Anonymous end-of-semester evaluation of CrCrTh 692 Spr '10 online

Building on your comments from Qs 1-3, compose a synthetic statement (1 or 2 paragraphs) evaluating this course. (Imagine readers who might not be willing to wade through all the answers to Qs 1-3, but are willing to read more than simply the numerical averages of standard course evaluations.) Please make comments that help the instructor develop the course in the future and that enable some third party appreciate the course's strengths and weaknesses. Among other things you might comment on the overall content and progression of classes, the session activities, and the use of web-based technology to support the learning in the course.

A. This course fulfill interestingly its goal: you are engage in a creative process as a person desiring to pursue a research in a specific domain or matter; It takes probably to full round process to realize metacognitively which type of progress, improvement and revision can be really done. I've learned the extensive meaning of constructive feedback while being an isolated person I'll would improve it personally by providing a wiki space to the students before entering the course in order to practice a bit before and avoid wasting too much time on that instead of engaging fully within the research to be done. I would also probably give a tiny bit more autonomy for the way to drive the research while keep providing support as it has been always done

B. If you think that taking an online course will be easier, dont take this course. If you think that you need 3 credits to gradute and this will be fluff; take another course. If you want to be challanged and statr to become a better writer, researcher and life long learner; enroll in this course and enjoy.

C. This course was successful in allowing students explore areas of interest to them while professors were supportive with positive feedback and constructive suggestions for developing a meaningful project to be used in the work place.

D. I think this course really tests your limits and brings you out of your comfort zone. Everyone (especially by the time you are in graduate school) has a style of writing and a way they do things. This class teaches proper research techniques and step by step processes. The professors were very accommodating to the students busy schedules, providing 2 wimba sessions per week and working with students as they develop their research. Web-based technology to support the learning in the course was extremely thorough and advantageous.

E. This CCT course straightened my belief in educational change and showed me the ways how could I become engaged in my research topic. Also, it empowered me with the knowledge and support to take actions in educational change. I would like to transfer this engagement and collaborative learning style through my other courses. I loled this course, and I would recommend for other graduate students who want to become a fully engaged researchers. I wouldn't recommend this course for those students who don't feel comfortable using BlackBoard, Wiki or Wimba.

F. In this course, you will not only research a topic of your choice, but the class is broken down into sections to help you with your end result...research paper. It is about the process you go through and how you got there by making your way through this course. You are experimenting with exciting websites that will not only be useful for the course, but useful for everyday life. You are connecting with your peers through Wimba and email, comparing, contrasting, commenting, chatting about your projects.

G. This course sets learners toward a path of responsibility - to themselves, their projects and their peers. All along the way, it becomes clear that this is preparation for future and further work, possibly at a doctoral level. The freedom of choice with surprisingly effective exercises combine for a creative and critical learning experience. If I had not had Thinking Learning and Computers before this, I might not have survived, maybe even cried on occasion. This is a course that nurtures students.

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

Date Published: 06/17/2010

Response 85065805

Survey Page 0

1. Start with an evaluation of yourself
Think about your personal goals in taking this course -- Did you achieve them?
How would you have proceeded differently if you were doing this course again?
What have been your major personal obstacles to learning more from this course?

> My personal aim in doing this course was to provide me the necessary tools to pursue the program with a better organizational skills, make the necessary researches in creativity in order use those for my thesis later on
> I had strong problems till the mid term to cope with the things required (such as having to have cover the topic suppositely by the second week and have a clue of where I was going), I had problem in the beginning with technology facilities (although quite useful)

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

> The wimbas where very effective, but probably push us to use more efficiently and regularly the thread discussion on the blackboard in order to feel being part of a community, and have more sponanous and informal feedback and collabaoration with the other students

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?

> It has been very well thought of, in order to bring us in this course to to get involved not only in a research pedagogy outline but also in a full creative process, that what more than I could have expected
> Delta: I felt too much oriented during the process to make the research not my own way. Also although it was quite useful looking at it from a retrospective point: to try to hand in each week assignments and revising them each time was a big time taking

2. General evaluation (continued)
In what ways did your attitude to doing the course change through the semester?
How does it compare with other graduate courses?
What would be your overall recommendation to prospective students?

