

Critical and Creative Thinking Course Offerings, Descriptions, Syllabi, Evaluations, and Texts

(With links to latest syllabi. Info about required texts is at the end of the description or in the syllabi.)

Scheduled course offerings

[Fall 2010](#) | [Winter/Spring 2011](#) | [Summer 2011](#) | [Fall 2011](#) |

[Past years' courses](#)

[Future years' courses \(provisional\)](#)

[Course planner](#)

[Guide for non-matriculated students](#)

Foundation Courses (regular program)

(All required for M.A.; 601 & 602 required for certificate)

(Offered face2face 1 in every 3 regular fall & spring semesters)

[CrCrTh 601](#) Critical Thinking (also often in the summer; fall [on-line](#))

[CrCrTh 602](#) Creative Thinking (also spring [on-line](#))

[PHIL 501](#) Foundations Of Philosophical Thought

[PSYCH 550/CrCrTh 651](#) Advanced Cognitive Psychology

Foundation Courses ([Science in a Changing World](#) track)

(All required for M.A.; two required for certificate)

(Offered face2face 1 in every 2 years)

[CrCrTh640](#) Environment, Science and Society: Critical Thinking OR

[CrCrTh645L](#) Biology in Society: Critical Thinking

[CrCrTh649L](#) Scientific and Political Change

[CrCrTh650](#) Mathematical Thinking

[CrCrTh652](#) Children And Science

Elective Courses

(4 required for M.A.; 3 for certificate)

(Science in a Changing World students may take the **regular core courses** as electives.)

(* indicates offered 1 in every 2 years; online sections offered every year; otherwise offered irregularly)

CrCrTh611 Seminar In Critical Thinking (theme: **Problem-based learning** *)

CrCrTh612 Seminar In Creativity (* and summer **online**)

CrCrTh615 Holistic and integrative education

CrCrTh616 Dialogue Processes (each winter; spring **on-line**)

CrCrTh618 Creative Thinking, Collaboration and Organizational Change (each summer; fall **on-line**; spring **on-line**)

CrCrTh619 Biomedical ethics *

CrCrTh620 Moral Education

CrCrTh627 Issues In Antiracist And Multicultural Education *

CrCrTh630 Creativity And Criticism In Literature And Art *

CrCrTh640 Environment, Science and Society: Critical Thinking

CrCrTh645L Biology in Society: Critical Thinking *

CrCrTh646L The Gifted and Talented Student

CrCrTh649L Scientific and Political Change *

CrCrTh650 Mathematical Thinking *

CrCrTh652 Children And Science *

CrCrTh655 Metacognition *

CrCrTh670 Thinking, Learning and Computers

(fall **on-line**)

CrCrTh688 Reflective Practice (1-3 credits) (fall & spring)

Special Topics Courses offered in past years

Courses from other programs

Required Final Courses for M.A.

CrCrTh 692 Processes of Research and Engagement (formerly 698, Practicum) (Offered face2face & online [subject to enrollment] 1 in every 3

regular fall & spring semesters)

CrCrTh 693 Action Research for Educational, Professional and Personal Change (formerly Evaluation Of Educational Change) (Offered face2face & online [subject to enrollment] 1 in every 3 regular fall & spring semesters)

CrCrTh 694 Synthesis Of Theory And Practice (fall & spring [subject to enrollment])

Descriptions

Required Foundation Courses (regular program)

CrCrTh 601 Critical Thinking

This course explores issues about the nature and techniques of critical thought, viewed as a way to establish a reliable basis for our claims, beliefs, and attitudes about the world. We explore multiple perspectives, placing established facts, theories, and practices in tension with alternatives to see how things could be otherwise. Views about observation and interpretation, reasoning and inference, valuing and judging, and the production of knowledge in its social context are considered. Special attention is given to translating what is learned into strategies, materials, and interventions for use in students' own educational and professional settings.

Key Text: Costa, Developing Minds, Tishman, et al., The Thinking Classroom: Learning and Teaching in a Culture of Thinking, 1995

[2009 fall on-line syllabus](#)

[2009 summer 3-week syllabus](#)

[2010 summer 3-week syllabus](#)

[2010 evaluations, summer](#)

[1999 syllabus](#)

online section; [Schoenberg](#)

Tagline: Applying critical thinking skills in one's professional life.

This section provides critical thinking skills that can be applied to various professions, such as education, business, nursing and many other Occupations ([Video Introduction](#))

CrCrTh 602 Creative Thinking

This course explores approaches to "How might we proceed when confronted by problems, situations too ambiguous, complex, or messy or impossible to be addressed directly through logical strategies?" It seeks to increase the participants' understanding of creativity, to improve their creative problem-solving skills and to enhance their ability to promote these skills in others, in a variety of educational settings. Students participate in activities designed to help develop their own creativity, and discuss the creative process from various theoretical perspectives. Readings are on such topics as creative individuals, environments that tend to enhance creative functioning, and related educational issues. Discussions with artists, scientists and others particularly involved in the creative process focus on their techniques, and on ways in which creativity can be nurtured.

Key texts: Sherkejian, Uncommon Genius, Cameron, The Artist's Way
[2008 syllabus](#), [Greenwald](#)
[2008 online syllabus](#), [Gallo](#) , [Witkowski](#)
[2010 online evaluations](#)

PHIL 501 Foundations of Philosophical Thought

By discussing four or five substantive problems in philosophy -- morality, the nature of knowledge, freedom of the will, the nature of mind, and social organization -- we will attempt to derive a common approach that philosophers bring to these problems when developing their own solutions to questions such as, "How do we know what we know?" or when criticizing the solutions of other philosophers. In the course of this discussion we will consider some of the ways that substantive issues and debates in philosophy relate to contemporary non-philosophical issues in our society and can be introduced into a broad range of educational environments outside standard philosophy courses. In connection with the latter, we will examine curriculum materials and discuss questions about the ability of children and adolescents to think philosophically.

Key texts: Bowie, et al., Twenty Questions: An Introduction to Philosophy,
Matthews, The Philosophy of Childhood
[2008 syllabus](#) , [Millman](#)

CCT651/PSYCH 550 Advanced Cognitive Psychology

This course offers the most up-to-date knowledge on perception, memory, imagery, and problem solving to enhance one's approach to problem-solving. It provides a survey of the field of cognitive psychology from an information-processing viewpoint. This course will consider how people encode, organize, transform and output information. Emphasis will be placed on such topics as concept formulation, problem solving, and creative thinking.

Required text: Reisberg, Cognition: Exploring the Science of the Mind, 4th edition, Worth Publishers. (ISBN 978-0-393-19851-5)

[2010 syllabus](#), [Smith](#)

Students who choose the Science in a Changing World track take alternative foundation courses: [CrCrTh640](#) Environment, Science and Society: Critical Thinking OR [CrCrTh645L](#) Biology in Society: Critical Thinking; [CrCrTh649L](#) Scientific and Political Change; [CrCrTh650](#) Mathematical Thinking; [CrCrTh652](#) Children And Science

Elective/Specialty area/theme Courses

Following or in conjunction with the required foundation courses, you choose three electives and can tailor your learning to your specific needs. We recommend that you identify a focused area of interest to facilitate development of in-depth knowledge and practice. From this study should emerge a question to pursue through the last three required courses.

The elective courses allow students to define specific areas in which they explore their CCT-related interests -- for example, "creative thinking at work", "science in a changing world", "gifted and talented education", "critical and creative thinking in literature/arts/music", "dialogue and collaboration in organizational change." Areas of specialization may be constructed through cooperation with other UMass-Boston graduate programs, such as Instructional Design, Special Education, Public Policy, and Dispute Resolution.

With prior permission of the Faculty Advisor, courses offered by other Graduate Programs or up to two upper level undergraduate courses may be taken where

appropriate as electives within a specialty area.

CrCrTh 611 Seminar In Critical Thinking(3 Credits)

Topic changes from year to year. Recent topics include:

Making Sense of Numbers

Current Theme: Authentic Problem Solving Using Inquiry-Based Approaches

The best way to understand the process of problem solving is to engage in it - most especially, to experience the thought, habits of mind, and actions associated with using inquiry-based approaches to tackle sticky problems in different domains.

Problem-based learning (PBL) is a powerful vehicle for conducting inquiry that simultaneously develops problem solving strategies and disciplinary knowledge bases and skills by placing individuals in the active role of problem solvers confronted with an ill-structured real world problem of their choosing. This robust, collaborative CrCrTh process is shaped and directed by students with the instructor as metacognitive coach. Students, not instructors, take primary responsibility for what is learned and how.

Instructors are "guides on the side" or metacognitive coaches, raising questions that challenge students' thinking and help shape self-directed learning so that the search for meaning and understanding becomes a personal construction of the learner.

In this "thinking action" course that can be applied as an elective in all concentrations, students will use a PBL model that has been field-tested and published by the instructor to investigate interest-based "murky" problems. Corroborating strategies for inquiry and problem solving will also be incorporated into students' thinking toolboxes.

Required texts: Science in Progress, distributed by the instructor
Woods, Donald. Problem-Based Learning: How to Gain the Most from PBL,
The Bookstore, McMaster University, Hamilton, ON. ISBN 0-9698725-0-X
2009 syllabus, Greenwald

CrCrTh 612 Seminar In Creativity

This course delves deeply into the theory and practice of promoting creativity, using a specific theme, such as invention and innovation, humor, realizing

creative aspirations, building creative communities, as a focus for the readings, discussions, class activities, and semester-long student projects. The course materials, which are drawn from a variety of sources to match the instructor's speciality, student interests, and evolving trends in the literature, include biographies, intellectual histories, psychological studies, educational research, the popular media, guest speakers, and outside mentors. Details for the specific semester are publicized in advance by the Program.

- Theme for Fall '09: Ideas, Action, Context

New ideas come not simply from individual inspiration, but from borrowing and connecting. The more things in your tool box the more likely you are to make a new connection and see how things could be otherwise, that is, to be creative. Yet, in order to build up a set of tools that works for you, it is necessary to experiment, take risks, and reflect on the outcomes. Such reflective practice is like a journey into unfamiliar or unknown areas-it involves risk, opens up questions, creates more experiences than can be integrated at first sight, requires support, and yields personal change. In short, ideas are related to action and take place in a context (of support and reception). Through the course activities, we will compile a state of art tool box for creative endeavors.

- Theme for Fall '08: Humor.

