

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) my personal obstacles were to go through a slow-build-up (aka process) to research, I have been long trained to simply start writing a paper and reflect as it goes, and it was quite odd for me to realize it was half way through the course and I have not started the paper. It was also difficult for me to evaluate how I am doing without having this paper done. I wish I was able to understand and appreciate this process more before finishing, but now looking back I do.
- b) For this course, my personal goals were to be able to understand and research a topic that was not only something I was passionate about, but something that I would be able to learn from. I wanted to be able to fully understand that process of research and engagement and I feel as though both goals were met. At the beginning of the course, I am sure like everyone, I was feeling overwhelmed and didn't know how to get myself started. If I took this course over, I would TRY my best to NOT get in my own way and just dig in and see what happens. I felt as though that I was honestly my own personal obstacles, as I found myself stressing out too much about details and writing the report at the end, then actually researching at the beginning of the process. Allowing myself to slow down and be more intentional proved to be much more rewarding.
- c) My goal for this course was primarily to have a platform for answering some questions that life had dumped in my lap. Time, or lack thereof, was really my biggest struggle. The timing of this course wasn't incredibly conducive to being able to focus on the research.
- d) I honestly came into the course without goals, but with an awareness that I would be reading and researching quite a bit. I was hopeful that it would be in my field of work or an area of choice - and that was all true. However, it was a different approach than I anticipated. If I had to proceed through again I would have relaxed a bit around finding the "right" topic and doing the "right" project. I know understand the the course will unfold across a spectrum that requires the past, the work of the semester and future developments. Obstacles included not valuing every assignment as part of a process.
- e) Main goal was to understand the research engagement process that would be helpful when drafting my research methodology and strategy plan of my proposal and on practice when conducting the research. ..I achieved 60% of this goal. I think calling this course a research and engagement is a bit deceiving to students outside this program. I would have taken this course in the beginning of my PHD study as it guided me to think creatively and critically about my processes but was not very helpful in discuss research process
- f) My personal goals for taking this course were to create and deliver a body of research I could be proud of. I did achieve this, but not in the ways I thought I would. The body of research I produced was not my most academic, but it was certainly my most authentic, and the path to developing it was a fruitful one personally and professionally.
- g) My personal goal was to participate in an alternative approach to research. After a while, I was able to engage in assignments and understand the benefits of each exercise. I think that the unique format of the course challenges students to re-think their work-regiment.
- h) I started this course with an interest in learning research processes and to apply it towards my study. In the end, I had a clear outline and practice of the steps to writing a report. If I had to do this course again, I would attempt each of the stages so that I may experiment with different methodology and to receive

feedback. My major personal obstacle in this course was the difficulty in adjusting to the methodology and process as it was different from what I was used to.