> I have probably not provided the best of myself in this course comparatively to the other course, problem of time, problem of refusing to enter in a structure that did not suit mine really. I am used to do things my way, in general it works very way, although I love constructive feedback. However I would definitively recommend the course to other students desiring to pursue a Master synthesis. Along the course I've started to get a clue about what I was doing, where I was going: it helps me a lot (with the mind mappind and the

work in progress)

3. Evaluation in relation to the course description
Read the course description/goals below.
Comment on how well the goals expressed in the syllabus were met.
Make general and specific suggestions about how these could be better met.
In this course you identify a current social or educational issue that concerns you, e.g.,
you want to know more about it, advocate a change, design a curriculum unit or a
workshop, and so on. You work through the different phases of research and engaging
others on that issue--from envisioning a manageable project to communicating your
findings and plans for further work. The classes run as workshops, in which you are
introduced to and then practice using tools for research, communicating, and developing
as a reflective practitioner. The class activities and course as a whole provide models for
guiding your own students or supervisees in systematically addressing issues that
concern them.

> I guess I should have read few times over the semester again the Syllabus: it would have
> helped me to keep in mind the main goals of this course
> This course indeed gives you the main lines to follow to get engaged and research a topic
> that inspires you deeply. This governing questions evolve with the time but helps us to keep
> track on our preliminary vision or goal and to reach it (well hopefully), or to open you toward
> new enterprises related to that governing issue

4. Synthetic statement (1 or 2 paragraphs)
Building on your comments from Qs 1-3, compose a synthetic statement (1 or 2
paragraphs) evaluating this course. (Imagine readers who might not be willing to wade
through all the answers to Qs 1-3, but are willing to read more than simply the numerical
averages of standard course evaluations.)
Please make comments that help the instructor develop the course in the future and that
enable some third party appreciate the course's strengths and weaknesses.
Among other things you might comment on the overall content and progression of
classes, the session activities, and the use of web-based technology to support the
learning in the course.

> This course fulfill interestingly its goal: you are engage in a creative process as a person
> desiring to pursue a research in a specific domain or matter; It takes probably to full round
> process to realize metacognitively which type of progress, improvement and revision can be
> really done.
> I've learned the extensive meaning of constructive feedback while being an isolated person
> I'll would improve it personally by providing a wiki space to the students before entering the
> course in order to practice a bit before and avoid wasting too much time on that instead of
> engaging fully within the research to be done. I would also probably give a tiny bit more
> autonomy for the way to drive the research while keep providing support as it has been
> always done

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

Date Published: 06/17/2010

Response 85409172

Survey Page 0

1. Start with an evaluation of yourself
Think about your personal goals in taking this course -- Did you achieve them?
How would you have proceeded differently if you were doing this course again?
What have been your major personal obstacles to learning more from this course?

Yes. Cautiously and carefully. I have become more aware of my strengths and weaknesses. I would do a better job of balancing my time with assignments.
Time is the biggest obstacle, I wish I had more. Just when you get it, it's over. Thank you!!

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

It was harder than I expected. tThe content and prparartion of the instructor made it feel real. Great job.

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?

Make the WIKI dummy proof

2. General evaluation (continued)
In what ways did your attitude to doing the course change through the semester?
How does it compare with other graduate courses?
What would be your overall recommendation to prospective students?

I learned to appreciate the input of others. Peer sharing was key to my growth throughout the course. I would highly recommend to colleagues.

3. Evaluation in relation to the course description
Read the course description/goals below.
Comment on how well the goals expressed in the syllabus were met.
Make general and specific suggestions about how these could be better met.
In this course you identify a current social or educational issue that concerns you, e.g., you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue--from envisioning a manageable project to communicating your findings and plans for further work. The classes run as workshops, in which you are introduced to and then practice using tools for research, communicating, and developing

as a reflective practitioner. The class activities and course as a whole provide models for guiding your own students or supervisees in systematically addressing issues that concern them.

Sound less intimadating then it actually was, but was extremely worthwile and I know that I will use what I learned in this course for the remainder of my studies.

4. Synthetic statement (1 or 2 paragraphs)
Building on your comments from Qs 1-3, compose a synthetic statement (1 or 2 paragraphs) evaluating this course. (Imagine readers who might not be willing to wade through all the answers to Qs 1-3, but are willing to read more than simply the numerical averages of standard course evaluations.)
Please make comments that help the instructor develop the course in the future and that enable some third party appreciate the course's strengths and weaknesses.
Among other things you might comment on the overall content and progression of classes, the session activities, and the use of web-based technology to support the learning in the course.

If you think that taking an online course will be easier, dont take this course. If you think that you need 3 credits to gradute and this will be fluff; take another course. If you want to be challanged and statr to become a better writer, researcher and life long learner; enroll in this course and enjoy.