Welcome to what should be a required course in every college and university! In the process of exercising our capacity for humor, we'll delve into how it works and why it's one of our greatest survival tools. In this extremely engaging seminar students decide what's interesting to find out about humor, enlighten us with what they find out and, finally, demonstrate how they would apply this to their lives.

For the first several weeks the instructor leads an exploration of some basic tenets for understanding humor such as the nature of humor, its origins, theoretical bases and its relationship to creativity, among some ideas for consideration. Then students take the lead and, based on specific interests, work in pairs to present perspectives on humor and also individually to explore a related and/or different domain of humor. The aha /ha ha relationship is front and center in this dynamic, fun course of study!

[2008 syllabus](#)

- Invention and Innovation theme for Spring '02-'04 and Spring '10 [2010 syllabus](#), [Greenwald](#)
- Summer online section; [Clark \(Video Introduction\)](#)

Tagline: "Inside the Creative Process: Exploring Blocks and Finding Creative Ground"

The creative process is a journey through your inner world, where sights along the way are channeled into a product and eventually are shared with the outer world. Because it is a process that relies on self-perceptions, self-truths, beliefs and values, it implies that a system be in place in order to acquire, express and ultimately share this self-knowledge. The personal nature of this process can give rise to creative works, yet at the same time, it can become the weight that causes a fracture in the process. This course will examine the tensions that exist while creating and the blocks they can give rise to. Throughout the course, students will gain a clearer understanding of the creative individual and his/her creative process. The course will look at some of the commonalities, both good and bad, that occur for creative artists and explore ways to maintain a healthy approach in your own creative process. Through the use of reflective practice, students will learn to identify obstacles to their creativity as well as learn a number of tools to work through such blocks. Students will experiment with the skills that lead to meaningful creative works and employ these skills in their daily living and creative life. Understanding and supporting the link to your inner world will enhance your ability to nurture your own creative spark and strengthen your ability to sustain your creative work. By establishing a deeper awareness of the self and incorporating this into your creative endeavors, you might more readily fan the spark that helps kindle your creativity.

[2010 syllabus](#)

CrCrTh 615 Holistic and Integrative Teaching

This course explores approaches which tap both teachers' and students' potential for learning, thinking, and creativity. Its primary focus is on integrative, holistic strategies to engage students creatively in literature, writing and the arts. Participants are actively involved in preparing practical applications and demonstrations of concepts emerging from the class.

CrCrTh 616 Dialogue Processes

Genuine dialogue provides a creative social space in which entirely new ways of thinking, learning, and relating to others may emerge. Dialogue involves a shared process of collective inquiry where people work together to understand the assumptions underlying their individual and collective views that limit their thinking and responses to the world. Course participants learn and experience approaches to dialogue inspired by Bohm, Isaacs, Scharmer, Weissglass and others in the interest of bringing about significant educational, organizational, social, and personal change.

Key Text(s): Isaacs, Dialogue

Note: The face2face and online sections described below differ considerably in style and emphasis. Do not take the syllabus for one as an indication of what the other would be like.

Winter section; [Bradford](#)

Tagline: The Dialogue Process in the tradition of Bohm and Isaacs. Mastering the Dialogue process requires learning a variety of communication skills including a tolerance of paradox (or opposing views), the suspension of judgment and empathic listening. It also requires making the entire thought process visible, including tacit assumptions. In this process, instead of imposing our views on others, we invite others to add new dimensions to what we are thinking. We also learn to listen to the voice of the heart-our own and others--and strive to find ways to make that voice articulate.

[2009 syllabus](#)

online section; [Gunnlaugson](#)

Tagline: Exploring the Transformative Practices of Dialogue in Learning Communities & Organizations

Structured as an online learning community, the core objective of this course is to cultivate theoretical and practical knowledge of generative dialogue. Building from Bohm and Isaacs' conception of dialogue, this course will focus on Scharmer's subsequent work on generative dialogue and presencing. The course offers a range of dynamic learning spaces designed

to develop our individual and collective capacities for bringing significant changes in how we think, communicate and learn together. In addition to theoretical inquiry, there are skill and capacity building exercises, coaching triads, collaborative assignments, and a real-world component where participants conduct a dialogue-based project within their own organization or community. The course will be delivered through multiple mediums including web-based audio and video files, WebCT, conference calls, phone coaching, and other possibilities that draw on students' insights, wisdom and novel ideas.

[2010 syllabus \(Video Introduction\)](#)

CrCrTh 618 Creative Thinking, Collaboration and Organizational Change

Through interactive, experiential sessions and structured assignments students learn critical and creative approaches to working in organizations. Skills addressed include: communication and team-building; facilitation of participation and collaboration in groups; promotion of learning from a diversity of perspectives; problem-finding and solving; and reflective practice. Students apply these skills to situations that arise in business, schools, social change groups, and other organizations with a view to taking initiative and generating constructive change. *Note: The face2face and online sections described below differ considerably in style and emphasis. Do not take the syllabus for one as an indication of what the others would be like.*

Summer face-to-face section; [Turpin/Gray, Bradford, Yanow](#)

Consists of three two-day workshops: [Diversity Awareness, Effective Teambuilding, Facilitating Participatory Planning and Design](#)

No required text for face2face summer section.

[2010 syllabus](#)

online section; [Bradford](#); next offered spring '11

Tag line: Build a sense of trust, teamwork and accomplishment as class members work together on a variety of creative endeavors in virtual space.

[online syllabus \(Bradford 2009\)](#)

online section; [Clausen](#); next offered fall '10

Tagline: Theories and Tools for Creative Change in Organizations, Communities and the World ([Video Introduction](#))

This course explores alternative ways of finding and leveraging emergent opportunities for change. Drawing on both traditional approaches and innovations from science concerning complexity and evolution/ecology, we look at the whole systems within which communities, organizations, teams and individuals create ideas, processes and products. We experiment collaboratively as a class on a set of challenges that face all of us, while individuals concurrently pursue personally relevant workplace or community projects.

[online syllabus \(Clausen 2009\)](#)

[2010 evaluations \(Clausen\)](#)

Texts for 2010: How to Make Collaboration Work by D. Straus and T. Layton, Berrett-Koehler Pub, 2002

Heart of Change Field Guide by D. Cohen, Harvard Business School Press, 2005

Here Comes Everybody by C. Shirky, The Penguin Press, 2008

The Practice of Adaptive Leadership by R. Heifetz, A. Grashow & M. Linsky, Harvard Business School Press, 2009

CrCrTh 619 Biomedical Ethics

This course develops students' critical thinking about dilemmas in medicine and health care policy, such as those that arise around allocation of scarce resources, criteria for organ transplants, informed consent, experimentation on human subjects, AIDS research, embryo research and selective termination of pregnancy, euthanasia, and physician-assisted suicide. Through such cases the course introduces methods in moral reasoning, rights-based reasoning, decision-making under uncertainty, and utilitarianism in classic and contemporary normative reasoning.

[2010 syllabus \(online\)](#), [Robinson](#)

[2010 evaluations \(Robinson\)](#)

CrCrTh 620 Moral Education

A comprehensive analysis of the basic issues in moral education from an

interdisciplinary perspective. Philosophical studies of the nature of morality and the moral life will be integrated with psychological studies of moral development and human motivation and brought to bear on issues in teaching morality. Topics covered will include: rationality, emotion, and the moral development of children; moral education. indoctrination; socialization, the "hidden curriculum," and moral education. Throughout this course theoretical insights will be applied to an examination of materials, programs, and practices in moral education, both in schools and the wider community.

2002 syllabus

CrCrTh 627 Issues In Antiracist And Multicultural Education

The course deals with complex and emotionally-charged issues of culture, religion, sexual orientation, and, especially, race, both in society generally and specifically in education. How do we teach against racism, homophobia, cultural and religious parochialism, while being respectful of the many points of view represented in most classrooms? The readings present these issues as many-sided, and the instructor strives to make the classroom a safe and respectful space to voice one's opinions and learn from others. This is not a _how to_ course but rather helps people in various fields, including teaching, think and reflect on issues they will face with students, colleagues, and clients. The course is open, with permission of instructor, to one or two advanced undergraduates who are interested in going into the field of education. (Contact instructor if you think you fall into this category.) The course will explore two related forms of education -- (a) antiracist education, (b) multicultural education -- approaching them as issues in moral and value education and exploring controversies in the theories and practices of antiracist and multicultural education. Some specific topics include: race and school achievement; ethnic identity and self-esteem; racial and ethnic stereotypes; Afrocentrism; religious pluralism; multiculturalism -- a unifying or divisive force?; antiracist and multicultural curricular approaches. Also, some attention will be paid to sexual orientation controversies.

2010 syllabus, Blum

Readings for 2010: Arthur Schlesinger, Jr., *The Disuniting of America: Reflections on a Multicultural Society*, revised and enlarged edition (Norton, 1998)

Theresa Perry, Claude Steele, and Asa Hilliard III, *Young, Gifted, and Black: Promoting High Achievement Among African-American Students* (Beacon, 2003)

Lawrence Levine, *The Opening of the American Mind: Canons, Culture, and History* (Beacon, 1996)

Vivian Gussin Paley, *Kwanzaa and Me: A Teacher's Story* (Harvard, 1995)
Also, readings on religious pluralism and Islam, bilingualism and linguistic minorities.

CrCrTh 630 Creativity and Criticism In Literature and Art
Expression and evaluation, freedom and discipline, creative production and the critical response to it -- how do these dualities relate to visual and verbal imagination as they are demonstrated in literature and the arts? Specific strategies for eliciting imaginative work in these areas will be demonstrated, as will specific strategies for evaluating imaginative works. Finally, this course will focus on ways to help others (including children) develop critical and creative skills and on ways to effectively use strategies for eliciting and evaluating imaginative work.

(Check with the instructor to ascertain the particular emphasis of the course for the semester you plan to take this course.)

Theme Fall '09 and '11: Multicultural literature for children & adolescents

[2009 syllabus](#), [Patmon](#)

Theme Spring '11: How the ARTS (visual, performing, film-making, dance, theatre, etc.) are taught through CRITICAL and CREATIVE THINKING, and how thinking is enhanced through the ARTS.

[2011 syllabus](#), [Greenwald](#)

[2007 syllabus](#), [Schwendener](#)

CrCrTh 640 Environment, Science and Society: Critical Thinking
Current and historical cases are used to examine the diverse influences that shape environmental science and politics. This exploration, in turn, leads to new questions and alternative approaches for educators, environmental professionals, and concerned citizens.

