

Note: lettered responses represent the same individual across the questions, so that all “a)” responses come from the same person, and so on.

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?

- a) Personally, time always plays a factor. For this course I wish I was better organized with my time and focused on completing small steps rather than allowing work to pile up.
- b) Getting to a point where research from this class could help me complete another project in my non-academic life. Becoming open to new research methods from the ones I have used for years! YES! Achieved my goals. Do course again? Smaller goals! Personal Obstacle: Two health issues that blew me out of the water for a few weeks!
- c) I hoped to get better at research and development and I did make progress. Personal obstacles have been becoming comfortable with the class format and balancing all the other obligations I have.
- d) I would like to know how to do a research and I learned how to do it very well in this class. I think I would like to spend more time on my research. My major obstacle is myself.
- e) My goals in taking the course were to further develop my research project skills. I think I was successful in this, although I think I was more successful in expanding my question-asking than my question-answering. I think this is the type of class that one might do again and again; if I were doing it again I think I would try to memorize more of the method so that I could repeat it on my own. I don't think I've encountered too many obstacles other than the usual schedule chaos that everyone talks about.
- f) My personal goals in taking this course were to identify issues in my professional setting on which to focus my critical and creative thinking skills. I wanted to work through the different stages of research and action -- from defining a manageable project to communicating findings and plans for further work. I feel like I was totally successful! I would not have proceeded any differently; this was honestly such a great experience for me and I was so passionate about my topic. My biggest personal obstacle was juggling this work with my other class that also required a lot. Time management was always a challenge for me, so I had to work very hard to prioritize tasks into small pieces to reach my goals.
- g) My personal goal was to learn to research as an academic and write up the results in a manner that could be taken seriously by other individuals in the academic and teaching fields. I feel satisfied that maybe I am not all the way there but at least I am on my way. I still feel that my writing can be amateurish, I am not good at incorporating academic jargon in my writing - maybe I have been in the classroom too long (I am so used to using language that can be understood by my students). MY personal obstacle during this class has been lack of time. Not only am I a mother and a full time teacher and academic advisor; I am also the owner of my own import business, and the co-owner and book keeper of my husbands transport business. All this adds up to my time being being stretched in a number of directions, often at the same time.
- h) I took this course to expand my view and knowledge about creating the culture of critical thinking. I mostly achieved my goal but I will see the missing points while implementing. The thing I would do differently would be reading more articles.
- i) My goal in taking this course is to be able to do a research paper on providing special education resources for Asian American families. I also wanted to do a resource guide for Asian American families with children with special needs. However, due to time limit and wanting to finish on time, I was not able to accomplish my goal. For my research paper, though I had a goal in mind of what I want to do, as I got into the research, I realized that the topic of I wanted to write on has had many research and paper on. I also realized that there are many resources for Special education out there and they are

all in English. My goal of creating resource guide was no longer needed. I think that if I were to take this class again, I would want to think about researching topics that may affect my life and my work. I really enjoyed the class and I learned a lot, I just wish that I had more time. I think my major obstacle in this course was time. I thought that I could juggle work, family and school but unfortunately I was not able to give my research the attention it needed.