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

Date Published: 06/17/2010

Response 85486505

Survey Page 0

1. Start with an evaluation of yourself
Think about your personal goals in taking this course -- Did you achieve them?
How would you have proceeded differently if you were doing this course again?
What have been your major personal obstacles to learning more from this course?

I actually succeeded in meeting my goals. I worked hard and became very invested in my research material and therefore I walked away with a great deal of useful knowledge.

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

What you put into it is what you get out. This is my 3rd online course so I finally have it down. The first 3 weeks are incredible overwhelming and i am always tempted to drop or switch out of courses when i first read through a syllabus but sticking with it and trusting that things will work out has been succesful.

2. General Evaluation of course
What was special about this course (+positive and/or -negative)?
How did the course meet or not meet your expectations?
In what ways do you think this course could be improved?

The feedback. The list of assignments with direct feedback on each assignment has been fantastic. It is so helpful that you can turn in a draft of an assignment and know that you can come back to it. The course definitly exceded my expectations and i really appreciated that you could do so much of the course on your own with consistent and frequent check ins. i think the only helpful advice would be to warn people that every course seems overwhelming in the beginning and this is normal and part of being online.

2. General evaluation (continued)
In what ways did your attitude to doing the course change through the semester?
How does it compare with other graduate courses?
What would be your overall recommendation to prospective students?

At first I was intimidated but the professors were reassuring and gave so much positive reinforcement and feedback with suggestions that I slowly gained confidence. I thought it was better than most courses because it let you explore the research that was useful and important to you. I would recommend it to other students (and have).

3. Evaluation in relation to the course description
Read the course description/goals below.
Comment on how well the goals expressed in the syllabus were met.
Make general and specific suggestions about how these could be better met.
In this course you identify a current social or educational issue that concerns you, e.g.,
you want to know more about it, advocate a change, design a curriculum unit or a
workshop, and so on. You work through the different phases of research and engaging
others on that issue--from envisioning a manageable project to communicating your
findings and plans for further work. The classes run as workshops, in which you are
introduced to and then practice using tools for research, communicating, and developing
as a reflective practitioner. The class activities and course as a whole provide models for
guiding your own students or supervisees in systematically addressing issues that
concern them.

> honestly, the course meets all of the goals from the syllabus just as they are stated. The
> only thing I would suggest is having more information on options other than a research
> paper. I was interested in the other options such as grant writing but was hesitant becasue
> I was unsure of the details.

4. Synthetic statement (1 or 2 paragraphs)
Building on your comments from Qs 1-3, compose a synthetic statement (1 or 2
paragraphs) evaluating this course. (Imagine readers who might not be willing to wade
through all the answers to Qs 1-3, but are willing to read more than simply the numerical
averages of standard course evaluations.)
Please make comments that help the instructor develop the course in the future and that
enable some third party appreciate the course's strengths and weaknesses.
Among other things you might comment on the overall content and progression of
classes, the session activities, and the use of web-based technology to support the
learning in the course.

> This course was successful in allowing students explore areas of interest to them while
> professors were supportive with positive feedback and constructive suggestions for
> developing a meaningful project to be used in the work place.

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

Date Published: 06/17/2010

Response 86510201

Survey Page 0

1. Start with an evaluation of yourself
Think about your personal goals in taking this course -- Did you achieve them?
How would you have proceeded differently if you were doing this course again?
What have been your major personal obstacles to learning more from this course?

I think I achieved most of them, primarily finishing the course and keeping up. Life can be very busy and hectic and this course give clear outlines or work due and expectations. I had a lot of help issues lately and this class allowed me to work at my own pace each week. I thoroughly enjoyed the class and online interactions.

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

I learned that no matter what, people are busy and life is hectic. You have to have the self-discipline to read and do the assignments and keep up. It also helps to be active during wimba sessions.

2. General Evaluation of course
What was special about this course (+positive and/or -negative)?
How did the course meet or not meet your expectations?
In what ways do you think this course could be improved?

The class met all expectations for me of an online research class. One negative was it was hard to get use to the wiki at first and navigating around the various sites.

2. General evaluation (continued)
In what ways did your attitude to doing the course change through the semester?
How does it compare with other graduate courses?
What would be your overall recommendation to prospective students?