[2010 syllabus](#), [Taylor](#)

Texts for 2010: Taylor, P., [Unruly Complexity](#), U. Chicago Press, 2005

CrCrTh 645 Biology in Society: Critical Thinking
Current and historical cases are used to examine the political, ethical, and other social dimensions of the life sciences. Close examination of developments in the life sciences can lead to questions about the social influences shaping scientists' work or its application. This, in turn, can lead to new questions and alternative approaches for educators, biologists, health professionals, and concerned

citizens.

No required text - all readings by download from password-protected site

[Spring 2003 syllabus](#)[Taylor](#).

CrCrTh646L The Gifted and Talented Student

Gifted and talented students are one of our most underserved populations of learners. This state-of-the-art course is designed for teachers, and others (curriculum coordinators, administrators, parents) responsible for meeting the special needs of high potential learners in the regular and/or special classroom and at home. A broad spectrum of contemporary views on definition, identification, and characteristics of high potential learners are explored through lively critical and creative thinking activities and discussion. Included is examination of further individual differences such as ethnicity, gender, misdiagnoses and dual diagnoses, underachievement and learning disabilities.

Creation of learning environments and curriculum and instructional strategies that motivate and challenge high potential learners of any developmental age is also a major focus. This includes problem and inquiry-based learning, creative problem solving, invention, and humor and thinking which are specializations of the instructor. The course culminates with a unique opportunity for participants to practice what they learn with small groups of gifted students who join us in class for this purpose!

Taught by [Nina Greenwald, Ph.D.](#) Specialist in Gifted Education: teacher trainer; workshop leader; keynote presenter; published author; co-founder of MAGE (Massachusetts Association for Gifted Students).

[2009 syllabus](#)

CrCrTh 649L Scientific and Political Change (formerly: Science, Technology and Public Policy)

Although relatively few Americans have backgrounds in science or engineering, they are increasingly confronted with issues that are technically complex. This course explores the resulting tensions and asks how the needs for scientific expertise and democratic control of science and technology are reconciled. The first half of the course traces the historical development of American science policy and situates this development comparatively. The second half focuses on contemporary controversies, including those over the nature of university-industry relations, patent policy, and the cases of expert/lay disagreements over risk.

- * Students outside UMass Boston can be brought into this course from a distance (requiring only a broadband internet connection).
- * An innovative case-based learning approach in this course allows students to shape individualized directions of inquiry and develop their skills as investigators and prospective teachers.

Required texts: Dickson, D. (1984). The New Politics of Science. New York, Pantheon, reprinted University of Chicago Press, 1988.

Hackett, E., O. Amsterdamska, et al., Eds. (2008). The Handbook of Science and Technology Studies. Cambridge, MA, MIT Press.

[2010 syllabus](#), Taylor.

[2010 evaluations](#)

CrCrTh 650 Mathematical Thinking

This course explores several types of mathematical thinking in the context of number theory, algebra, geometry, and introductory calculus, and relates them to critical and creative thinking skills. Developmental and experiential factors in learning and teaching mathematics are considered, as well as techniques for determining a learner's mathematical abilities and learning styles. Readings, discussion, research, and problem-solving are used to provide a historical context, and to suggest connections with other disciplines. Individual and small-group projects are adapted to student interests. No formal mathematical background beyond high school algebra and geometry is required.

Syllabus from [1999](#)

CrCrTh 652 Children And Science

This course explores the ways children think about their natural and social world and how this affects their learning of science. We will be particularly concerned with identifying and describing the organized conceptual frameworks children have prior to instruction (which typically are different from the scientists' conceptualizations) and with understanding the general processes by which conceptual frameworks can be changed. One important question concerns in what ways children are fundamentally different learners and thinkers than adults and in what ways they are fundamentally similar. Key text: Osborne & Freyberg, Learning in Science

[2005 syllabus](#), Smith

CRCRTH 655 Metacognition

This course considers various aspects of metacognition and how they influence behavior in children and adults. Topics include the individual's knowledge of his or her own cognition, self-awareness, the monitoring of conscious thought processes, inferences about unconscious thought processes, metacognition as a decision process, metacognitive strategies, the development of metacognition, and metacognition as a source of individual differences in children.

[2009 syllabus](#), [Martin](#)

CrCrTh 670 Thinking, Learning and Computers

This course considers the consequences of using computers to aid our thinking, learning, communication and action in classrooms, organizations, and social interactions. Class activities acquaint students with specific computer-based tools, the ideas and research behind them, and themes for critical thinking about these ideas and tools.

See also [related computers in education syllabus](#)

Fall online section of CrCrTh670; [Szteiter](#)

Tagline: Critical Thinking and Information Literacy ([Video Introduction](#))

We will focus on the idea of information literacy in particular, as we seek to understand the growing complexity that is taking place in the way that computers and digital technology influence, and are influenced by, thinking and learning. This includes the need to use critical thinking skills to make sense of the enormous amount of information that becomes accessible through computers, as well as the way that various formats of information and computer-based resources might support thinking and learning. We consider computers in contexts such as collaborative thinking, applications of to education and other fields, and understanding ourselves in a digital culture.

[2010 syllabus](#) [2009 evaluations](#)

CrCrTh 688 Reflective Practice

Reflective practitioners in any profession pilot new practices, take stock of outcomes and reflect on possible directions, and make plans to revise their practice accordingly. They also make connections with colleagues who model

new practices and support the experimenting and practice of others. Students in this course gain experiences and up-to-date tools for reflective practice through presentations, interactive and experiential sessions, and, optionally, supervised pilot activities in schools, workplaces, and communities.

[2009 syllabus](#)

[2009 evaluations](#)

CrCrTh 696 Independent Study (1-3 Credits)

The comprehensive study of a particular topic or area of literature determined by the student's need; the study is pursued under the guidance, and subject to the examination, of the instructor. An application or outline of study should be agreed by the instructor and program director before you register.

Electives may be chosen from other programs.

Related to specialty in Literature and Arts

EDC G 647, Multicultural Literature for Children and Young Adults

ENGL 611, The Teaching of Literature

ENGL 623, The Nature of Narrative

ENGL 660, Multi-ethnic literature in the United States

EDC G 647 and ENGL 611, 623, 660 have been recommended for CCT students, but a number of courses from the English Department graduate program would be suitable for CCT students specializing in Literature and Arts. Visit the English Department, 6th. floor, Wheatley for listings of courses offered in upcoming semesters, which include special one-time offerings not listed in the Graduate Catalog. Consult with the instructor to check whether the course is suitable for and open to you.

Related to Science in a Changing World

Non-CCT electives taught by a CCT instructor

PPol 753L/ Nursing 753L Epidemiological Thinking & Population Health
[syllabus](#), [Taylor](#)

WoSt 597 Gender, Race, and the Complexities of Science and Technology, [Taylor](#)

Explore the [wiki](#) to see that "students from all fields and levels of preparation are encouraged to join." Because it is open to graduates students beyond UMass, you have to apply (<http://web>).

mit.edu/gcws/apply/index.html) and then register for WoSt597, section 1

Required Final Courses

The last three required courses -- two precapstone courses, Action Research for Educational, Professional, and Personal Change, and Processes of Research and Engagement, together with the capstone Synthesis Seminar -- are designed to facilitate your development as reflective practitioners in some focused area of interest, with a special emphasis on an engagement or change in education that promotes critical and creative thinking. Refer to options and rationale for [pre-capstone](#) and [capstone](#) courses.

CrCrTh 692 Processes of Research and Engagement (previously CCT698, Practicum)

In this course students identify issues in educational or other professional settings on which to focus their critical and creative thinking skills. Each student works through the different stages of research and action--from defining a manageable project to communicating findings and plans for further work. Supervision is provided when the student's research centers on new teaching practices, workshops in the community, or other kinds of engagement as an intern or volunteer. The classes run as workshops, in which students are introduced to and then practice using tools for research, writing, communicating, and supporting the work of others.

(Compared with CrCrTh 693, this course allows more exploration of your own direction and questions, especially through dialogue around written work and class presentations.)

Required Text: Elbow, [Writing with Power](#) (any edition)

[2010 syllabus](#), [Taylor](#)

[\(2010 online syllabus](#), , [Szteiter](#)

[Video Introduction](#))

[2010 evaluations](#), [2010 CCT evaluations \(face2face, Taylor\)](#), [2010 evaluations \(online, Szteiter\)](#)

CrCrTh 693 Action Research for Educational, Professional, and Personal Change (previously Evaluation of Educational Change)

This course covers techniques for and critical thinking about the evaluation of changes in educational practices and policies in schools, organizations, and informal contexts. Topics include quantitative and qualitative methods for design and analysis, participatory design of practices and policies in a framework of action research, institutional learning, the wider reception or discounting of evaluations, and selected case studies, including those arising from semester-long student projects.

"Evaluation" does not mean assessment of students' work, but systematic evaluation of the effect of changes in educational practices and policies in schools, organizations, and informal contexts. The course uses the discipline of evaluation as part of the practice of action research. The larger issues facing a practitioner as change-agent, over and above the evaluations, cannot help but enter class discussions and your projects. Unless the educational or professional engagement/change you're concerned about has already been instituted, you will spend time designing it in conjunction with designing how you will evaluate it.

Required Texts: Calhoun, Action Research in the Self-Renewing School, Schmuck, Practical Action Research for Change (any edition)

[syllabus, face2face section, Taylor](#)

[syllabus, online section, Szteiter](#)

[\(Video Introduction\)](#)

CrCrTh 694 Synthesis Seminar (offered whenever we can get sections of six students)

The synthesis seminar is a structure within which to meet deadlines and get assistance in completing the written product of the synthesis project or thesis. There are many specific [options for syntheses](#), from the development of a traditional theoretical paper, to a curriculum or professional development series, to writing a business plan, to the creation of a Web Page.

No required texts

[Spring 2011 syllabus](#)

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Last update 7 January 2011

Syllabus -Comprehensive

CRITICAL THINKING (CRTH 601) SYLLABUS

UMASS, Boston -Fall 2009

BOB SCHOENBERG, INSTRUCTOR

Bobsch3@gmail.com

This is a 3 credit graduate course offered online via the University of Massachusetts at Boston, accredited by the New England Council of Schools and Colleges.

OBJECTIVES:

To develop further the critical thinking skills and dispositions of the course participants

To help participants understand what critical thinking is and how to apply the skills and strategies of critical thinking in a wide variety of settings.