- j) When beginning this course I came in with the expectation that I would learn how to write for effect. I wanted to learn how to reach an audience with my ideas and how to use research to support them. I do not think I've improved by my communication of my ideas. What I have achieved is understanding the complexity of research and the time that needs to be committed to do it effectively. If I was to do this course over again I would have asked to meet with the advisor to go over a bunch of different ideas and used this resource to brainstorm how these various ideas could/should be communicated. I think it would have been better for me to have had a better sense as to where I was going, with a clearer objective in mind. My personal obstacles have been the assignments and understanding the relationship of each one in terms of my progress. Some of them seemed to steer me away from my work when all I wanted was to focus more on other elements. I also found the information visually overwhelming and hard to digest. As a person with ADHD and a processing disorder I often found myself spending a great deal of time just trying to understand what to do and where to look for the information to help me. I also found that I overcommitted myself this semester. I took courses that required a lot of time and energy, took on another job (on top of my full-time job), and committed to working on elements of my personal life that required weekly work. I found I was never fully engaged in my learning because my mind was always thinking about the other things I needed to do.
- k) I endeavored to complete research and get practice with the research process (as well as the writing process). These goals were certainly achieved, but I know that I could have done more. I wish that I had put some time every week specifically into the research portion. I did a chunk at the beginning and a chunk at the end, but I should have continued it throughout. My main obstacle was my workload outside of class. It prevented me from putting in the time and effort that would have gotten me the most I could have out of this class.
- l) My personal goals were to develop research, organization, and writing skills to prepare me to engage in my synthesis project. Yes, I've achieved those goals with a lot of reflection. If I were doing this course again, I would have started writing my paper earlier. I really enjoyed the research process. And, of course, articles and books led me to more things to read. So, I found more and more information, and really enjoyed that process. But, I could have helped myself by beginning to write earlier. I don't really think I've had personal obstacles that kept me from learning. I've learned a great deal
- m) This being my first semester in the program and having not taken the intro to creativity or critical courses, I wasn't quite sure what to expect and was particularly nervous about the the workload as I always dreaded having to do research and research projects in the past. After reviewing the syllabus, I wasn't quite sure what my end goal would be but I was excited about the opportunity to research a topic that was of importance to me. I'll be honest, I started the class with a sort of a check-box mentality, wanting to make sure I completed assignments for the grade and wasn't specifically focused on connecting with my work in a way that made it more meaningful and engaging, not until we did the mapping exercise for Session 5. It was then that I knew that while I was really interested in my governing question (that was still a work a progress), I needed to really make time to focus on my research so that it became less about checking boxes off and more about building my capacity as a continuous learner. When that shift happened, I became more interested in my topic, often overwhelming myself with the amount of research I was finding. At the end of this semester I find myself with a picture of different stories whose gaps need to be filled and a desire to want to continue exploring those stories to create a completed picture.

1. Self-evaluation (continued). What have you learned about what you have to do to make a course stimulating and productive (with respect to the format of this course: face-to-face, online, hybrid)?

- a) My topic was stimulating but I didn't spend enough time on it. If I had spent at least 20 mins a day after a long work day I would be more stimulated and motivated to engage more and do more at the end of the week when I had a little more more.
- b) Trust the system. Trust the help and support of classmates. Trust myself.
- c) The course is what one makes of it. Getting involved and putting forth effort is key.
- d) I learned that I should have manage my time better.
- e) I was already comfort with the format.
- f) I have to put myself into a physical space in which distractions are removed to be fully productive and engaged. That means separating myself from other members of my household.
- g) I have enjoyed the classes where we get to interact, even though we are in different physical spaces, I have enjoyed that more than the classes i have done that just have a discussion board that you post to a couple of times a week. Given that online is really my only option, I am glad that I have got to know (put a face to, conversed informally with) my classmates. I think this has also pushed my to produce better quality assignments.
- h) I was a f2f student but I was like a online student because our instructor had some personal issues and was at his home. But he was so supportive and accessible and I didn't have any issue about it. I should bring my personal computer to each class. I need to complete my assignments on time. Need to revise my works. Fill the checklist. Need to know the codes of class (like file naming, knowing how to use the wikispace..)
- i) I do better in a face to face classroom as I am able to talk to my classmates. I enjoyed listening and talking to them about their projects. I also felt that I was contributing to their research by sharing my knowledge of the topic as well as asking questions. I sometimes feel that I don't use much critical thinking such as asking question or really listening, and I felt that this class as helped me worked on those skills.
- j) I have found that online (face-to-face) is a great format for me. I have found that I can listen to the course and participate while also doing other tasks, like research. For me, multi-tasking is effective. I have now realized that I need to make more contact with other online students beyond the classroom. I am use to connecting with people in person, and that being it, but I've come to see how more contact with these peers is essential for my own learning.
- k) Participating fully is the best way to make the course stimulating. The balance in this hybrid course was very different than my previous ones, which made it better for me as an online student. I do fear, however, that it negatively impacted those in the classroom.
- l) I've learned that I have to participate. I had already learned this from my other CCT classes. I have to be engaged. I have to do the reading and the assignments. I have to give my self time for reflection. It works best for me to write and then set aside the writing for a while (more than one day) and then look over the writing with fresh eyes and energy. This helps me to see logic problems and to improve my writing. I've learned that I need to ask questions and make comments in class. I've learned that it's helpful to get feedback from my peers. The biggest thing for a course like this is that one has to be self-motivated, You can't drag your feet. You just have to jump in and do the work. Even if you're not sure where it is leading, you have to start exploring.
- m) I have to connect it to something that is personal or of importance to me. I also think that I appreciate the face-to-face format vs. online. I'm easily distracted and sometimes need to be with classmates to hold myself more accountable.