- i) My personal goals were involved creating a project that I could plug into my passion for international relations while also advancing my research skills. I wanted to improve my writing skills as well. I achieved these goals I believe somewhat. However, as I am still drafting my final report it's difficult for me to determine to what extent I have done so. This evening I'm disappointed in where I am in the process because I actually have a lot to think about as the whole final report needs a lot of restructuring to be finished by this time next week. From what I know in this moment, if I were to take this course again I would scale the scope of the vision of my final report back quite a bit so as not to have such lofty and unattainable intentions (creating guiding principles for media reform for example). My major personal obstacle revolves around having taken two courses this semester with online course times keeping me up most of the night (European time). Unfortunately, my body's biorhythms have me averaging 3-4 hours of sleep not only during school nights but also most other nights and this has affected my work, my studies, my writing, and my domestic daily life (caring for a very sick mother) considerably. I think if I were to do the semester again, I would have just taken one course.
- j) In this course I wanted to learn more about how to design research, I think that I did achieved this goal. It was different than what I thought, as we did not discussed research theory. However, overall I felt that I gained important insight.
- k) I have succeeded in my two main personal goals in both figuring out the topic of my paper and completing a (very) rough draft. Perhaps I should have began my rough draft early though that would have interfered with the process of the course itself, an understanding of which is more vital than simply putting words on paper.
- l) My goal in this course was to start my synthesis project for CCT program, and it has achieved since I have a much better understanding on the topic and the steps that I should follow up to write my research project. If I had the opportunity to retake this course, I will be more rigorous with the annotated bibliography and find the key article at the beginning of the semester. My major challenge is following instructions, and dig to much time in reading to understand my topic which takes my time from writing. I must find a balance between reading and writing in future research projects.
- m) My personal goals were to come to some clarity regarding my career and avoiding a negative mindset. I have. I feel like I understand and appreciate the the meaning of the course more at the end, so what I thought was an obstacle is no longer. I feel like I've learned a great deal.
- n) My personal goal was to write a book chapter in response to a submission request, and have the course guide me through the research and writing process. I was successful in this goal, will be submitting on time, and am pleased with the work I have done - although the result turned out quite differently than expected. I'm not sure I would proceed differently if doing the course again. The combination of academic instruction and real-world deadline urgency was an excellent environment for immediate application of learning. I usually have a breakthrough 3-4 weeks in to a CCT course, this course took much longer for the breakthrough to come, about 8-9 weeks. The major personal obstacle was myself, thinking I knew beforehand what the content of my chapter would be.
- o) My goals for this class at the time I signed up seem so small and far away. I guess that's because of how far I've come in my understanding of what academic research is and how I no longer feel intimidated by the idea of research. I have to admit that I've enjoyed carrying the word in conversation knowing it so much gravitas and can make me appear more formidable! My goal once beginning the course and understanding what it is about changed into different versions of "how to watch myself create this paper while I create this paper." Peter said that these steps are more sustainable than the styles we may have been taught previously, and I agree. This process seems more like a game or puzzle that is solved by looking at every angle, of myself as well as the puzzle (maybe in some respect they are one and the same?). If I were starting the course again, I'd have been writing in my journal entries that pertain explicitly to what I'd just read, rather than the Julia Cameron method of keeping my mind free of clutter and clutter so the intended thoughts can flow. If I'd been reflecting on readings all along then making the transition from annotated biblio to narrative outline would've felt like less of a leap because I'd have solidified how articles patch together. My main obstacles were: losing track of work submitted, which

caused me to lose momentum. Reading the course wiki felt visually overwhelming to me, even though I was fairly familiar with the contents. Somehow the details I needed seemed to move from where I'd first read them.

- p) In some ways I think I accomplished my goals, but in doing so and then reflecting back on the course, I've come to the conclusion that the goals I set were not the optimal goals to set. I knew this was going to be a challenging semester and I think I gave in to the sort of bunker mentality of putting my head down and plowing through. I feel like I got through, but a lot of the learning and growth I underwent has to do with reassessing the wisdom of that mentality. This is a hard course, and I think I'd have been wiser to have embraced the challenges rather than have braced myself against them.