To help participants develop the capability of helping others become better critical thinkers.

To understand how stress impairs one's ability to think critically and to use stress management to promote critical thinking.

REQUIRED TEXT:

Developing Minds. Edited by Arthur L. Costa. 3rd Edition. 2001. Publisher: ASCD (Association for Supervision and Curriculum Development)

The book can be ordered directly from the publisher.

Call 1-800-933-2723. Website: www.ascd.org. (A limited number of books are at the campus bookstore at UMASS, Boston if you happen to be in the area).

Note: The text will be supplemented by additional articles on the web. Specific articles are listed in the Expanded Course Outline.

Recommended but not required: Critical Thinking in Business by Bob Schoenberg. 2007 Publisher: Science & Humanities Press. Website: www.criticalthinkinginbusiness.com.

LIBRARY BARCODE:

Some reading assignments will be located in E-reserves at the UMB electronic library. Online students may access the UMB electronic library by means of a barcode. To obtain a barcode an online student must e-mail library.circulation@umb.edu and give:

- name as appears at registration
- semester and year
- course name and number
- student ID #
- e-mail address

You will receive an e-mail with barcode information. The barcode is good for the semester you are enrolled in an online UMB course.

The barcode enables you access e-reserves for his course, access electronic resources (books, articles, journals, etc) and e-mail the library with reference questions

COURSE REQUIREMENTS

ALL STUDENTS MUST HAVE A GMAIL ACCOUNT

20% Posting twice per week on the BLOG

10% Running the BLOG as a Team

15% Collaborative Assignments

20% Collaborative Project

15% Mini Research Project

5% Peer Review

15% Final Project/Paper This will not be a collaborative effort.

(Guidelines for these assignments will be provided)

(Guidelines for these assignments will be provided).

Attendance at two online meetings is mandatory. Each meeting will count as one assignment.

Time Requirements – This course will require at least as much time as a regular face to face graduate course in Critical Thinking and probably more. However, you do not have to travel to the campus or hunt for a parking space or actually sit through a class. But, you do need to plan, accordingly.

A Typical Class - Each week there will be a new class posted. The "class" will consist of some statement(s) written by me usually focusing on a specific topic or theme and will have some activities and assignments for you to do. Much of the learning that will take place will be among each other as you will be working and collaborating with other participants in the class. You will need to check into the classroom at least once a week and Post on the **BLOG** once a week. You should check your email several times a week. Much more time will be spent communicating and collaborating with other participants in the course, particularly in regards to projects. You can check into the classroom and post messages any time of the day or night.

COLLABORATIVE NATURE:

This course is based upon collaborative learning. This means that you will be working together with other participants in this class. Using various technologies, including chat, message boards, email and collaborative files. You will actually have more contact with other participants in this class than you would in a regular face to face class. Much of the learning that will take place will occur as you collaborate and work with each other. My role is more of a facilitator, providing the structure and learning activities. As we embark upon this exciting endeavor in Distance Learning, I suspect that we will all learn from each other, myself included.

To encourage collaboration, each participant in the class will select a "buddy" about the second week of the course. You will be expected to contact each other once a week and/or more often as needed, using either email, chat or even Instant Messaging, or Wimba if you prefer. This is one of several ways that we will develop a sense of community and connection to each other. (Wimba is Live Voice Communication).

ADDITIONAL REQUIREMENTS:

All participants must have experience using the Internet and know some basic word processing skills. In addition, you will need to become familiar with WebCT - the software we use to run this course. Tutorials and a student handbook are available.. Go to <http://www.lms.umb.edu>. for more information.

Technical Specifications

PLEASE Check your browser as advised by Blackboard.

A 56k Internet Service Provider (ISP) is no longer recommended for connection optimization.

Consult with Tech Support for information about hardware and software requirements, specifically regarding Java software which you will need, or do a Browser Check when you log into the course.

You may need to download the following software if you do not have it. All of these downloads are free.

Shockwave Player

This free software is required to utilize Chat

<http://www.macromedia.com/software/shockwaveplayer>

Real Player

This software may be required to view streaming media. Look for the free 'FREE Real Player' link.

<http://www.real.com/realone>

Adobe Acrobat Reader

Some course files may also require Adobe Acrobat Reader-(.PDF format)

<http://www.adobe.com>

Microsoft Office Viewers

Users that do not have MS Office installed on their machines will need to download MSWord Viewer (.DOC format), MSPowerPoint Viewer, MS Excel Viewer. (Look for free Microsoft Viewers)

<http://www.microsoft.com/downloads>

QUESTIONS? CONTACTS:

For more technical information or Tech Support email: bostonsupport@umb.edu

Registration Questions? Contact Kitty Galaitsis. Telephone 617-287-7910 or email katherine.galaitis@umb.edu.

Academic Questions? Contact your instructor - Bob Schoenberg. Bobsch3@gmail.com

GRADES & EVALUATION:

The criteria used to evaluate your papers and projects will be contained in the guidelines which be provided to you. Written papers and other assignments turned in on time will automatically be given a grade of B, unless the assignment is really below par. Assignments which are not of this minimal standard will be returned to you as a "redo". If you "redo" the assignment, you will be guaranteed a higher grade on that assignment, but not necessarily an "A". If you choose not to do the assignment again, the current grade will stand. For example, if you receive the grade of a "B" and do not do the assignment again as a "redo", you will receive the grade of a "B" for that assignment.

Sometimes you will be given an opportunity to revise and resubmit an assignment. This doesn't mean that your work is unacceptable or that you did anything wrong (as in the case of a "redo"). It is an opportunity to do more in-depth, critical thinking . If you revise and resubmit, it will assure you of a higher grade. However, the emphasis must be on learning. This is a graduate course and it is expected that your work will be at least worthy of a B. To earn a higher grade than a B, you will need to revise and resubmit some assignments. You will **not** have the option to revise or redo the Final Paper or Final Project.

Grading: Grades in the graduate programs at UMass Boston can be A, A-, B+, B, B-, C+, C, or F. There is no A+ grade. Students must maintain a grade point average of B to remain in good standing and graduate. Grades of A, the highest allowable grade, are awarded for demonstration of superior and excellent work and are taken seriously by faculty. A's are not universally awarded.

Postings on theBLOG are graded as follows:

√ (check) = credit for Posting

√ - (check minus) = substandard

0 (zero) no credit (Late posting will receive a zero)

√ + (check plus) = exceeded requirements

You get extra credit for doing extra posts – provided they are of quality.

ABOUT LATE ASSIGNMENTS

Late posting to the BLOG will NOT be accepted due to the time-sensitive nature of these discussions.

Policy Regarding Late Classwork and Paper

The following policy applies only if you have turned in 2 late assignments or have an assignment that is outstanding for more than 10 days. If either of these conditions apply, future late class assignments will be accepted, but you will lose points for each day the assignment is late. For late papers/projects you will lose a 1/2 letter grade for each day the paper is late. Extension of deadlines will be provided for extenuating circumstance, on a case by case basis, solely at the discretion of the instructor. Turn assignment in on time and avoid the Late Policy.

Extra Credit - an optional extra credit assignment may be done with the instructor's approval.

AVAILABILITY of INSTRUCTOR:

I do not keep "virtual office hours". You can email me anytime of the day or night. However, I am NOT available on a 24 hour, 7 days a week basis. Usually, you can expect a reply to your email within 24 hours or less. If you have a general question, you should post it on the Frequently Asked Questions Page on my website. Otherwise, please do email me. I check my email, regularly and frequently. However, please be advised that I take one day off a week. From Friday evening until Saturday evening, I do not use my computer or check email. So, if you write to me late Friday afternoon, it's possible I won't respond to your message until Sat. night or even Sunday.

Rather than offer specific office hours, I prefer to work by appointments, realizing that many of you are

busy during the day. I am quite flexible and can often schedule evening and weekend appointments. (Appointments can consist of the use of the chatroom, Wimba). In addition to scheduled appointments and email, I will be hosting some chatroom discussions and discussions using Wimba (live voice communication) where anyone in the class will be able to "chat" with me - exact time to be announced. You'll actually have more access to talk with me than you would in a regular face-to-face classroom where instructors usually keep office hours during the day.

If you have an urgent problem or some type of an emergency, you can call me. However, such a phone call should really be reserved for an urgent matter or an emergency situation. If you know you will be away for a few days or you will be offline (computer failure) you would be well advised to call me and let me know. If I know you're having some sort of problem, I may be able to accommodate you

For technical problems with Blackboard/Vista, **always** contact Technical Support at: bostonsupport@umb.edu. You can call them 24/7 at 1-888-300-6920.

Chat with Instructor- I plan to have a chat with each of you at least once during the semester. This will probably take place in a restricted chat room or possibly with "live voice communication". You will need a microphone and need to download and test some software (Wimba) before we do this and/or Skype. The software is free. You may also use the chatroom of Blackboard.

Town Meeting - at least twice a semester, we will all get on line at the same time and using Wimba software (which is free), we will be able to talk to each other live, via a microphone and headset hooked up to your computer. If you have a web camera (optional), we will be able to see each other as well. (You will need to purchase a microphone and a headset to participate in this town meeting unless you already have such equipment). Most computers come with a built in mic and speakers. A headset is preferred as the sound quality is better. PLEASE test your equipment in advance of this. Please note that our first "Town Meeting" using WIMBA software will take place during the 3rd week of classes. Wimba is Mac compatible! You will need to have access to a PC/Mac for the Wimba Meetings. A headset with mic attached is also necessary to participate in Wimba . (Wimba provides live voice communication via your computer. You will be able to talk with me and other students in the class, regardless of their physical location. This software is free for students of this course).

COMPONENTS of COURSE:

BLOG - You can post a message or respond to one. This is a threaded discussion. Whatever you say should reflect critical thinking. Use of BLOG is restricted to academic topics. "Flaming" or verbally attacking someone, is not allowed. While you certainly can disagree with someone, if you wish to have a personal discussion with someone, take it off line and either use email or the phone. Note that the Messages you post will be archived (saved).

Chat - Unlike the BLOG where you post a message, chat allows you to instantly type something and immediately, everyone in the chatroom will see your message and can instantly respond to it. Certain Chatroom discussions will be archived (saved).

Email is the primary way that we will communicate with each other. It is essential that we have each other's email addresses and that they are correct. **All Students are required to have a Gmail account.**

There may be other areas of the website made available for your use. In addition, you will be able to create your own personal blog as well.

