable some third party appreciate the course's strengths and weaknesses.

Among other things you might comment on the overall content and progression of classes, the session activities, and the use of web-based technology to support the learning in the course.

Don't take this course lightly. It has an intense workload that requires a great deal more of you than other, more standard courses. You have to invest your heart as well as your head. Be realistic about how much time you will be able to devote each week, every week. Right now, the course runs the technological gamut, from handwritten notes and drawings to wikis and thumb drives. Melding the two can sometimes be dizzying.

That said, this is a powerful, often lifechanging course. Like anything of value, it does not come easily. Fully commit yourself and you will emerge with tools, insights and self-knowledge that are yours for life.

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Date Published: 06/17/2010

Response 85679895

Survey Page 0

1. Start with an evaluation of yourself

Think about your personal goals in taking this course -- Did you achieve them?

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?

At the beginning of every semester I have personal goals in regards to time management. I tend to procrastinate by the end of the semester and usually end up in a panic trying finish class assignments and work and personal obligations. Again this semester I vowed to stay on track and not procrastinate and I believe the way this course is structured helped me achieve that goal. I'm actually very happy with the way I tackled this course, I always feel like I need to participate more verbally and I often avoid doing so. However I think this program has had a gradual effect on my self-esteem in regards to sharing my thoughts verbally. I guess the biggest obstacle I have is feeling comfortable sharing my thoughts. I definitely am more comfortable doing so compared to when I started the program, however, I think if I participated more in class discussions I would be more open to learning more.

1. Self-evaluation (continued)

What have you learned about what you have to do to make a workshop-format course about research stimulating and productive?

Simulate or use some of the assignments we used in this class by sharing the process throughout the journey. Reflecting on what is working personally and what is not working. Create a supportive environment by listening and addressing people's concerns.

2. General Evaluation of course

What was special about this course (+positive and/or -negative)?

How did the course meet or not meet your expectations?

In what ways do you think this course could be improved?

I really enjoyed how the course step by step brought you through the research process. In the beginning I was a little overwhelmed when I listened to the previous student talk about her experience. However once we started I felt course broke down the process into manageable pieces.

2. General evaluation (continued)

In what ways did your attitude to doing the course change through the semester?

How does it compare with other graduate courses?

What would be your overall recommendation to prospective students?

My attitude changed very quickly at the beginning of the semester by experiencing the supportive nature of the classes and the process in which there were checkpoints to keep you focused so you could reach your goals. I would recommend this course because I feel it teaches you skills you can use and apply to all research projects in future courses.

3. Evaluation in relation to the course description

Read the course description/goals below.

Comment on how well the goals expressed in the syllabus were met.

Make general and specific suggestions about how these could be better met.

In this course you identify a current social or educational issue that concerns you, e.g., you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue--from envisioning a manageable project to communicating your findings and plans for further work. The classes run as workshops, in which you are introduced to and then practice using tools for research, communicating, and developing as a reflective practitioner. The class activities and course as a whole provide models for guiding your own students or supervisees in systematically addressing issues that concern them.

Yes, I do think the goals of the course were met. I needed to think a little more about the last goal of using the class activities and course as a whole for proving a model for guiding my people at my work and or students. I concluded that it has served a good model for this. The course activities required us to think critically about our projects as well as reflect on our feelings about the project which also affects how our projects are progressing.

4. Synthetic statement (1 or 2 paragraphs)

Building on your comments from Qs 1-3, compose a synthetic statement (1 or 2 paragraphs) evaluating this course. (Imagine readers who might not be willing to wade through all the answers to Qs 1-3, but are willing to read more than simply the numerical averages of standard course evaluations.)

Please make comments that help the instructor develop the course in the future and that enable some third party appreciate the course's strengths and weaknesses.

Among other things you might comment on the overall content and progression of classes, the session activities, and the use of web-based technology to support the learning in the course.

I completely enjoyed this course. I feel the instructor provided thoughtful feedback to all the assignments I completed. Also, the way the course is structured it really walks (baby steps really) you through the research process in a way that is manageable. I was busy throughout the course but never felt overwhelmed. The course embeds critical thinking strategies that are seamless and keep you on track as well as force you to be reflective in a positive way. The course also provided a supportive environment where we learned from each other by sharing our thoughts and experiences.