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?

- a) I appreciated choosing a topic that meant something to me and was something practical that can be used and continued after the course ends, The only negative on my part is not having the time to get involved more with my topic as I should have.

- b) Special - Time to do one long project. Meet expectations - Found answers to my questions! No suggested improvements.
- c) I benefited from the absence of grades and the addition of high quality responses to my work.
- d) The professor planned this course very well. I like how he invited someone to share their knowledge with the class. I think that this course met my expectation.
- e) This course is unique in that it entirely emphasizes learning a method of working rather than the absorption of content. I think my expectations were met and exceeded. The instructor seemed to be a little too critical of himself. From a student perspective, the experience was smooth.
- f) I truly loved this course. I think what really made it special for me was the instructor, who worked tirelessly to give us all constructive feedback and validate our work. The structure of the course was so incredible; the phases moved me forward in a very organic and authentic manner and combined with the Action Research class has been so beneficial. The course very much met my expectations-- this work has been essential to me in my professional life and I feel like I have used it to really make a difference at my job. I honestly felt like the workload was very manageable, but I was kind of a nut about doing everything because I found the research so interesting and spent a lot of time on it all. I can imagine that the structure could be difficult if an individual did not feel fully invested in their topic because we are given a lot of space to work independently. It worked for me, personally, because that has been my experience throughout my years of schooling; it felt familiar and natural to me as a learner. I'm not sure how to improve it, I guess I wish I could have been there in person, so creating a transporter or something...
- g) I really did enjoy this class, even though I think Peter thinks I was getting frustrated with completing some of the smaller assignments, actually I was frustrated with myself and how busy my life is. I enjoy Peter's manner, it makes you think, he doesn't put words in your mouth.
- h) It met my expectations. Class atmosphere is positive. The instructor is good at creating the soul of class. Everyone is open to sharing and giving feedback.
- i) I think that is special about this class is that we are empowered to do research on any topics that we want. And as the class progresses, we can still continue to figure out what we want to learn and research on. I also thought that it was great that Peter kept on asking us questions as to why we want to research that topic and who can it help. I think that this class has helped me think more about my topic of special education and the many issues in it. I think this course has also helped me critically think about my topic as well as what I want to do with my research. I think this course could be improved if we had just face to face or just online students. I also feel that there are too many students and that sometimes class discussions are cut short in order to give all students a chance to speak.
- j) I really enjoyed how this course was directed by our own studies of interest, and that the readings for the course were minimal in order for us to focus on researching/reading for our projects. Being able to choose and guide my own reading was an enjoyable aspect of the course, something unusual in education. I also found the other students to be very supportive, giving, and kind. This classroom culture made for easy conversations and sharings. I found that this course was often confusing as to what to do. It focused too much on my thinking processes that I found it took away from my academic work. I wished we could have used more class time to talk about our projects with each other as a sounding board and less about the process. These process conversations felt like they yielded little for many.
- k) This course was fantastic in so many ways. It was a safe and encouraging environment that allowed us all to pursue our own topics and do what was best for ourselves as we learned and progressed. The course certainly met my expectations as it got me to do the research and write about it in a way that helped me work towards my goal of this capstone project. A change I would make, however, would be to further update the class structure as it relates to the higher proportion of online students and work done electronically (including note-taking, etc.).
- l) What's special about this course is that it provides a scaffold of tools and techniques to help students research and write about topics of their own choice. The tools and techniques will be useful for the rest of the students' working lives. I have really enjoyed the course. I did not know what to expect, and didn't have clear expectations. So, the course has exceeded the expectations I had. I can identify two ways in which the course could be improved. First, it would be good to discuss academic writing and the use of