Secured Website - Access to the Blackboard and my personal Website - is restricted. Only people who are authorized and have a proper password will be allowed to enter. Students in other online classes will NOT have access to this site. The general public can NOT access this site, either. So, there is a degree of confidentiality.

It may be necessary to make some modifications to this syllabus as it is not possible to anticipate every situation that might arise. Distance Education, using a collaborative model, is an exciting development in education, especially with the technology we have available. I look forward to learning and working with you in what I consider to be a new frontier in education.

Bob Schoenberg

THE FOLLOWING NOTES FROM CLASSES ARE SUBJECT TO CHANGE

Critical Thinking CRTH601- Bob Schoenberg, Instructor

WK. 1 Introduction and Orientation'

- Write Bio-Sketch and post on Blog
- Become familiar with software
- Read Syllabus

WK. 2 What is Critical Thinking

- Review various definitions of Critical Thinking
- Pick a partner for Collaboration
- Collaborate and create a definition of critical thinking
- Post on Blog

Readings:

Scriven and Paul. "Defining Critical Thinking" (web article)
<http://lonestar.texas.net/~mseifert/crit2.html>

Paul. Foundation for Critical Thinking. "A Brief History of the Ideas of Critical Thinking" (web article) http://www.iac.edu.lv/kd/raksti/kd_vesture.doc

Ennis. (Criticalthinking.Net) <http://www.criticalthinking.net>

Arthur L. Costa and Robert J. Marzano, "Teaching the Language of Thinking" [DM, pp. 379-383]

Lauren B. Resnick, "Making America Smarter: The Real Goal of School Reform" [DM, pp. 3-6]
LeRoy Hay, "Thinking Skills for the Information Age" [DM, pp. 7-10]

Sheldon Berman, "Thinking in Context: Teaching for Open-mindedness and Critical Understanding" [DM, pp. 11-17]

John Edwards, "Learning and Thinking in the Workplace" [DM, pp 23-28]

Robert Ennis, "Goals for a Critical Thinking Curriculum and Its Assessment" [DM, pp. 44-46]

Dee Dickinson, "Thoughtful Parenting" [DM, pp. 101-105]

WK. 3 Assumptions and Frames of Reference

- Read the article "The Move"
- Collaborate on identifying assumptions and frames of reference
- Remember to post on the Blog
- Begin Class Project (collaboration)

Readings: (Note: these articles are short, well written)

Jonathan Baron, "Actively Open-minded Thinking" [DM, pp. 76-79]

Arthur L. Costa, "Habits of Mind" [DM, pp 80-86]

Jack Lochhead and Aleta Zietsman, "What is Problem Solving?" [DM, pp 54-57]

Robert J. Swartz, "Thinking about Decisions" [DM, pp. 58-66]

Robin Fogarty, "Our Changing Perspective of Intelligence: Master Architects of the Intellect" [DM, pp. 144-149]

Daniel Kies, Dept of English, College of Dupage, The HypertextBooks:
<http://papyr.com/hypertextbooks/comp2/assume.htm> (Assumptions)

Schoenberg - see brief writing (Assumptions) attached at the end of this page.

The following article on **Frames of Reference** can be view as an HTML page or as a Powerpoint Presentation - Linda Bahn et al.

<http://74.125.95.132/search?q=cache:-t5sHQhNnTEJ:www.palomar.edu/reading/Thomsons120/Frame%2520of%2520Reference%2520Pres.PPT+frames+of+reference+and+critical+thinking&cd=5&hl=en&ct=clnk&gl=us>

WK 4 Metacognition and Fallacies

- Attempt to solve the "Purpose Face" Problem *collaboratively*
- Post to the Blog
- Continue Class Project

Readings:

Jonathan Baron, "Actively Open-minded Thinking" [DM, pp. 76-79]

Arthur L. Costa, "Habits of Mind" [DM, pp 80-86]

Jack Lochhead and Aleta Zietsman, "What is Problem Solving?" [DM, pp 54-57]

Robert J. Swartz, "Thinking about Decisions" [DM, pp. 58-66]

Robin Fogarty, "Our Changing Perspective of Intelligence: Master Architects of the Intellect" [DM, pp. 144-149]

Web Article - Jennifer A. Livingston. "Metacognition: An Overview"

<http://www.gse.buffalo.edu/fas/shuell/CEP564/Metacog.htm>

Web Article "Common Fallacies"

<http://www.philosophy.ilstu.edu/ljwaggl/phil238/Common%20Fallacies.pdf>

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WK 5 Critical Thinking and Stress

- Read article on "Stress and Distress"
- Do 1st Exercise
- Do 2nd Exercise *collaboratively*
- Remember to Post on the Blog
- Being 2nd phase of Class Project

Readings:

R. Schoenberg. "Management of Feelings" pp. 31-36. E-Reserves (You may need to scroll down a bit to find the beginning of this section). See FAQ for info on how to access E-Reserves.

Thomas Sargent, The Behavioral and Medical Effects of Stress. [Summary of the "Seven Sequences of a Feeling"] Attached File (scroll)

Douglas F. Brenner and Sandra Parks, "Cultural Influences on Critical Thinking and Problem Solving" [DM, pp. 216-221]

Ruby K. Payne, "Thinking in a Culture of Poverty" [DM, pp. 229-233]

Stress Management Article - "PHYSIOLOGY OF THE STRESS RESPONSE"

<http://www.managingstress.com/articles/physiology.htm>

Stress Management for Patient and Physician (some good techniques discussed)

<http://www.mentalhealth.com/mag1/p51-str.html#Head>

WK. 6 Strong Sense Critical Thinking and Infusion

- Posting to the BLOG <http://ctbobsch.blogspot.com> - Comment on Richard Paul's Strong Sense Thinking OR Jerry Fluellen's Article (Choose One).
- Collaborative Assignment - Critical Thinking in the "Strong Sense"
- Continue with Phase 2 of the Class Project.

Readings:

Richard Paul, "Dialogical and Dialectical Thinking"
[DM, pp. 427-436];

Robert J. Swartz, "In the Grips of Emotion [DM, pp. 164-169]; (continuing on last week's theme)

Select one of the essays in Section VII ("Teaching in School Subjects") in *Developing Minds* Geoffrey Caine and Renate Nummela Caine, "Capitalizing on the Invisible Dimension of Organizational Learning" [DM, pp. 96-100]

Richard Paul, *Strong Sense Critical Thinking*. **Scroll down to bottom of page to view this article.**

Jerry Fluellen - "Unpacking Richard Paul's Strong Sense Critical Thinking" (scroll down to page 4 in the following document):

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/13/79/18.pdf

WK 8 Fairmindedness and Ethical

- Review some of the "tests" for ethical reasoning. Note that Ethical Reasoning includes several critical thinking skills.
 - Read the notice by Fidelity
 - a. decide what the issue really is
 - b. decide how you think the Board should have voted
 - Collaborate with your partner and determine if you agree or disagree with the Board's decision. Use some Fairmindedness and try to view the opposing point of view. Provide a brief statement collaboratively. Note that you and your partner do NOT have to agree with each other.
 - Post to Blog
 - Continue Class Project
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Critical Thinking – Lessons 9 –13

Session Nine -Causal Reasoning and Constructivism

- Provide an example of Causal Reasoning. Discuss why it might be helpful to use other critical thinking skills (Collaborative Assignment)
- Reflection Paper – 1-2 pages reflecting on how you use critical thinking
- Finish Class Project
- Post to the Blog

READINGS:

Owen Gingerich, "The Galileo Affair" (E Reserves)

Douglas MacEachin, "Biases in Perception of Cause and Effect" The CIA. (Find out what the CIA is doing about Critical Thinking) [Douglas MacEachin is a former CIA Deputy Director of Intelligence. After 32 years with the Agency, he retired in 1997 and became a Senior Fellow at Harvard University's John F. Kennedy School of Government].

The CIA no longer makes this article available, but you can still get it by going to:
<https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/psychology-of-intelligence-analysis/art14.html>

Jacqueline Grennon Brooks and Martin G. Brooks, "Becoming a Constructivist Teacher" [DM, pp. 150-157];

David Perkins, "The Social Side of Thinking" [DM, pp. 158-163]

David Perkins, "Thinking for Understanding" [DM, pp. 446-450]

Barbara Z. Presseisen, "Thinking Skills: Meanings and Models Revisited" [DM, pp. 47-53]

Sloman et al. <http://else.econ.ucl.ac.uk/papers/uploaded/199.pdf> (copy and paste this address into your browser.

Cause and Effect. A Mini Lesson by Diana Dell, Ed.S. <http://mrsdell.org/causeandeffect/>

Session Ten – Problem Based Learning

- Read two articles - Problem Based Learning <http://www.udel.edu/pbl/dancase3.html> and Hot Headed Moles in Antarctica <http://www.udel.edu/pbl/hothheads.html>. Follow format given at end of 2nd article and collaborate.
- Post on the Blog
- Submit idea for Final Assignment

Readings:

Illinois Mathematics and Science Academy <http://pbln.imsa.edu/model/template/>.

John Barell, Cheryl Hopper, and Ann White, "Big Rocks and Powerful Kingdoms: Problem-based Learning in Science and Social Studies" [DM, pp. 256-261]

Robert J. Sternberg, "Teaching Problem Solving as a Way of Life" [DM, pp. 451-454]

John Barrell, "Designing the Invitational Environment" [DM, pp. 106-110]

Douglas F. Brenner and Sandra Parks, "Cultural Influences on Critical Thinking and Problem Solving" [DM, pp. 216-221]

Arthur L. Costa, "Mediative Environments" [DM, pp.135-140]

Rheem. Problem Based Learning, http://www.ntlf.com/html/pi/9812/pbl_1.htm

Session Eleven - Transfer & Critical Thinking in Education, Business and Other Professions

- Find some examples of other professions that use Critical Thinking (Collaborative Assignment)
- Post to Blog
- Submit description of Final Paper or Project

READINGS:

Arthur Costa, "Teaching For, Of, and About Thinking" [DM, pp. 354- 358]

David Perkins and Gavriel Salomon, "Teaching for Transfer" [DM, pp. 370-378]

Barry K. Beyer, "Practical Strategies for Direct Instruction in Thinking Skills" [DM, pp. 393-400]

David S. Martin, "For Administrators: Keeping the Focus" [DM, pp. 123-125]

Laura Lipton and Bruce Wellman, "From Staff Development to Professional Development: Supporting Thoughtful Adults for Thinking Schools" [DM, pp. 118-122]

Lesson Twelve – Critical and Creative Thinking - Assessments

Some sample questions from the Watson Glaser Critical Thinking Appraisal;
<http://www.inc.com/magazine/20060801/hiring-sample-test.html>.