Anonymous end-of-semester evaluation of CrCrTh 692 Spr '10 face2face Profile Report

Date Published: 06/17/2010

Response 85679957

Survey Page 0

1. Start with an evaluation of yourself

Think about your personal goals in taking this course -- Did you achieve them?

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 have four main personal goals for all of CCT; improve my academic skills, improve my critical and creative thinking skills, develop my professional vision and move towards self actualization.

This course has helped me with all four goals. But I really, really struggle with academic work. There is something about it that makes me freeze up, become overwhelmed by anxiety. Doing a large academic paper is especially hard for me.

But this course really helped me address that. I didn't make it as far as I would have like; I still have my hang ups, and it is still hard for me to manage academics. But the step by step process of this course really helped.

In terms of personal obstacles, I also felt distracted by a number of personal issues just in general. I'm still learning how not to let those things knock me off course. I'm grateful CCT is such a supportive community.

1. Self-evaluation (continued)

What have you learned about what you have to do to make a workshop-format course about research stimulating and productive?

I feel like I am much closer to really being able to make the most of a course like this. I still have a long way to go, but I did much better than I have in the past, and I have a better sense of what my challenges and obstacles are. I'm still struggling to stay on top of everything, but I have managed the process better than previously.

2. General Evaluation of course

What was special about this course (+positive and/or -negative)?

How did the course meet or not meet your expectations?

In what ways do you think this course could be improved?

This is the perfect kind of research course for me. I tend to get overwhelmed by the steps and struggle to manage the process. The way this course focused on the different steps of the cycle, and focused on thoughtfully moving through the research process was great; it really helped me engage with the research in a way I haven't been able to in the past.

2. General evaluation (continued)

In what ways did your attitude to doing the course change through the semester?

How does it compare with other graduate courses?

What would be your overall recommendation to prospective students?

I think the structure of this course is excellent for encouraging us to be reflective practitioners. The course not only moves us through the research steps, it encourages us to reflect on the process and how we manage/react to it.

My recommendation to prospective students; Be open to the process, and reflect on your reaction to it and you move through the steps - Try to identify your strengths and weaknesses, and what shapes your reactions. -Balance the process and the product.

3. Evaluation in relation to the course description

Read the course description/goals below.

Comment on how well the goals expressed in the syllabus were met.

Make general and specific suggestions about how these could be better met.

In this course you identify a current social or educational issue that concerns you, e.g., you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue--from envisioning a manageable project to communicating your findings and plans for further work. The classes run as workshops, in which you are introduced to and then practice using tools for research, communicating, and developing as a reflective practitioner. The class activities and course as a whole provide models for guiding your own students or supervisees in systematically addressing issues that concern them.

The description is very accurate; the course works in steps, the classes work as workshops, it provides tools we can use in other situations.

There is something missing from the description, but I'm not sure how to add it. There is a very personal process involved in the course that is both reflective and creative. The flexibility of the model, and our ability to pursue our interests really expands the possibilities for what we can learn. The diverse range of student projects within the course also contributed to the experience overall.

Although the description mentions that you can choose your own topic, I don't think it catches the dynamic energy of the process of the course. But maybe that is too hard to express.

4. Synthetic statement (1 or 2 paragraphs)

Building on your comments from Qs 1-3, compose a synthetic statement (1 or 2 paragraphs) evaluating this course. (Imagine readers who might not be willing to wade through all the answers to Qs 1-3, but are willing to read more than simply the numerical averages of standard course evaluations.)

Please make comments that help the instructor develop the course in the future and that enable some third party appreciate the course's strengths and weaknesses.

Among other things you might comment on the overall content and progression of classes, the session activities, and the use of web-based technology to support the learning in the course.

The course offers a great step by step process for developing a research project. Students are asked not only to get a project done, but to reflect on the process and their reaction as they move through said process. Hence, the class balances both process and product, rather than just focusing on churning out a paper.

The course offers a lot of different tools students can use. Not every tool works for every student. Part of the process is learning what works best for you, and also thinking about why some tools don't seem to work as well.

One assignment that didn't seem to work for me was the annotated bibliography. But I think that's more because I struggle to stay organized, and become overwhelmed by all the information. That's a valuable lesson for me to learn, and something for me to work on. So even though I didn't like it, it was important to do.