quotations. It would be good to talk about whether the paper should be mostly the student's opinion, or whether it should be a paper that really weaves together others' opinions with a mixture of short and long quotations. Second, it would be good to talk more about the 11 different forms of feedback that one can provide for another person's piece of writing. I did not receive meaty or insightful feedback from some peers in the class. I really wanted to hear what I was almost saying, or what movie someone saw in their head as they read my work. It's not really helpful to hear that my piece is great, when I know that it has a lot of logic problems and missing information.

- m) I appreciated the hybrid of the class (face-to-face & online) because it provided an opportunity to meet other students outside of the physical space but also allowed me to still attend class if I had a situation where I'm unable to be physically present. Naturally there were two different communities built because of the two types of classes, so I don't feel as connected to the online group as I do with face-to-face students.

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?

- a) Honestly, I started out more enthusiastic in the beginning but as work started building I lost my way. I am still interested in my topic but it just got pushed to the side a lot because of my personal life. My recommendation to prospective students is as you mentioned early on in the course, that this course requires a lot of time for research and writing.
- b) Attitude: Not a fan of the syllabus. It is supposed to be exact, but I always found it confusing. Compare: Fine Recommend: Be ready to find the answers you seek.
- c) I had a little trouble following the class at first but then it smoothed out. This is a good practical course for improving research and development skills.
- d) I worked harder and I enjoy myself and enjoy doing a research. I think it is one of a good course. Devote your time for this course, relax and enjoy this class. There is nothing to worry about.
- e) Before taking this class, I had not understood that there would be a substantial final project. I ended up choosing a topic very quickly and with an ambitious agenda. Overall I would recommend that students develop and maintain a big file of potential topics with a sketch of what the project might entail. That way, when assigned to do a project of any topic you choose, you have a group of possibilities ready to go.
- f) My attitude changed once I moved from the research phases into the process. Phase C was pivotal in helping me move from a passive participant to an active participant within this process. I loved the class that allowed us to use physical post-its to map out our thinking. When compared with other classes, this one really stood out to me. That may be because it is so fresh, or I'm comparing it with another class, but I just found it to be a great experience. I would totally recommend this to any student in any program who is interested in pursuing a project of their own design.
- g) There is a lot of work in this course, more than I think I was prepared for at the beginning. My recommendation would be to ensure that you have time on your side to devote research time as well as class time and homework time for the class.
- h) I have known from the last year that I should know everything about the syllabus. I could find every details about the course on the syllabus when I need. It is challenging but support your own self-directed learning. I would recommend to prospective students to think about what about they would like to make research before taking this course.
- i) I think the course is a lot harder than I initially thought. I thought that this course will be similar to my other class. As long as I have a topic and follow the syllabus that I can produce the necessary paper to get a grade in the class. However, as work through the syllabus, I find myself revising my topic and redoing the work. Unlike my special education class requirements where I had to pick a students and work with them, this class is dependent on my interested and the time that I put forth in it. My recommendation for prospective students is to do more research about what you want to write about before entering this class but you will end up changing in topic a few times. I also suggest that this class

will require a lot of time outside of class and even though the syllabus does say that time outside of class is required, students should know about it. I also find that the thing requirement that takes the most time is the research and reading published articles about the topic.