The Torrance Test measures creativity. Look at this one as well and note what they focus upon for creative thinking. http://www.indiana.edu/~bobweb/Handout/cretv_6.html
<http://www.ststesting.com/2005gifttct.html>

from ERIC -

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/37/2f/7b.pdf

Chose One of the following to do with your partner for collaboration.

- Discuss with your partner topics covered by the Watson Glaser Critical Thinking Appraisal and compare that to the topics covered in this graduate course.
- Discuss the topics covered in the Torrance Creativity Test.. Based upon your understanding of creativity, do you think this test really measures creativity. Provide other comments and back them up with reasons.
- Post to the Blog

Readings:

Alec Fisher, "Assessing Thinking Skills" [DM, pp. 541-545]

Barry K. Beyer, "A Format for Assessing Thinking Skills [DM, pp. 533- 540]

Monty Neill, "State Exams Flunk Test of Quality Thinking" [DM, pp. 511-516] Elliott Asp, "To Think or Not to Think: Thinking as Measured on State and National Assessments" [DM, pp. 497-510]

Arthur L. Costa and Bena Kallick, "Building a System for Assessing Thinking" [DM, pp. 517-524]

Monty Neill, "State Exams Flunk Test of Quality Thinking" [DM, pp. 511-516]

Assessing Critical Thinking. Barry S. Stein, Ada F. Haynes, and Jenny Unterstein. Tennessee Technological University

<http://iweb.tntech.edu/cti/SACS%20presentation%20paper.pdf>

Session Thirteen – Assessment

- Reflect about the course. What were some high points? How have you been able to use what you have learned from this course? (non collaboratively)
- Post on the Blog
- Submit Final Assignment within a week.

READINGS:

Elliott Asp, "To Think or Not to Think: Thinking as Measured on State and National Assessments" [DM, pp. 497-510]

Monty Neill, "State Exams Flunk Test of Quality Thinking" [DM, pp. 511-516]

Arthur L. Costa and Bena Kallick, "Building a System for Assessing Thinking" [DM, pp. 517-524]

Robert Stone, "How Teachers Can Assess the Thinking Skills They Are Teaching" [DM, pp. 525-527]

Kay Burke, "Performances to Assess Standards and Intellectual Growth [DM, pp. 528-532]

Paul, Richard - Critical Thinking Assessment.

<http://www.criticalthinking.org/resources/assessment/index.cfm>

Alec Fisher, "Assessing Thinking Skills" [DM, pp. 541-545]

University of Massachusetts at Boston
CCT 601:Critical Thinking
July 13-30, 2009

SYLLABUS

David S. Martin, Ph.D., Instructor
davidmartindr@aol.com
508-527-0460

This course explores the diverse nature and techniques of critical thinking. Views about observation and interpretation, reasoning and inference, and valuing and judging will all be considered, giving special attention to how we can help others to develop the skills needed to do these things well, especially through our standard educational structures. We will consider central concepts of critical thinking, their applications in a variety of domains, and ways to assess the effectiveness of their applications. Working with diverse material, from political and scientific events occurring in the world to issues and dilemmas that characterize everyday life, we will examine and practice kinds of thinking that promote reasonable, reflective action and belief. We will also consider several current issues in the field of critical thinking such as the role of gender in critical thinking, relationships between critical and creative thinking, domain-specific critical thinking, and best practices for applying thinking skills and dispositions.

We understand our thoughts better when we express them. Your contributions to learning experiences in class will be sought and you will be encouraged to gain useful insights from others as well. All of us, the instructor included, can learn from each other and grow in our abilities to challenge and modify ideas in constructive ways. Through extensive interactions with each other, in a climate of enjoyment, this class is designed for us all to continue to develop our abilities to use careful thinking and sound judgment.

Course Goals:

- (1) To develop further the critical thinking skills and dispositions of the course participants.
- (2) To help participants understand what critical thinking is and how to apply the skills and strategies of critical thinking in a wide variety of settings.
- (3) To help participants develop the capability of helping others become better critical thinkers in a wide variety of settings.

Texts: Shari Tishman, David N. Perkins, and Eileen Jay, The Thinking Classroom: Learning and Teaching in a Culture of Thinking (Boston: Allyn and Bacon, 1995)

Arthur L. Costa (ed.), Developing Minds: A Resource Book for Teaching Thinking, 3rd edition (Alexandria, VA: ASCD, 2001) [Abbreviated as DM]

Some additional required readings will be distributed in class.

Requirements:

- 1) Participating actively in class [15 % of grade]. This includes keeping up with the reading as well as writing 1-page reflections each week, except for days when there is another written assignment.
- 2) Writing three Reflection Papers (each about 3-4 typewritten pages) on readings and issues discussed in class [30%]. The reflection papers are due on Thursday July 16, Thursday July 23, and Tuesday, July 28.
- 3) As part of a team, designing and conducting an in-class learning experience that applies critical thinking [10%]. A proposal from each team is due by Monday July 20.
- 4) Writing a Manifesto (about 3 typewritten pages) synthesizing your view of ideas about critical thinking that you have found most important [15%]. The manifesto is due Wednesday, July 29.
- 5) Writing a thoughtful Final Paper (about 10 double-spaced typed pages, plus references) [30%]. This paper is due on Thursday, July 30 in the Curriculum and Instruction Office Department by 2pm.
A paper proposal with outline is due by Tuesday, July 21. Students are encouraged to make connections in the paper with their other interests and projects

Class Schedule and Readings

The class will meet Monday through Thursday for the weeks of July 13, 20, and 27, from 9am to 12 noon, with a short break in mid-morning.

Completion of reading requirements must be done prior to the class session in which they are listed.

- 1) Mon. July 13 Introductions. Course expectations. Thinking about critical thinking: What is critical thinking? Who is a critical thinker? The place and rationale of critical thinking. What do critical thinkers do? Initial conceptions of critical thinking. Teaching of, for, and about thinking.
- 2) Tues. July 14 A culture of thinking and the language of thinking. Six dimensions of a culture of thinking. Cultural forces: models, explanation, interaction, and feedback.

Why teach thinking? Why be a critical thinker? Critical thinking skills (abilities), dispositions, and techniques. The history of the Thinking Skills movement in education.

Readings: Shari Tishman et al., pp. 1-36 ("The Idea of a Culture of Thinking," "The Language of Thinking," and "The Language of Thinking: Pictures of Practice");
Arthur L. Costa and Robert J. Marzano, "Teaching the Language of Thinking" [DM, pp. 379-383];
Lauren B. Resnick, "Making America Smarter: The Real Goal of School Reform" [DM, pp.3- 6];
LeRoy Hay, "Thinking Skills for the Information Age" [DM, pp. 7-10];
Sheldon Berman, "Thinking in Context: Teaching for Open-mindedness and Critical Understanding" [DM, pp. 11-17];
John Edwards, "Learning and Thinking in the Workplace" [DM, pp. 23-28];
Robert H. Ennis, "Goals for a Critical Thinking Curriculum and Its Assessment" [DM, pp. 44-46];
Dee Dickinson, "Thoughtful Parenting" [DM, pp. 101-105]

3) Wed. July 15. Developing as a critical thinker. Dispositions for thinking. Open-mindedness as a critical thinking disposition. Problem-solving and decision-making as contexts for application of critical thinking. Changing conceptions of intelligence. Roots of the movement in both psychology and philosophy.

Readings: Shari Tishman et al., pp. 37-64 ("Thinking Dispositions" and "Thinking Dispositions: Pictures of Practice");
Shari Tishman, "Added Value: A Dispositional Perspective on Thinking" [DM, pp. 72-75];
Jonathan Baron, "Actively Open-minded Thinking" [DM, pp. 76-79];
Arthur L. Costa, "Habits of Mind" [DM, pp. 80-86];
Jack Lochhead and Aletta Zietsman, "What Is Problem Solving?" [DM, pp. 54-57];
Robert J. Swartz, "Thinking about Decisions" [DM, pp. 58-66];
Robin Fogarty, "Our Changing Perspective of Intelligence: Master Architects of the Intellect" [DM, pp. 144-149]

4) Thurs. July 16. Examples of critical thinking skills: assessing source credibility and observation. Perceptual filters; point of view; frame of reference; world view. Thinking and writing. Metacognition as mental management (awareness, evaluation, and planning). Self-assessment.

First Reflection Paper Due

Readings: Shari Tishman et al., pp. 65-95 ("Mental Management" and "Mental

Management: Pictures of Practice");
Arthur Costa, "Mediating the Metacognitive" [DM, pp. 408-412];
Barry K. Beyer, "Teaching Thinking Skills—Defining the Problem" [DM,
pp. 35-40];
Peter Elbow, "Teaching Two Kinds of Critical Thinking by Teaching
Writing";
Jay McTighe and Frank T. Lyman Jr., "Cueing Thinking in the Classroom:
The Promise of Theory-embedded Tools" [DM, pp. 384-392]

5) Mon. July 20. The strategic spirit. Multiple perspectives and strong-sense critical thinking. Infusion of critical thinking in regular instruction in a wide range of domains. Lesson plan and action plan remodeling. Critical thinking outside schools.

Team Proposals for In-Class Learning Experience Due

Readings: Shari Tishman et al., pp. 97-124 ("The Strategic Spirit" and "The Strategic Spirit: Pictures of Practice");
Richard Paul, "Dialogical and Dialectical Thinking" [DM, pp. 427-436];
Richard Paul, "Teaching Critical thinking in the Strong Sense: A focus on Self-Deception, World Views, and a Dialectical Mode of Analysis";
Robert J. Swartz, "Infusing Critical and Creative Thinking into Content Instruction" [DM, pp. 266-274];
Select one of the essays in Section VII ("Teaching in School Subjects") in Developing Minds;
Geoffrey Caine and Renate Nummela Caine, "Capitalizing on the Invisible Dimension of Organizational Learning" [DM, pp. 96-100]

6) Tues. July 21. Methodological believing as part of critical thinking. Listening. Teacher behaviors. The teacher as designer. Critical thinking skills: causal reasoning. Pedagogical constructivism.