My attitude fluctuated a lot with my health, stress at work, etc. I would not recommend people to take this class if they expect it to be easy and to have to put a lot of time into it. This course is a lot of work and takes time. I think some people think online classes will be easier but it is just as hard as live classrooms/courses.

3. Evaluation in relation to the course description
Read the course description/goals below.
Comment on how well the goals expressed in the syllabus were met.
Make general and specific suggestions about how these could be better met.
In this course you identify a current social or educational issue that concerns you, e.g., you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue--from envisioning a manageable project to communicating your findings and plans for further work. The classes run as workshops, in which you are introduced to and then practice using tools for research, communicating, and developing as a reflective practitioner. The class activities and course as a whole provide models for guiding your own students or supervisees in systematically addressing issues that concern them.

I think goals of the course description are very articulate and they were met for me.

4. Synthetic statement (1 or 2 paragraphs)
Building on your comments from Qs 1-3, compose a synthetic statement (1 or 2 paragraphs) evaluating this course. (Imagine readers who might not be willing to wade through all the answers to Qs 1-3, but are willing to read more than simply the numerical averages of standard course evaluations.)
Please make comments that help the instructor develop the course in the future and that enable some third party appreciate the course's strengths and weaknesses.
Among other things you might comment on the overall content and progression of classes, the session activities, and the use of web-based technology to support the learning in the course.

I think this course really tests your limits and brings you out of your comfort zone. Everyone (especially by the time you are in graduate school) has a style of writing and a way they do things. This class teaches proper research techniques and step by step processes. The professors were very accommodating to the students busy schedules, providing 2 wimba sessions per week and working with students as they develop their research. Web-based technology to support the learning in the course was extremely thorough and advantageous.

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

Date Published: 06/17/2010

Response 88030707

Survey Page 0

1. Start with an evaluation of yourself
Think about your personal goals in taking this course -- Did you achieve them?
How would you have proceeded differently if you were doing this course again?
What have been your major personal obstacles to learning more from this course?

This course was different form other courses because I actually enjoyed writing and researching. Because the coursework was precisely organized, this was the most engaging and relaxing writing process I ever had.
It was hard not to think to the final grade because eventually that will show how good I did during this course. In the future, I hope I could overcome this "grade induced anxiety" and I will be able to appreciate this learning experience that I could use outside the course.

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

During this course I overcame my anxiety to speak with accent in front of native speakers in order to share my thoughts/ideas/topics with my peer. By the end of the semester, I overpowered my discomfort and I asked my classmates to proofread my drafts.
I found that I still underestimated my potentials and my writing abilities; I may need to find ways to build my self esteem. I feel it is important to give credit for myself and comment more of my classmates' writings in the future.

2. General Evaluation of course
What was special about this course (+positive and/or -negative)?
How did the course meet or not meet your expectations?
In what ways do you think this course could be improved?

+ I realized that I can use the constructive comments from my instructor and peers to make my writing more powerful
+ I was able to set up realistic deadlines and keep up with my plan, in this way I never fall behind with my class work.
+ I was able to observe the practical application of my research, and also I interviewed several people involved in autism intervention.
+ The visual aids helped me to present my overall argument underlying my research and I used my peer's comment to further clarify my overall progression.
+ It was very helpful to get and give feedback from/to my classmates. I leaned what I did great and where I need to revise so they could appreciate the position I've presented to them.
+I have developed efficient ways to organize my time, research materials, computer access, bibliographies, etc.
-I tried to carry a notebook (with numbered pages) with me all the time but I didn't find necessary. Also, I found it time consuming and unnecessary to submit my organization of research material "report" three times during the semester.

2. General evaluation (continued)
In what ways did your attitude to doing the course change through the semester?
How does it compare with other graduate courses?
What would be your overall recommendation to prospective students?

> Because I am a "personal writer" type and I see the essay as a tapestry, and I had difficulty revising different sections. Also, I need to work on not being so sensitive to criticism of my work. Through the semester, I realized that I can use the constructive comments from my instructor and peers to make my writing more powerful.
> I was able to perceive this course as "works-in-progress" and a "starting point" of future work. During this course, I gained knowledge and skills that might actually be able to guide me to a bigger research or a workshop that benefit my colleagues in early childhood education field.
> I feel I need to share my experience with my peers outside of this course because this type of collaborative learning together with research and engagement empowers future scientist/ researchers to make creative and significant changes in social/political/educational issues.