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) I realize you have to be fully engaged and present. I enjoy the hybrid model and having breakout groups in this course.
- b) When you are able to choose your own topics and area of interest, it makes the work stimulating and productive because you are able to do something that excites you! In other courses I have taken when you are assigned a topic that isn't really of interest, it isn't as meaningful. Having the opportunity to hear about so many diverse projects from so many different areas made me feel well rounded and gain experiences from others that I may not have known.
- c) I enjoyed being in the small groups consistently, rather than working with all the students throughout the semester or having the group change throughout. We were able to connect via email outside of class and that provided a low demand, high yield type of collaboration.
- d) Have a little fun with it. Lighten up. Explore. Take the pressure off of the gas pedal. Trust the process.
- e) Be more open minded to feedback and reflective on my work and share my work more
- f) This course struck a good balance between in class time/group work/and independent work. I benefit a great deal from the class-based experiences, but also work well independently in a coffee shop on Sunday afternoons. Taking seriously and putting my best self into both scenarios has helped tremendously.
- g) Differentiated instruction is important. It shakes-up a student's system and allows for new strategies and approaches.
- h) I learned to take initiative for my own progress in this course as with all research work.
- i) I've been stimulated by all CCT classes and I believe I have been very productive in all of my courses. I am truly grateful for the online technology as otherwise I would not be able to complete a graduate program. In fact I find the courses so stimulating I usually cannot go to sleep after the course hours. During the week I am very disciplined so I've been able to keep stimulated and productive in my research and writing time as well.
- j) I liked the ability to talk in small groups, I felt it was a unique learning experience I think is important to keep deadlines on time to avoid crunching time at the end.
- k) We worked as a group very well. While some I'm sure were frustrated over the small groups in the sense of not being able to be exposed to more people, I felt the small groups allowed more personal feedback and relationships to bloom.
- l) To make this course more productive, I learned that I need to share my thinking with others to increase my personal and academic perceptions with other students' lens that will enrich my academic projects. Therefore, the use of peer commentaries, plus-deltas, and discussion boards is relevant in any educational setting.
- m) I like the online version of the course best. Meeting people of different principles across the globe and full of reflective openness.
- n) Engage as often as possible, with as many as possible.
- o) Through my whole life, lessons and classes that I've most enjoyed and gained from are the ones that somehow lure me to be obsessed with the topic. I finally arrived at this point just in time to catch some

fantastic information and meet wonderful people to help me along. Composing the paper will be another sort of infatuation, where the contents are going out rather than in, so hopefully the enthusiasm can shift, too. Talking with classmates was absolutely essential, as was working online with students who needed quiet company while working long hours.

- p) Embrace my own vulnerability and uncertainty. Fending off those feelings drove me towards isolation, when I can see now that the support was there.

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) + as mentioned I like the breakout groups, this was the first time (doing only online courses) that i really feel like I got to know my classmates and generated friendship I totally understand this is not the goal, and I really appreciate the freedom, but it would have been more useful to me to get more feedback on an academic paper structure
- b) This course allowed me to SLOW down and focus on my work! I really enjoyed the process throughout the course that enabled me to feel connected to my project and gave me time to think of ways to develop it further. The course EXCEEDED my expectations, as I was truly intimidated by it at first. I don't have any suggestions for improvement, I think it went very well.
- c) Most of the stuff we did during class could have been done during our own time. I don't feel like the zoom sessions need to be as long and/or frequent as they were.
- d) The course provided fabulous pacing for a research program. At no point in the semester did I feel like I needed to overwork myself. Systematically working the steps to their fullest all semester provided a pathway to completion. I didn't feel like I got to know everyone in the class as well as I did about half the class. In a lot of ways it felt like two sections of the class. I really enjoyed hearing about everyone's work and would have loved to work directly with everyone. I understand it was a large class.
- e) + very creative, Peter is an amazing professor, very thorough and thoughtful in his feedback. -ve the course was very labor intensive and not particularly helpful in my coursework as am in the end of my PhD program.
- f) Peter is one of, if not the, finest facilitator with whom I have ever had the pleasure of working and learning. I don't even feel it happening in the moment, but I look back at the end of the term and an amazing synergy and significant investment in the work of peers has taken a hold of every student. I can honestly not pinpoint anything I would change about this course.
- g) Positive: Changed the way I look/approach research Negative: Format/ syllabus was confusing at times
- h) This course provided a great step-by-step introduction into doing research. It surpassed my expectations by providing examples to guide and reference. I think for many students who are unfamiliar with research, creating a community of practice or platform where they may ask questions and receive support would have helped them to be more self-directed in their learning.
- i) (+) I like the many unique research 'tools' and approaches I've garnered in this class. I very much like the quality of attention given by the course instructor and I also find the peer commentary component as being great in keeping us cohesive as a class. I think the calibre and diversity of students in this course has been exceptional and I am truly impressed by my colleagues. (-) I do think if this course had been 4pm - 10pm (EST) / 10pm - 01am (CET) I would have been able to create a better final report. I cannot underscore that due to reduced REM - how challenging my daily life has been this semester in maintaining creative flow while also managing domestic responsibilities. This has truly been THE most challenging semester of my academic career. Beyond this, I really do not have anything negative to state. Even if I did not meet my personal expectations, the course itself has met my expectations. Again, if the course had been offered at an earlier time frame this would have made a big difference for me but I am sure there isn't much anyone can do about this. Beyond this, a couple of times the online course sessions - even though they weren't - they did feel somehow improvised and a bit too unstructured, but perhaps that is just me being affected by these late hours.