- j) I rarely felt secure in my work during this course. I was very overwhelmed at the beginning of the semester but found myself moving away from this level of stress soon after. However, at multiple times throughout the semester this stress and anxiety would arise again. Whenever things were unclear, the feeling I got was I just had to let the time pass. I have found that many of my graduate classes have been relatively easy. Most were clear about their expectations or the content was easily understandable. The difference of this course compared to most others I have taken is the lack of clear concept of where you are suppose to end up in the end. For students who like structure and clarity, not the course. However, for those who are comfortable being uncomfortable and have the space to just "think," this is the course for them.
- k) I'm not sure that my attitude towards *this* class changed much. It progressed as I had expected and there were few-no surprises along the way. This was comparable to the other courses I've taken in the CCT program in a good way. It was not stressful and helped us all shape our learning to our individual needs. This is a wonderful course to take, though it would be very helpful to come into the class with an idea of what project you'll be doing.
- l) I've been consistently engaged all semester -- even when I got very sick, I was still engaged in the course. This course is comparable to the Action Research class in rigor. It's a high level course with a lot of expectation -- and a lot of required deliverables that help one to build and produce the final product. My recommendation to prospective students is to give the class a lot of time, and to keep up with the work. Don't fall behind. While it is a required course, it is a great course. So, I'd recommend that they enjoy it.
- m) I really enjoyed the course once I shifted my mindset from checking boxes to building knowledge. I think this course really forces you to think about your thinking and reflect in a meaningful and deliberate way, compared to the other classes I'm taking this semester .

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 of 10, which indicate that 1) that the student's product shows that the phases of research and engagement have been integrated into their thinking and process, and 2) that the student has been developing as a Reflective Practitioner, including taking initiatives in and through relationships*

- a) Unfortunately for me I haven't met many of these goals. I am still currently working towards completion of them.
- b) All eventually met.
- c) I feel that this is an accurate description of the class. I may not have accomplished it all but that is my development and not a problem with the course.
- d) I am pretty much meet the goals of this course and I am happy with my progress.
- e) These goals were challenging because of the self-development they provoked. They are more like aspirational principles than goals to be checked off a list. I think that I was successful in making good progress on absorbing what these principles have to teach me.
- f) I have not yet submitted the final version of my paper so I feel as though I cannot completely answer this question in its entirety. I truly hope I have met the goals of II (Developing as a Reflective Practitioner, Including Taking Initiatives in and Through Relationships), but I/my work is a work in progress. I plan on continuing the work from this course. I understand that the purpose of this evaluation is to also seek suggestions for improvement, so in this respect perhaps I could have worked

more on a few goals ("I have facilitated new avenues of classroom, workplace, and public participation.") That's really the point of moving forward with my project, however.

- g) I must admit that I referred back to these goals several times during the process of completing assignment so for that purpose I feel that they are invaluable. I specifically appreciate that the list of goals is divided into two distinct sets.
- h) Each assignment and participation item had been designed toward the course's goals. IF you follow the instructions and complete your assignments on time, you could reach your own goals with this course. It also provides you to reflect your own progress during the semester and you can explore your own weakness or strengthens.
- i) I think that I have met a lot of the goals as well as being a reflective practitioner. I tried to work on many topics and directions but I know that my interest is still in special education. As long as I know what field I am passionate about I feel that I can continue to research, and work in that area. As I go through all my course, it always bring me back to how I can help families and school work together to help the students. In my heart, students are the most important aspect of education and that they should be treated that they are important and valuable. This course has helped me realize that about my educational view and I will continue to critical think about the inequity of education and the need for change in the way students are treated as well as schools working with parents.
- j) I would say that most of the objectives from A-J were met from the course. Some were better supported and met than others, but one got a sense of each of these developing within their work. I think what was most difficult was the peer reviewing. I never felt clear who I was to send work to or felt comfortable asking another student to read my work, even though we were suppose to. I think this could have been scaffolded more. This would look like the professor leading it as first, like he did, and then over the weeks during the course having students orally commit to who they were going to exchange work with. The students could then report back as to how this went. Eventually, it could be communicated to do this independently. However, I think this scaffolding would be more meaningful and helpful, especially for those of us who are more shy.
- k) The goals all had their time and were addressed, but I feel like I could/should/would have wanted them to be worked together more. I mean by this that we would revisit them as we progressed throughout the semester. The ability was certainly with us, but an explicit prompting would make it more likely that we do so.
- l) The design of the class really helped me to meet the objectives set out by I. "My Project Shows That," items A-I. The design is very thoughtful. Peter's and Jeremy's book is a great guide, as is Peter Elbow's book. It is extremely helpful to engage in writing as dialogue. It keeps me going. It has helped me to learn not to be afraid to submit an assignment, but instead to view it as an iterative process. So, I've seen my initial ideas become better formed and more clear. I had never intentionally set out to identify counter-propositions before beginning to research a paper. So, this process was very helpful. In terms of developing as a reflective practitioner, I have met the objectives of items 1 - 10. One has to be self-motivated to really engage in this course. And, you have to take yourself seriously.
- m) For the most part, I think most of the objectives were met. I think all of the objectives for the final product for the research have been met. I think it might be helpful to have a check-in earlier about the organization of research (or at least 2 over the course of the semester) just so its something that students make sure to pay attention to during the course.