3. Evaluation in relation to the course description
Read the course description/goals below.
Comment on how well the goals expressed in the syllabus were met.
Make general and specific suggestions about how these could be better met.
In this course you identify a current social or educational issue that concerns you, e.g., you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue--from envisioning a manageable project to communicating your findings and plans for further work. The classes run as workshops, in which you are introduced to and then practice using tools for research, communicating, and developing as a reflective practitioner. The class activities and course as a whole provide models for guiding your own students or supervisees in systematically addressing issues that concern them.

> I think the goals expressed in the syllabus 99% were met.

4. Synthetic statement (1 or 2 paragraphs)
Building on your comments from Qs 1-3, compose a synthetic statement (1 or 2 paragraphs) evaluating this course. (Imagine readers who might not be willing to wade through all the answers to Qs 1-3, but are willing to read more than simply the numerical averages of standard course evaluations.)
Please make comments that help the instructor develop the course in the future and that enable some third party appreciate the course's strengths and weaknesses.
Among other things you might comment on the overall content and progression of classes, the session activities, and the use of web-based technology to support the learning in the course.

> This CCT course straightened my belief in educational change and showed me the ways how could I become engaged in my research topic. Also, it empowered me with the knowledge and support to take actions in educational change.
> I would like to transfer this engagement and collaborative learning style through my other courses.
> I loled this course, and I would recommend for other graduate students who want to become a fully engaged researchers. I wouldn't recommend this course for those students who don't feel comfortable using BlackBoard, Wiki or Wimba.

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

Date Published: 06/17/2010

Response 88112457

Survey Page 0

1. Start with an evaluation of yourself
Think about your personal goals in taking this course -- Did you achieve them?
How would you have proceeded differently if you were doing this course again?
What have been your major personal obstacles to learning more from this course?

I believe I achieved my goals from the start of this course. It was difficult at first because my life was a little chaotic and many life changing events occurred at the start of the course. However, with time I was able to steady myself and work through what needed to be done. I think I would try to be more organized from the start of class.

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

Keep my focus, get in touch with my classmates more, experiment!

2. General Evaluation of course
What was special about this course (+positive and/or -negative)?
How did the course meet or not meet your expectations?
In what ways do you think this course could be improved?

The class was well organized and the instructor was always available for support and willing to help. I learned several new sites to use for research, and other resources. It being my last class, I thought it was a good ending to my courses.
An improvement would just be a better explanation of whats due when.

2. General evaluation (continued)
In what ways did your attitude to doing the course change through the semester?
How does it compare with other graduate courses?
What would be your overall recommendation to prospective students?

I was hesitant and overwhelmed at first, but once the course started going and I was involved in Wimba sessions with my classmates, it seemed to fly by and became interesting.

3. Evaluation in relation to the course description
Read the course description/goals below.
Comment on how well the goals expressed in the syllabus were met.
Make general and specific suggestions about how these could be better met.
In this course you identify a current social or educational issue that concerns you, e.g., you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue--from envisioning a manageable project to communicating your findings and plans for further work. The classes run as workshops, in which you are introduced to and then practice using tools for research, communicating, and developing as a reflective practitioner. The class activities and course as a whole provide models for guiding your own students or supervisees in systematically addressing issues that concern them.

The goals stated were met throughout the class!

4. Synthetic statement (1 or 2 paragraphs)
Building on your comments from Qs 1-3, compose a synthetic statement (1 or 2 paragraphs) evaluating this course. (Imagine readers who might not be willing to wade through all the answers to Qs 1-3, but are willing to read more than simply the numerical averages of standard course evaluations.)
Please make comments that help the instructor develop the course in the future and that enable some third party appreciate the course's strengths and weaknesses.
Among other things you might comment on the overall content and progression of classes, the session activities, and the use of web-based technology to support the learning in the course.

In this course, you will not only research a topic of your choice, but the class is broken down into sections to help you with your end result...research paper. It is about the process you go through and how you got there by making your way through this course. You are experimenting with exciting websites that will not only be useful for the course, but useful for everyday life. You are connecting with your peers through Wimba and email, comparing, contrasting, commenting, chatting about your projects.

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

Date Published: 06/17/2010

Response 89428125

Survey Page 0

1. Start with an evaluation of yourself
Think about your personal goals in taking this course -- Did you achieve them?
How would you have proceeded differently if you were doing this course again?
What have been your major personal obstacles to learning more from this course?

In this course, I think I multiplied my comfort level with the idea of research a process. It used to be that I could say that I used a process, but it was rather limited to a ask-read-write-cite sort of thing. It did the work in the past to learn, but always felt like I was plodding along based on production. If my first goal had been to become more engaged, then I would have exceeded it.