- j) This course was very positive for me because it allowed me to learn more about research design and how to prepare for researching a particular topic. This could potentially be improved in the way that assignments are distributed through the lessons. Sometimes it is confusing to know what assignment is next.
- k) The detailed syllabus and checklist, though confusing at first, ending up being a reliable source for everything that was needed in the course, with links of nearly anything that could be seen as confusing. My expectations were met with great force. I expected to be challenged and to be prepared to create an idea that was worthwhile of a course of this magnitude.
- l) This course meets my expectations while I was learning how to do research, what research strategies work better for me, and reviewing others' job on my topic.
- m) I think the best part of the course is what comes out of discussions in part due to the different passions and ideas and experiences we've come from.
- n) I think the Healey Library orientation should take place much, much earlier in the CCT process. I had no idea what a fantastic resource was available there, and am just now discovering it, in my next-to-last semester!! I don't think the way the groups were categorized (my group, anyway) was conducive to the kind of peer support resources I needed. Also, there were people in the course that I hardly ever interacted with (during this course) - perhaps the groups should change every session, i.e. perhaps varied engagement has more value than repeated engagement that might not have been the best match-up. The instructor feedback to course work was invaluable. Sometimes I needed to sleep on the advice, but the comments were always insightful. All in all, I'm extremely pleased with my development this semester.
- o) The only item that makes me give the course a rating of "good" rather than excellent- by a VERY slim margin is the course wiki syllabus and assignment due date page. Until others shared their confusion, I thought I was the only one struggling with this. It's common for me to feel bombarded by large walls of computer screen text with links. To be honest, I always prefer paper over the screen when it comes to reading or looking things up. Even though we did the scavenger hunt in the beginning of the semester (which was brilliant, and I wish all classes did that!) I found myself in rabbit holes frequently and sometimes unable to return to rabbit holes I wanted. That's not to say that the wiki isn't configured beautifully! If it weren't important to get work submitted in time, I'd spend more time snooping around the site and tracing down the links and sub topics. I've designed a few websites for myself and appreciate that the links form outlines similar to trains of thought. Once I got the hang of that aspect, it was fun. However, the pressure of time somehow makes my prefrontal lobe shut down, so I felt incapable of discerning what was due and when. That's where "excellent" becomes "good" because I felt that I was fumbling rather than efficient. In part, this is my reaction to computers more advanced than Texas Instruments or Emerson Radios. -- Having said all this, I wish that I could visit the wiki at my leisure and use it as a tool in the future at my own pace. A few touches of old fashioned graphic design (not CAD) could do the trick to make all flow to the eye.
- p) The way the course opens you up stands out. The word research is loaded with a lot of expectations, and this class helps break those expectations. Researching my topic actually helped me understand how my feelings towards research got in the way of my researching. I liked the testimony from a former student that helped kick off the course, but a lot of the focus of that session was about "the work" and not so much about the process, I think the process is key.

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) I had a lot of personal and professional burdens, well always, but especially early on in the semester, so it felt like there was so much work out there, and that I had trouble knowing what I had to do, but as I was able to focus in, I, of course, enjoyed the course more. My recommendation would be for students to really understand that the paper is not really the outcome, it is for you to focus on and reflect on your process and it also allows you to engage more directly with your peers in ways you may not have before in other courses.