Readings: Peter Elbow, "Methodological Believing and Doubting";
Arthur Costa, "Teacher Behaviors That Enable Student Thinking" [DM, 359-369];
Barry K. Beyer, "Developing a Scope and Sequence for Thinking Skills Instruction" [DM, pp. 248-252];
Bena Kallick and Marian Leibowitz, "Teacher as 'Thought-full' Designer" [DM, pp. 253-255]
Owen Gingerich, "The Galileo Affair";
Jacqueline Grennon Brooks and Martin G. Brooks, "Becoming a Constructivist Teacher" [DM, pp. 150-157];
David Perkins, "The Social Side of Thinking" [DM, pp. 158-163];
David Perkins, "Thinking for Understanding" [DM, pp. 446-450];
Barbara Z. Presseisen, "Thinking Skills: Meanings and Models Revisited" [DM, pp. 47-53]

7) Wed. July 22. Problem-based learning (PBL). Higher-order knowledge: critical thinking and content knowledge. Domain-specific critical thinking. Environments for thinking.

Emotion and critical thinking. More on dialogical and strong-sense critical thinking. Rational passions. Philosophy and critical thinking.

Readings: Shari Tishman et al., pp. 125-154 ("Higher Order Knowledge" and "Higher Order Knowledge: Pictures of Practice");
John Barell, Cheryl Hopper, and Ann White, "Big Rocks and Powerful Kingdoms: Problem-based Learning in Science and Social Studies" [DM, pp. 256-261];
Robert J. Sternberg, "Teaching Problem Solving as a Way of Life" [DM, pp. 451-454];
John Barrell, "Designing the Invitational Environment" [DM, pp. 106-110];
Arthur L. Costa, "Mediative Environments" [DM, pp. 135-140]
Robert J. Swartz, "In the Grips of Emotion" [DM, pp. 164-169]
Richard Paul, "Dialogical thinking: Critical Thought Essential to the Acquisition of Rational Knowledge and Passions";
Barry K. Beyer, "What Philosophy Offers to the Teaching of Thinking" [DM, pp. 87-91];
Thomas E. Jackson, "The Art and Craft of 'Gently Socratic' Inquiry" [DM, pp. 459-465]

8). Thurs. July 23. Empathy. Critical thinking and gender. Cultural contexts.

Second Reflection Paper Due

Readings: Delores Gallo, "Educating for Empathy, Reason, and Imagination";
Douglas F. Brenner and Sandra Parks, "Cultural Influences on Critical Thinking and Problem Solving" [DM, pp. 216-221];
Ruby K. Payne, "Thinking in a Culture of Poverty" [DM, pp. 229-233]

9) Mon. July 27. Transfer. Strategies and tactics for facilitating thinking. Classroom activities to foster critical thinking. Relationships between critical and creative thinking. Multiple intelligences; dynamic view of intelligence. Mediation and metacognition. Thinking styles.

Proposal for Final Paper Due

Readings: Shari Tishman et al., pp. 155-184 ("Teaching for Transfer" and "Teaching for Transfer: Pictures of Practice");
Arthur Costa, "Teaching For, Of, and About Thinking" [DM, pp. 354-

358];
 David Perkins and Gavriel Salomon, "Teaching for Transfer" [DM, pp. 370-378];
 Barry K. Beyer, "Practical Strategies for Direct Instruction in Thinking Skills" [DM, pp. 393-400]
 Gerard J. Puccio and Mary C. Murdock, "Creative Thinking: An Essential Life Skill" [DM, pp. 67-71];
 Donald J. Treffinger and Scott G. Isaksen, "Teaching for Creative Learning and Problem Solving" [DM, pp. 442-445];
 Armando Lozano, "A Survey of Thinking and Learning Styles" [DM, pp. 192-196];
 Robert J. Sternberg, "Thinking Styles" [DM, pp. 197-201];
 David G. Lazear, "Teaching For, With, and About Multiple Intelligences" [DM, pp. 202-210]

10) Tues. July 28. Assessing the development of critical thinking. Criteria development and authentic assessment.

Readings: Elliott Asp, "To Think or Not to Think: Thinking as Measured on State and National Assessments" [DM, pp. 497-510];
 Monty Neill, "State Exams Flunk Test of Quality Thinking" [DM, pp. 511-516];
 Arthur L. Costa and Bena Kallick, "Building a System for Assessing Thinking" [DM, pp. 517-524];
 Robert Stone, "How Teachers Can Assess the Thinking Skills They Are Teaching" [DM, pp. 525-527];
 Kay Burke, "Performances to Assess Standards and Intellectual Growth" [DM, pp. 528-532];
 Barry K. Beyer, "A Format for Assessing Thinking Skills" [DM, pp. 533-540];
 Alec Fisher, "Assessing Thinking Skills" [DM, pp. 541-545]

11) Wed. July 29. The thinking classroom. The thinking school. The thinking organization. The thinking person. Activities to promote higher-level cognitive strategies.

Third Reflection Paper Due.

Readings: Shari Tishman et al., pp. 185-199 ("Pulling It All Together");
 Barry K. Beyer, "Putting It All Together to Improve Student Thinking" [DM, pp. 417-424];
 David S. Martin and Nicholas M. Michelli, "Preparing Teachers of Thinking" [DM, pp. 111-117];
 Laura Lipton and Bruce Wellman, "From Staff Development to Professional Development: Supporting Thoughtful Adults for Thinking Schools" [DM, pp. 118-122]

- 12) Thurs. July 30. Synthesis and glimpses ahead. Specific actions to take to ensure the survival of critical thinking in the school context.
Research results and their implications. Presentation of in-class learning experiences by teams. Sharing and discussing the manifesto's.

Manifesto Due.

- Readings: Barry K. Beyer, "What Research Says about Teaching Thinking Skills" [DM, pp. 275-282];
David S. Martin, "For Administrators: Keeping the Focus" [DM, pp. 123-125]
David S. Martin, Results of research on effects of Thinking Skill Programs on various populations—excerpts handout.
Reuven Feuerstein, "Instrumental Enrichment"—excerpts handout.

FINAL PAPER DUE THURSDAY, AUGUST 6, by 2pm in Department of Curriculum and Instruction Office, 2nd floor, Wheatley Hall.

GRADING PLAN FOR CrCrTh 601, Summer 2009

Participation and Attendance 100 points

Reflection Papers, 1,2,3 (each)

Use of concepts 40

Reflectivity 40

Writing 20

100

Team Presentation

Creativity 50

Questioning 50

Organization 50

Cohesion 50

200

Manifesto

Organization 60

Relevance 60

Clarity 60

Writing 20

200

Final Paper

Organization 40

Use of concepts

100

Detail 100

Writing 40

References 20

300

Total: 1100

A 1050-1100

A- 1025-1049

B+ 1000-1024

B 975-999

B- 950-974

C+ 925-949

Etc.

University of Massachusetts at Boston
College of Education and Human Development
(formerly the Graduate College of Education)
Critical and Creative Thinking Program

Critical Thinking

CrCrTh 601 **Summer 2010 Syllabus**

July 19-August 5, 2010, 1:00pm-4:00pm, Monday through Thursday.
Wheatley Hall, Room W-1-019

Instructor: Jeremy Szteiter, Critical & Creative Thinking Program
Email: Jeremy.Szteiter@umb.edu
Phone: (781) 696-4898
Office: Wheatley 2nd floor, room 157
Office hours: Mondays, Wednesdays 11:00-12:00 or by appt.

Course description and overview

This course explores issues about the nature and techniques of critical thought, viewed as a way to establish a reliable basis for our claims, beliefs, and attitudes about the world. We explore multiple perspectives, placing established facts, theories, and practices in tension with alternatives to see how things could be otherwise. Views about observation and interpretation, reasoning and inference, valuing and judging, and the production of knowledge in its social context are considered. Special attention is given to translating what is learned into strategies, materials, and interventions for use in students' own educational and professional settings.

SECTIONS TO FOLLOW IN SYLLABUS

[Course Objectives](#)

[Texts and Materials](#)

[Requirements](#)

[Schedule of Classes](#) 

COURSE OBJECTIVES

- (1) To develop further the critical thinking skills and dispositions of the course participants, and in particular, to make connections between critical thinking and your own practices in life and work.
- (2) To help participants understand what critical thinking is and how to apply the skills and strategies of critical thinking in a wide variety of settings, while appreciating a variety of ways of understanding .
- (3) To help participants develop the capability of helping others become better critical thinkers in a wide variety of settings, while modeling a supportive critical thinking community through our in-class experience.

TEXTS AND MATERIALS

Required Texts:

- Shari Tishman, David N. Perkins, and Eileen Jay, *The Thinking Classroom: Learning and Teaching in a Culture of Thinking* (Boston: Allyn and Bacon, 1995) Arthur L. Costa (ed.)
- *Developing Minds: A Resource Book for Teaching Thinking*, 3rd edition (Alexandria, VA: ASCD, 2001)

Some additional required readings will be distributed in class.

REQUIREMENTS

 1) Active participation in class, including completing assigned readings between classes, being engaged with in-class activities, and participating in discussion. Readings will be assigned for each day of class. [15%]

2) Micro-journal of critical thinking observations, questions, and ideas based on daily life and work. [10%] (Due Thursday, August 5th - the last day of the course)

3) Three written Reflection Papers (about 700-800 words each) on readings and issues discussed in class. [25%] (due on the Monday following each of the three weeks - July 26th, August 2nd, August 9th)

4) Small group project: As part of a small group, you will design and conduct an in-class learning experience that reflects and applies your developing understanding of critical thinking. [10%] (to be discussed at the end of the first week and presented to the rest of the class during the third week)

5) Critical Thinking Manifesto: (no more than 2 pages) synthesizing your view of ideas about critical thinking. [10%] (Due Thursday, August 5th)

6) Final paper (about 2000 words, plus references as needed). [30%] (Due Friday, August 13th, with a proposal paragraph due Monday, August 2nd)

ACCOMMODATIONS: Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.

Students are advised to retain a copy of this syllabus in their personal files.

This syllabus is subject to change, but workload expectations will not be increased after the semester starts. A more detailed list of reading assignments will be distributed by the start of the course.



SCHEDULE of CLASSES

General schedule: Classes held on the UMass-Boston campus, Wheatley Hall room W-1-019 (first floor just off of the main lobby). July 19-August 5, Mondays through Thursdays, 1:00-4:00pm. We'll have a short break in the middle of each class session.