My real goal I think was to learn more about what I do for work and what I might be able to do at work. This goal was met to a degree. What I discovered were possibilities and that the work I really need to do will be possible if I take the time and reflect carefully as I go along. The changes I want to make to my own practice are possible; the change I would like to bring to the workplace may be possible. (Those will be addressed in future course work.)

If I was working just thirty hours per week, I would have been able to spend double the time on my coursework and feel I had done a better job – time has been my major obstacle. I would like to be able to say it was time management because then I could have made changes. My life has not been my own this semester – I know this by looking at my planner.

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

This online course was quite different from others I have taken and the workshop portion was a bit tricky. As much as I find fault with Blackboard, some of its tools may have helped with the workshop piece, albeit asynchronous. Wimba sessions and audio file "lessons" were helpful and gave the sense of community that would have not existed otherwise.

My advice for the next group would be to get ahead by one week and review assignments often. Take a lead whenever possible – those items that need to be prepared for sharing are effective motivators – preparing for an audience gets us to prepare for ourselves more fully.

2. General Evaluation of course
What was special about this course (+positive and/or -negative)?
How did the course meet or not meet your expectations?
In what ways do you think this course could be improved?

This course exceeded my expectations in its liberal approach to research and topics, its student-centeredness, and surprisingly effective assignments. On occasion I felt frustrated but as it turns out, that is really part of the process. I was pushed to think and reconsider what I had said or thought I had said. It has given me a few key salient points as well to take with me (something as simple as Why should I listen to THIS author on THIS topic?).

Because I have sampled many online course (not only UMB and graduate level) I feel I can comment on this course on a few levels. First – delivery was a bit muddy. I believe this was in part due to the hope to blend two groups within two models, sharing much but not all. I got confused about posting locations (just recently discovered another place to look for things last week). But my classmates and I survived.

We shifted gears a few times so that a "routine" was not established early on. Maybe that was the intent. It was confusing, however – I responded by disengaging a bit.

The only real disappointment was our lack of "groupness" - I do not feel we quite got there as a class. That could be the mixing of sections or the Wimba splits or something else entirely. We tried in the breakout rooms and it is possible that some of the others in the class had a different experience. Supporting one another was difficult.

If I had any recommendations, I would offer them. I do not think it was simply that the course was online. And I know it was not the instructors. It is possible that next time, things will go more smoothly for collaborative and supportive workshopping. It might be worth trying to develop the section groups separately before bringing them together?

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?

Uncertainty to confidence to need to know more is how I would describe how I changed this semester. It pushed be beyond prior courses without pushing them aside (like looking back from a plateau).

Timing of this course is important in terms of when in the program this is taken. I would not have benefit from it taking it sooner, and probably would not want to take it any later. Try everything at least once.

3. Evaluation in relation to the course description
Read the course description/goals below.
Comment on how well the goals expressed in the syllabus were met.
Make general and specific suggestions about how these could be better met.
In this course you identify a current social or educational issue that concerns you, e.g., you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue--from envisioning a manageable project to communicating your findings and plans for further work. The classes run as workshops, in which you are introduced to and then practice using tools for research, communicating, and developing as a reflective practitioner. The class activities and course as a whole provide models for guiding your own students or supervisees in systematically addressing issues that concern them.

This sounds like an invitation to me to go forward with a big idea and set it in motion. Goals were met completely.

The syllabus is something like Quan Am - could it be made with fewer layers?

See above #2

4. Synthetic statement (1 or 2 paragraphs)
Building on your comments from Qs 1-3, compose a synthetic statement (1 or 2 paragraphs) evaluating this course. (Imagine readers who might not be willing to wade through all the answers to Qs 1-3, but are willing to read more than simply the numerical averages of standard course evaluations.)
Please make comments that help the instructor develop the course in the future and that enable some third party appreciate the course's strengths and weaknesses.
Among other things you might comment on the overall content and progression of classes, the session activities, and the use of web-based technology to support the learning in the course.

This course sets learners toward a path of responsibility - to themselves, their projects and their peers. All along the way, it becomes clear that this is preparation for future and further work, possibly at a doctoral level. The freedom of choice with surprisingly effective exercises combine for a creative and critical learning experience.

If I had not had Thinking Learning and Computers before this, I might not have survived, maybe even cried on occasion. This is a course that nurtures students.