- b) My attitude when from overwhelmed and nervous to motivated and engaged. This format of this graduate course allowed me to focus on what I love to do and what really interests me.
- c) My attitude fluctuated through the semester. There were definitely times of frustration and feeling burdened with tedious activities, but I also appreciate how the drawn out process allowed me to make mistakes and redirect my project as time went on and new realizations were made.
- d) When I relaxed into the work and simplified there was an absolute ease in the process. I would honestly encourage folks to initially set off on exploring areas they are generally excited about - books or videos or articles they may pick up without the class. Allow that to be the beginning of the program so there is some confidence and natural connection to the work. While holding space for the beginning, get comfortable knowing new revelations will come - likely smaller than imagined - and those are worthy of full development.
- e) From very frustrated in the beginning of the coursework thinking it was a bad idea taking the course to actually appreciating the creativity of the course and the students. It is very labor intensive and focused on processes that PhD students might feel overwhelmed as their focus is on research. I have been recommending this course to Master level students and year one PhD students in my program..
- f) As has been the case in other CCT courses I have taken, the process has felt initially drawn out and perhaps "boring" at the start. It is not until the pieces start to build that I am able to see the value in each. My recommendation: trust the process.
- g) Prepare to be initially frustrated, but eventually satisfied. This course appears to be intense, and that's because it's different.
- h) I was more invested in reading and doing research in this course as opposed to class activities. I found it to be a nice change that we were allowed to work at our own pace and to take control of our writing. I would encourage prospective students to spend at least an hour a day reading or writing to build the discipline needed to complete a research paper.
- i) To be honest, my attitude was very positive until about 2/3 of the way through when - again (sorry but it's true) these late nights really began to sneak up on me. So for me, this has been a very very challenging course. A recommendation to prospective students: Don't feel you have to pick as your final project something that is grandiose or revelatory. Choose a subject and be honest about what you are certain you will be able to accomplish. Be clear to yourself and in the writing of your final project.
- j) I think this is an excellent course that could be of tremendous value for students that want to learn how to properly write and research about this topic.
- k) My attitude towards the process and not just a finished product is what changed the most. I am accustomed to beginning a product and envisioning the conclusion and ignoring the process. This course forced me to see that backwards, to allow the conclusion to come naturally from the process. Many CCT courses follow a similar path (process over solution) but this course was much more consistent in that approach.
- l) This course helped me to increase my confidence in writing and reading skills for academic purposes. Also, this course is beneficial for those students who are starting research to learn creative strategies that will help them in their school future.
- m) I did not always feel up to task when submitting assignments. There were times I didn't appreciate the process. I do now. I have a greater appreciation. Take this course if you are interested in a research course that expands rather than limits your thinking.
- n) I experienced that I might've been closer to burnout than I normally am, but I think that was due to the pressure of having a commercial deadline creeping up, without having written any, or enough content. My recommendation to prospective students would be they should expect to immerse themselves fully in order to gain the greatest benefit from the course.
- o) This is my first class with Peter, who is one of the most generous teachers I've known in my life- so the comparison does go beyond these graduate courses. Initially, I was timid about conferencing or being real about the challenges I was facing that are absolutely normal and part of the learning experience- such as discouragement and anxiety, or loneliness. So the delightfully surprising gain from the sustainable methods is to make room for our emotional wellbeing. Since the research arises from heart and head, the heart and head must be tended to in due measure. Ultimately, I think I established myself

as a true graduate student by having my whole experience affirmed here (sometimes by other students as well). Now I'm feeling more confident that the emotional rollercoaster is par for the course (literally, the course) and that the emotions are healthy normal signals of a student who cares, rather than a student who is afraid of failing and trying to hide it.