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.

- a) I appreciated the way the final project was achieved through several steps/assignments. Each assignment helped formulate the topic I had in mind and developed it through research, reading, interview processes, and mapping. Each of these steps took time and at times needed to be thought over and resubmitted. This was a growing process not just for developing the topic but also for me as the writer in understanding what process works best for me and what habits needed to be changed.
- b) Nothing. My brain hurts from already writing for the past nine hours today!! (Plus, I have so much more to write between now and the 23rd!!!)
- c) This is a good class to develop skills in a low pressure but supportive atmosphere. There is a great deal of involvement between the teacher and students and the comments on ones work are very helpful.
- d) Overall I make a big progress. I had zero experiences in research. This is my first research course. Now I know how to do a research and I do believe that I will be succeed when I do a research in the future.
- e) This is an interesting and challenging course which allows you to explore a topic of your own choosing. You'll learn powerful skills that can be applied to any other project in the future. Be prepared to commit substantial time, to set ambitious goals for yourself, and expose your own passion for the topic.
- f) I truly loved this course. I think what really made it special for me was the instructor, who worked tirelessly to give us all constructive feedback and validate our work. The structure of the course was excellent; the phases moved me forward in a very organic and authentic manner. Accordingly, the course very much met my expectations-- this work has been essential to me in my professional life and I feel like I have used it to really make a difference at my job. I honestly felt like the workload was very manageable, but I was kind of a nut about doing everything because I found the research so interesting and spent a lot of time on it all. I can imagine that the structure could be difficult if an individual did not feel fully invested in their topic, as we are given a lot of space and latitude in which to work independently. My advice to a reader who wishes to appreciate the course's strengths and weaknesses would be to take full advantage of the activities during class time. The in-class assignments are structured to help you work on your projects independently and are greatly beneficial to facilitating independent task completion.
- g) I completed 693 before this class, which I thought at the onset may have been a mistake, however now I feel that it was good to have done the classes in this order, the tools learned in the first class either reinforced those learned here or could be applied directly to the tasks presented. I really enjoyed the interactive nature of the discussions once a week, I feel that this class would be far less effective if that were not part of it, and Peter is a supportive facilitator as well as informative instructor.
- h) Before taking this course, prospect students should identify their need or inquiry to make research. They should know that each assignment and participation item will help them to reach their own and course's goals. IF you follow the instructions on time, you could develop efficient ways to go beyond. It also provides you to reflect your own progress during the semester and you can explore your own weakness or strengthens. The instructor will be good at creating the positive class atmosphere. You will be learning the steps pf research and engagement process should be taken with this class.
- i) I think that this course should be required for all teachers as it provides a space to research as well as reflect upon what they have learned through their years in school. This is course is about you and what you want to do to help you grow.
- j) This course has been meaningful and helpful in allowing me to pursue my interest of study. The content and focus of the course is driven by our deep desires to push our ideas forward in the world. The limited required readings help support the time we need for our own research, also it values our own-sense of what we need to be reading. This course requires a lot of mental energy, time, and committment. One cannot do this course well while trying to balance multiple other things. If taking this course with others, try to figure out how to align those works.
- k) This course is important and helpful as a step towards the capstone project. It is a welcoming environment that allows us all to work on our personal plans while developing skills that will help us along the way, both in this program and in other projects. The instructor is knowledgeable and understanding. There are some kinks to be worked out, mostly involving the changing dynamic of

