

Summary Report - Aug 28, 2013

Survey: Anonymous end-of-semester evaluation of CrCrTh 692 hybrid, Spring 2013

1. Start with an evaluation of yourself What were 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?

Count	Response
1	I wanted to learn how to write better. I think that I definitely learned how to use the different processes of writing, which I had never done before. I would have worked harder at the beginning of the course if I was to do it again.
1	My goal was to better my writing skills and gain writing skills. I believe that I gained some further insight and I learned skills that I can use in the future. I would have used more writing references when writing my paper and taking notes. My major personal obstacle I need to overcome is my PROCRASTINATION!
1	I wanted to learn new ways of research and learning the process that it takes to create a good research paper. I believe I did achieve it, the process is long but I truly believe it makes sense. I would of try to figure the core of my research and try to figure out early on what I was trying to achieve, that way I would've had more time and I could have presented a complete project to my professor the way I planned.
1	My personal goal, although not established until the fourth session, was to enhance my research abilities. This was very successful for me. I found no major obstacles in the course..
1	It's a required course, so that is the main reason I took this course. However, it never hurts to take a course in which the goal is to broaden your repertoire of tools for writing and research. My only regret is that I wasn't able to give all the exercises my best effort. My major personal obstacles have been my own personal day-to-day and week-to-week schedule, and feeling that I'm pulled in too many different directions.

1. Self-evaluation (continued) What have you learned about what you have to do to make an online course stimulating and productive?

Count	Response
1	I don't know. I took it in person.
1	NA (I was a face-to-face student)-- however, I did notice that the professor was very good at integrating the online members with the rest of the class, almost as if they were in the room with us. (Other teachers make a big deal about the online students and it's all very awkward -- not seamless at all.)
1	I learned that you have to pace yourself and not leave anything for last minute. It takes time and it is not easy. Luckily this course broke the process down in where I could not leave it for last minute, and I had to grow with the process.
1	I think that this online/hybrid course was well done and modified in such a manner that both face to face & online members had a certain familiarity with one another.
1	I learned that creating a map for myself and making a checklist is very beneficial for my growth as a writer and researcher.

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?

Count	Response
1	I only had positive experiences in this class.

1	The course more than met my expectations...it could be improved by using a room with windows
1	This course was different in the set up of the class and the different writing exercises.
1	Verrrry supportive -- good vibe all around, which is important for me. I think I expected a bit more "workshopping" of drafts, etc. The syllabus could be greatly improved -- simplify and clarify! I don't think it needed to be so convoluted and complicated.
1	This course was great, it is probably one of the courses that I will continue to utilize in the future. It definitely met my expectations, even though I didn't have the opportunity to physically be there it was still very insightful.

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?

Count	Response
1	My attitude changed because I found the matter stimulating..especially when the Final Project came iinto focus.
1	I liked the course. It was different than the other courses that I am taking and gave me some skills to use.
1	At first I was very confused because I was not sure what was expected from me and what I wanted to work on. But with time I figured it out and I started to enjoy the process and enjoy the course. The difference between this course and others is the fact that we weren't expected to just hand in a huge paper in the end. We actually did our project throughout the semester and we let that project grow. I would recommend this course to other students.
1	At first I did not like the free writing in this course, I thought it was boring and a waste of time. However, when I let myself go and got into it I was pleasantly surprised!
1	I felt more positive about the course and the process as the semester went on. I think that's because the initial materials (especially the syllabus) made a somewhat awful first impression. Then it turned out that the Professor is very down-to-earth, sincere, and genuinely supportive. Recommendation to prospective students: be open to new and slightly unorthodox methods; do the projects on time.

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. By the end of the semester, for each of the goals listed below, students will be able to identify a) things that reflect what you have achieved well related to this goal, and b) things you have struggled with/ need more help on/ want to work further on. These goals are divided into two sets: I. "My Project Product Shows That..." I can convey who I want to influence/affect concerning what (Subject, Audience, Purpose). I know what others have done before, either in the form of writing or action, that informs and connects with my project, and I know what others are doing now. I have teased out my vision, so as to expand my view of issues associated with the project, expose possible new directions, clarify direction/scope within the larger set of issues, and decide the most important direction. I have identified the premises and propositions that my project depends on, and can state counter-propositions. I have taken stock of the thinking and research I need to do to counter those counter-propositions or to revise my own propositions. I have clear objectives with respect to product, both written and practice, and process, including personal development as a reflective practitioner. I have arranged my work in a sequence (with realistic deadlines) to realize these objectives. I have gained direct information, models, and experience not readily available from other sources. I have clarified the overall progression or argument underlying my research and the written reports. My writing and other products Grab the attention of the readers/audience, Orient them, move them along in Steps, so they appreciate the Position I've led them to. I have facilitated new avenues of classroom, workplace, and public participation. To feed into my future learning and other work, I have taken stock of what has been working well and what needs changing. II. Developing as a

Reflective Practitioner, Including Taking Initiatives in and Through Relationships I have integrated knowledge and perspectives from other courses into my own inquiry and engagement in social and/or educational change. I have also integrated into my own inquiry and engagement the processes, experiences, and struggles of previous courses. I have developed efficient ways to organize my time, research materials, computer access, bibliographies, etc. I have experimented with new tools and experiences, even if not every one became part of my toolkit as a learner, teacher/facilitator of others, and reflective practitioner. I have paid attention to the emotional dimensions of undertaking my own project but have found ways to clear away distractions from other sources (present & past) and not get blocked, turning apparent obstacles into opportunities to move into unfamiliar or uncomfortable territory. I have developed peer and other horizontal relationships. I have sought support and advice from peers, and have given support and advice to them when asked for. I have taken the lead, not dragged my feet, in dialogue with my advisor and other readers. I didn't wait for them to tell me how to solve an expository problem, what must be read and covered in a literature review, or what was meant by some comment I didn't understand. I didn't put off giving my writing to my advisor and other readers or avoid talking to them because I thought that they didn't see things the same way as I do. I have revised seriously, which involved responding to the comments of others. I came to see this not as bowing down to the views of others, but taking them in and working them into my own reflective inquiry until I could convey more powerfully to others what I'm about (which may have changed as a result of the reflective inquiry). I have inquired and negotiated about formal standards, but gone on to develop and internalize my own criteria for doing work--criteria other than jumping through hoops set by the professor so I get a good grade. I have approached the course (and the program I am a student in) as works-in-progress, which means that, instead of harboring criticisms to submit after the fact, I have found opportunities to affirm what is working well and to suggest directions for further development.

Count	Response
1	Definitely too much information in syllabus and in course description. Simplify and Clarify!!!
1	Excellent course that has helped change my thought processes.
2	Yes
1	The goal of the course is as is. Everything that was mentioned was taught and it is one of the few courses in where what you learn you truly get and understand.

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 mentors to support the learning in the course.

Count	Response
1	I found this course very helpful in improving and developing my writing and research skills.
1	I thought this was a good course and was very informative.
1	To be honest the professor is great and he should continue to teach this course. I believe that having this course at the end of my college career is extremely helpful and I encourage others to take it.
1	A new term, synthetic statement...it makes me want to develop a new synthetic fabric. But, too my evaluation: A course offered to change not only the horizons one must follow in research and the methods, although open to modify or challenge, The essence of the course is based on outside input from members that may not only help enhance the class but also the personal lives of the participants.

- 1 Simplify and Clarify. Written information about this course is just too wordy and convoluted. It's frustrating and annoying and makes my head hurt.