- p) Like I said earlier, I came in with a "get it done" mentality, but a "see where this is going" attitude would have better served me. On one hand I'd like to recommend students take this class early in their CCT trajectory, because I think it could have profound impact on their other courses. On the other hand that may be because my path through CCT has been a bit unusual due to schedule and other factors

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

These goals are divided into two sets (each with 10 items):

I. "My Project Product Shows That..."

II. Developing as a Reflective Practitioner, Including Taking Initiatives in and Through Relationships

- a) Well met.
- b) The goals were met well, as the format was broken down and organized. The process of feedback and revision from Peter was a helpful tool to keep me on track and fully understand the intent behind each step.
- c) I think the goals were met. I think that the fairly short paper requirement kept it from being a huge burden or focus and, again, afforded people some comfort in choosing to take their project in a different direction to get at the heart of their governing question.
- d) The vision outlined for the course was absolutely met throughout the entire semester with both collaboration, guidance and freedom.
- e) 1. - struggled with through the term ; 2 achieved although that was not my main goal in taking the course but it will def be helpful in my research process
- f) I almost wish that we had been asked to read and discuss these course goals out loud in the first session of class. While I know there is an expectation to review them beforehand, I feel that they warrant a more prevalent space in our discussions. Particular focus might be brought to the idea of developing as a reflective practitioner, which I think is one of the goals that students shared achieving in the most significant ways.
- g) The syllabus and goals are specific. However, the course is so unique that it takes time to adjust to the format. Someone that is working full-time and has been a graduate student in the past will probably confront this course (at least initially) as overwhelming.
- h) By following the progress of this course, I have identified points of my research that I feel still need improvement. I think being able to see my research develop has provided a clearer outline of areas which I am interested to explore further.
- i) I think the course goals expressed were met. If something is amiss it is my own doing. My final paper (still working on it) will hopefully reflect how I've integrated my thinking via my research and engagement.
- j) Perhaps the draft could start earlier to ensure enough time for writing the final research paper.
- k) All goals were made clear and achieved. This is not surprising since goals were gradually introduce rather than all at once, allowing to focus on one at a time until we become a Reflective Practitioner. Assignments are prepared to fulfill these goals and both personal and collective reflections lead us to understanding where we are in the course and if adjustments must be made.
- l) This course is fair enough in its description, and I has been developing in a way that students are engaging in the research process. To make this course better, I would suggest students take advantage of teacher knowledge and experience on research strategies and take the time to communicate with them your concerns on time to avoid late work at the end of the course. Also, this program uses new

technologies to provide students space to interact, e.g., the break-rooms in zoom where you can meet anytime to work with other classmates.

- m) I have identified my professional and personal goals and struggles. I have made decisions based on mindful and reflective thinking that can be reflected in the course. I think that the course is designed in a "to each his own" kind of way. I feel like I reflected on my career development and researched it. Whereas someone else has a related subject but comes from a very different direction. When you give them feedback it makes you think about your own work no matter what. Then they give you feedback and it is another way to expand your thinking even it is not currently applicable.
- n) The phases made me a better writer, much of that being via the amount of attention paid to narrowing down and zeroing in on what I was trying to write about. The topic and points which emerged through careful inquiry of an initial seedling of an idea which I normally would have pressured into being, were not what I expected, they were better, so much richer. Ideas emerged which I'd never thought of before. The goals in the syllabus were met.
- o) My experience was different than this description- not in the results, in the actual form of the description. By the way, the title of the class alone was enticing enough for me, especially with the addition of "Engagement." When I read this paragraph, I notice a bit of difficulty keeping track of what will happen and in what order. After reading it a few times, yes, I get that I've done what it says. My experience through the semester has been a little more fluid, in spite of discouragement and difficulty getting information from the class wiki. The most supportive wording for me to understand the class was the step by step, A-J, "I will demonstrate..." The other fact that made "Reflective Practitioner" real for me was actually what Peter transmitted by taking detailed consideration for what students say and giving their point of view, worries, tendencies some validity, even the point was to redirect a behavior (such as not communicating at all when work is due.)
- p) I think the class is well structured to meet these goals. I think greater student to student engagement between classes would be helpful. That can be done simply through student initiative, but I think like the required meetings with the professor, a couple required meetings with peers outside of class could be of use