having more students online than in the classroom, but the instructor seems aware of and willing to tackle these concerns. All in all, a wonderful and helpful course for the program.

- l) This course is very well designed. It helps students to learn a specific array of skills to help them identify a topic, create a governing statement to focus their research, map out a plan for research, identify counter-propositions, report on progress, receive and give feedback, research, and write using many different methods. It is a rigorous course that requires engagement, self-motivation, energy, and openness to new discoveries. In the best of circumstances, the class will push the student to develop new capacities and use new tools. It will also hone the student's thinking by requiring reflection, questioning, reframing, and the humility and/or courage to engage in fresh starts on the path. The course provides students with a portfolio of research, writing, and feedback skills that they will use for the rest of their working lives.
- m) This being one of my first graduate courses, I find it difficult to give more well-rounded feedback about the course in comparison to others but I will try my best. The process of doing research is difficult (for me at least) and so this course takes you through a step-by-step approach to doing that with an end goal of influencing your audience to see the value of your argument and possibly be persuaded towards your thinking. The beginning phases were a bit challenging for me to grasp (I find myself to be more of a visual and kinesthetic learner) so it was hard for me to make connections to the phases even though I know I was working towards the final product (which was the paper). We were introduced to research resources early on in the course (week 2) but I'm not sure if I was quite ready to do research since I hadn't quite identified a well thought out governing question to guide me (but it was still nice to know what resources we had access to as part of the research process). I really appreciated the Wikipage that included a very detailed syllabus, and the examples of submitted work for each of the phases. There are also plenty of opportunities to get feedback from your classmates (along with Peter), reflect on your progress in the different phases of the class, while also (I'm my opinion) fostering an opportunity to become a continuous learner through the self-guided research of a topic of your choosing. The freedom of choosing your topic was the biggest win for me in this class as I was able to research into something I was genuinely interested that could influence my current work. Overall I think we were provided adequate resources to be successful in the class. The biggest challenge for me as a working professional was just finding adequate time to fully engage in the research process which happened for me a bit later in the semester. Naturally over the course of the semester, you begin to juggle priorities. I believe the recommendation for time spent on this course is about 6 hours weekly and I would agree with that. I'm sure I averaged anywhere between 2-5 in a given week (depending on the phase and amount of work needed to be done) so I would try to stick to that average as close as you can.

I give permission for my response to Question 4 to be included anonymously in the compilation posted to the CCT wiki (and thus viewable to the public).

- a) No
- b) No
- c) Yes
- d) Yes
- e) Yes
- f) Yes
- g) Yes
- h) Yes
- i) Yes
- j) Yes
- k) Yes
- l) Yes
- m) Yes

Using the scale below, overall, how would you evaluate this course?

1. Very Poor 2. Poor 3. Average 4. Good 5. Excellent

- a) 5
- b) 4
- c) 4
- d) 5
- e) 5
- f) 5
- g) 5
- h) 5
- i) 5
- j) 4
- k) 5
- l) 5
- m) 4

Using the scale below, overall, how would you evaluate this instructor?

1. Very Poor 2. Poor 3. Average 4. Good 5. Excellent

- a) 5
- b) 4
- c) 5
- d) 5
- e) 5
- f) 5
- g) 5
- h) 5
- i) 5
- j) 4
- k) 5
- l) 5
- m) 5