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) This course pushed me to think about the process of research. It also allowed me the space to engage with and learning from my peers that I haven't yet had in graduate study. This was not easy and, at times, it seemed as though there was much work due, and not sure how it connects to my final product or the process I am used to. Although as the course ends, I look back and wish I was able to more thoroughly enjoy the process, but I do feel like I came out with a really great paper and I learned a lot about my topic and those of my peers.
- b) This course helped me to grow both professionally and personally and this is why I would recommend this to other students, even if they are not in the program. As I am nearing the end of my coursework in this program, I felt like everything built up to this work and allowed me to truly be reflective throughout the semester. Conferences with Peter, the large group, small group, and peer commentary were all learning experiences that have taught me the value is the revise/editing process that I once took personally and offensively. I am now comfortable with receiving and giving feedback and can see how beneficial it is to the process. It has been a pleasure to work with SUCH an inspiring group of people from so many different backgrounds. No matter who I was paired with in this course, I always felt a strong sense of support and encouragement.

- c) CCT692 is a platform for students to develop their research and engagement skills in topics that have meaning to them as individuals. The course is loosely structured allowing for an indirect path to a goal that is discovered only through following the process. Time management will be key to completing the course.
- d) Initially the program may feel overwhelming, but if you approach it by leaning into your interests, passions or a piece of your personal or professional life, it will feel both necessary and exciting. Find readings and content that engage you. There is no reason for dread in this course. You will have guidance and freedom if you trust the framework. You will be able to play and engage with a lot of materials, classmates and a lot of processes. Know that you will feel certain sometimes and totally uncertain at other points. It's all ok. Naturally, through the steps a portion of the research will reveal itself as a place to explore further. Go towards that sliver of the macro view and connect with it. Do not strangle the work, flow with it and know there will be time for continued development beyond the semester. This is not a semester of perfection and blind expertise, but a time for growing, learning and building towards the future.
- e) see above
- f) As I have said before, in these courses, you get what you put in. It is certainly possible to get through without significant personal and/or professional transformation, but with some commitment of effort, it is unlikely. This course enabled me to re-think the value of my work and position myself to create and produce thinking and research of significance. It has been, for me, a personal journey of situating myself in my work and bringing understanding and in turn value to its development. A truly significant course.
- g) This course appears to be a monster. There are letters and numbers and columns and sub-categories and links and checklists and sub-checklists and just an onslaught of constant clicking. This is an online course that you need to sit down and look at....over and over. And if you work full-time and take work HOME....it's extra frustrating. However, once you navigate the beast, this course opens your eyes to a whole new world of organized research. Annotated bibliographies and narrative outlines are super helpful. Interviews do not have to be with A-list celebrities. Depending on your research, they could possibly be very approachable members of your community willing to share their expertise. This course helped me look at research through a different lens.
- h) The course provides a clear introduction to the steps of writing and doing research. Learners are provided with clear examples and instructions that encourage self-directed learning and initiative, which is essential. Upon completion of this course, the learner would have completed thorough readings and reviews of publications and understand the basics of academic writing.
- i) I like the many unique research 'tools' and approaches I've garnered in this class. I very much like the quality of attention given by the course instructor and I also find the peer commentary component as being great in keeping us cohesive as a class. I think the calibre and diversity of students in this course has been exceptional and I am truly impressed by my colleagues. A recommendation to prospective students: Don't feel you have to pick as your final project something that is grandiose or revelatory. Choose a subject and be honest about what you are certain you will be able to accomplish. Be clear to yourself and in the writing of your final project so that you can better focus on the skills being learned rather than on over-producing something.
- j) I think this course is great for all graduate students that want to learn research. Although not a research methods course, it offers several tools that allow students to enhance their papers in general
- k) There is a phrase that applies to this course...."Trust the process." This class starts off with a feeling of intimidation. There is an abundance of assignments. The assignments lead to a comprehensive, ambitious work. Fear sets in. This course is not one that resides within itself but a course that builds off of previous CCT courses (and life for that matter) and prepares you for the future and conclusion of this program (and life...for that matter). This course is broad but direct. Clear but ambiguous. But all is not lost. From clearly stated goals, well-prepared syllabus, assignments, and checklist, and with professor, class, and personal feedback, it is not possible to fall behind. In the end, you will be left with a voice and the ability to appreciate the process rather than needing to find the solution as quickly as possible.

- l) For future CCT students who want to engage with their synthesis topic should take this course to explore strategies that would improve the research skills and research project, thereby allowing their synthesis project research would flow smoother and more natural.
- m) There is no real way to evaluate thinking and progress when your mindset is constantly expanding. It helps that there is group of people in the same boat and that you can talk to Peter, Jeremy, or create a Google Hangout session with some classmates. When it comes to 692 and CCT I've learned that It is important to trust the process.
- n) The phases made me a better writer, much of that being via the amount of attention paid to narrowing down and zeroing in on what I was trying to write about. The topic and points which emerged through careful inquiry of an initial seedling of an idea which I normally would have pressured into being, were not what I expected, they were better, so much richer. Ideas emerged which I'd never thought of before. The instructor feedback to course work was invaluable. My recommendation to prospective students would be they should expect to immerse themselves fully in order to gain the greatest benefit from the course.
- o) Because research isn't done in a vacuum, we reach out to sources such as literature and people, it's also valuable to consider one's self a source. The process, as I'm seeing it, gives multiple interesting angles on one's stages of research methods. The methods are designed to be sustainable, in that they are colored by and responsive to the student researcher's assessment of their needs and tendencies. The outline of each stage is thoughtfully linked to the next so that one can see themselves developing along with their material, and take the steps with them in future practice. The reflective aspect also allows room for significant revisions of the concept when initial ideas become out of touch with what's really being said because the array of tools (phases) bring to the fore feeling tones, wonderment, desire to understand, need for confirmation, and intrinsic motivators that academia doesn't always value. This could be the defining attributes of "Engagement" but could also be the value that we source from our communities to learn, and what we propose to give back. In this case, "communities" certainly includes the classmates in the progress, growing inter own directions, but together.
- p) The final synthesis session of this class opened my eyes to how transformative this class can be. Not just me, but many of my classmates mentioned how their views of research have been expanded. It is a course that takes a fair bit of courage and openness, but it really is a class that brings into focus the importance of process. The word "research" carries with it a ton of expectations and baggage, but it's the word "engagement" that I want to highlight. Every time I went through the steps as laid out, I came away with a sense of insight that I would have otherwise likely missed

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

- o) Yes
- p) 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. Excellent
- b) 5. Excellent
- c) 4. Good
- d) 5. Excellent
- e) 4. Good
- f) 5. Excellent
- g) 5. Excellent
- h) 4. Good
- i) 5. Excellent
- j) 5. Excellent
- k) 5. Excellent
- l) 5. Excellent
- m) 5. Excellent
- n) 5. Excellent
- o) 4. Good
- p) 5. Excellent

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

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

- a) 5. Excellent
- b) 5. Excellent
- c) 4. Good
- d) 5. Excellent
- e) 5. Excellent
- f) 5. Excellent
- g) 5. Excellent
- h) 5. Excellent
- i) 5. Excellent
- j) 5. Excellent
- k) 5. Excellent
- l) 5. Excellent
- m) 5. Excellent
- n) 5. Excellent
- o) 5. Excellent
- p) 5. Excellent