WEEK 1: CRITICAL THINKING CONCEPTS

Readings from the 2 required texts, along with some others to be handed out in class, will be assigned for each day of class. Amount of reading will not increase from the schedule shown below, although some required readings may be substituted for others listed here depending upon interests and directions of the class.

1) Monday, July 19th:

What is Critical Thinking? Introductions, orientation to the course, and an exploration of what critical thinking is, what critical thinkers do, and the development of a perspective on critical thinking for one's own practice.

- Brookfield, "What It Means to Think Critically" (from "Developing Critical Thinkers")
- Kida, "Introduction: A Six Pack of Problems" (from "Don't Believe Everything You Think: The 6 Basic Mistakes We Make in Thinking")

2) Tuesday, July 20th:

The language and culture of critical thinking. Dimensions of critical thinking and the idea of enculturating critical thinking in schools, workplaces, and lives.

Readings:

- Tishman et al., pp. 1-15 (Chapter 1 "Introduction" & Chapter 2 "The Language of Thinking") [*optional: skim pp. 17-36 (Chapter 3) for more examples*]
- DM, pp. 7-10 (Hay, "Thinking Skills for the Information Age")
- DM, pp. 11-17 (Berman, "Thinking in Context: Teaching for Open-Mindedness and Critical Understanding")
- DM, pp. 216-221 (Brenner & Perks, "Cultural Influences on Critical Thinking and Problem Solving")
- DM, pp. 379-383 (Costa & Marzano, "Teaching the Language of Thinking")

3) Wednesday, July 21st:

Developing critical thinking skills and dispositions. Ways that we as learners, can develop our critical thinking dispositions, and establish environments that promote critical thinking.

- Tishman et al., pp. 37-44 (Chapter 4 "Thinking Dispositions") [*optional: skim pp. 45-64 (Chapter 5) for examples*]
- DM, pp. 72-75 (Tishman, "Added Value: A Dispositional Perspective on Thinking")
- DM, pp. 76-79 (Baron, "Actively Open-Minded Thinking")
- DM, pp. 80-86 (Costa, "Habits of Mind")
- DM, pp. 106-110 (Barell, "Designing the Invitational Environment")
- DM, pp. 135-141 (Costa, "Mediative Environments")
- DM, pp. 158-163 (Perkins, "The Social Side of Thinking")

4) Thursday, July 22nd:

Applying and assessing critical thinking. Metacognition as a way of thinking about thinking. Frames of reference.

- Tishman et al., pp. 65-72 (Chapter 6 "Mental Management") [*optional: skim pp. 73-96 (Chapter 7) for examples*]
- DM, pp. 497-510 (Asp, "To Think or Not to Think...")

- DM, pp. 517-524 (Costa & Kallick, "Building a System for Assessing Thinking")
- DM, pp. 533-540 (Beyer, "A Format for Assessing Thinking Skills")
- DM, pp. 541-546 (Fisher, "Assessing Thinking Skills")
- DM, pp. 408-412 (Costa, "Mediating the Metacognitive")

WEEK 2: METHODS AND TOOLS OF CRITICAL THINKING

5) Monday, July 26th:

Multiple perspectives and strong-sense critical thinking. Dialogical and dialectical thinking and discussion.

- Tishman et al., pp. 97-104 (Chapter 8 "The Strategic Spirit") [*optional: skim pp. 105-124 (Chapter 9) for examples*]
- DM, pp. 427-436 (Paul, "Dialogical and Dialectical Thinking")
- Paul, "Teaching Critical Thinking in the Strong Sense: A Focus on Self-Deception, World Views, and a Dialectical Mode of Analysis" (*handout*)

6) Tuesday, July 27th:

Methodological believing and doubting as part of critical thinking. Higher-order knowledge and teaching for transfer of thinking skills.

- Elbow, "The Believing Game - Methodological Believing" (*handout*)
- Tishman et al., pp. 125-132 (Chapter 10 "Higher Order Knowledge") [*optional: skim pp. 133-154 (Chapter 11) for examples*]
- Tishman et al., pp. 155-162 (Chapter 12 "Teaching for Transfer") [*optional: skim pp. 163-184 (Chapter 13) for examples*]
- DM, pp. 370-378 (Perkins & Salomon, "Teaching for Transfer")

7) Wednesday, July 28th:

Listening, empathy, and voice. Socratic inquiry.

- Gallo, "Educating for Empathy, Reason, and Imagination" (*handout*)
- DM, pp. 455-458 (Johnson, D & Johnson, R, "Cooperation and Conflict: Effects on Cognition and Metacognition")
- DM, pp. 459-465 (Jackson, "The Art and Craft of 'Gently Socratic' Inquiry")
- DM, pp. 164-169 (Swartz, "In the Grips of Emotion")

8) Thursday, July 29th:

Thinking through writing, and more on the teaching of thinking.

- Elbow, "Teaching Two Kinds of Thinking by Teaching Writing" (*handout*)
- DM, pp. 35-40 (Beyer, "Teaching Thinking Skills - Defining the Problem")
- DM, pp. 248-252 (Beyer, "Developing a Scope and Sequence for Thinking Skills Instruction")
- DM, pp. 253-255 (Kallick & Leibowitz, "Teacher as a 'Thought-Full' Designer")
- DM, pp. 354-358 (Costa, "Teaching For, Of, and About Thinking")
- Choose 1 of these 3:
 - DM, pp. 266-274 (Swartz, "Infusing Critical and Creative Thinking into Content Instruction")
 - DM, pp. 275-283 (Beyer, "What Research Says about Teaching Thinking Skills")
 - DM, pp. 393-400 (Beyer, "Practical Strategies for Direct Instruction in Thinking Skills")

- *OPTIONAL: DM, pp. 359-369 (Costa, "Teaching Behaviors that Enable Student Thinking")*
- *OPTIONAL: DM, pp. 401-407 (Hyerle, "Visual Tools for Mapping Minds")*
- *OPTIONAL: DM, pp. 298-302 (Whimbey et al., "What is Write for Thinking")*

WEEK 3: CRITICAL THINKING IN PRACTICE

9) Monday, August 2nd:

Domain-specific critical thinking.

- DM, any 3 articles from Section VII ("Thinking in School Subjects")
- DM, any 1 article from Section X ("Teaching Thinking Through Technology")
- DM, pp. 54-57 (Lochhead & Zietsman, "What is Problem Solving?")
- DM, pp. 58-66 (Swartz, "Thinking About Decisions")

10) Tuesday, August 3rd:

Multiple intelligences and thinking styles.

- DM, pp. 144-149 (Fogarty, "Our Changing Perspective of Intelligence: Master Architects of the Intellect")
- DM, pp. 192-196 (Lozano, "A Survey of Thinking and Learning Styles")
- DM, pp. 197-201 (Sternberg, "Thinking Skills")
- DM, pp. 202-210 (Lazear, "Teaching For, With, and About Multiple Intelligences")
- Choose 2 of these 3:
 - DM, pp. 442-445 (Treffinger & Isaksen, "Teaching for Creative Learning and Problem Solving")
 - DM, pp. 446-450 (Perkins, "Thinking for Understanding")
 - DM, pp. 451-454 (Sternberg, "Teaching Problem Solving as a Way of Life")

11) Wednesday, August 4th:

Critical thinking and gender. Critical thinking in social contexts.

- Phelan & Garrison, "Toward a Gender-Sensitive Ideal of Critical Thinking: A Feminist Poetic" (*handout*)
- DM, pp. 101-105 (Dickinson, "Thoughtful Parenting")
- DM, pp. 158-163 (Perkins, "The Social Side of Thinking")
- DM, pp. 229-233 (Payne, "Thinking in a Culture of Poverty")

12) Thursday, August 5th:

Course review. Final reflections, recent developments, and future directions.

DESCRIPTIONS OF ASSIGNMENTS, SCHEDULE, AND GRADING

Class Participation (3 points per day x 12 days, + 9 points for general class contribution = 45 total points)

Students are expected to attend class each day and participate in discussions and activities, having read the assigned readings for that day. Please read all items under each class session unless indicated as optional.

Micro-Journal (2 points per item x 15 items = 30 total points)

Over the 3 weeks of the course, keep a list of observations that relate to critical thinking (at least 15 separate entries). Each observation should refer to some situation that you have encountered in professional or personal life, where either some aspect of critical thinking is *demonstrated well* or some aspect of critical thinking is *needed* to improve the situation. Each observation should be only a few sentences - enough to explain the situation

briefly (without naming individuals) and establish the link to critical thinking. Also, these should be situations that you encounter personally ("I found a new way to avoid traffic when I recognized my assumption that...") rather than more global situations ("There was another failed attempt at stopping the oil pipeline leak...").

Reflection Papers (25 points per paper x 3 papers = 75 total points)

Length: 700-800 words each

Each reflection paper is a way for you to examine and present your thoughts on each week of the course, with respect to some of the following questions:

- What has been particularly meaningful or helpful to you? What challenged you? What insights are most important?
- What remaining questions do you have?
- What connections do you see between different ideas presented in the course?
- What connections have you found between the ideas from the course and your own work and life?

Group Project (30 total points)

The group project will be discussed after the first week of the course, and additional details will be provided. This will involve the design of a short activity that can be shared with the others in class and makes use of a concept of critical thinking.

Credit for this project will depend upon a few items:

1. the group will collectively choose an idea to use as a focus for the project and develop a brief written description
2. the group will present an activity to the others in class by the third week of the course (to be presented by Tuesday, August 3rd)
3. each member of the group will individually write a short description of the thinking processes involved in this project (referring to both the nature of working together on this project, and the nature of the concept being examined) (about 200 words)

Critical Thinking Manifesto (30 total points)

Length: up to 2 pages

In the context of our course, a manifesto is a very brief synthesis of elements related to critical thinking that are organized to give you some orientation to critical thinking as you move beyond the course. This can involve the range of perspectives on critical thinking that you have learned in the course along with your own developing idea of what critical thinking means. You might have a sense of many layers of critical thinking and "orders of magnitude", from the everyday specific situations to the broader ideas surrounding thinking of cultures. Don't try to cover all of this; instead, find the "center of gravity" of critical thinking for you - something that represents your current worldview of critical thinking, and the area of focus that has the most meaning for you now and can be a foundation for how you explore critical thinking later.

Final Paper (10 points for proposal + 80 points for completed work = 90 total points)

Length: about 2000 words (this might vary depending upon the nature of the work)

Your final paper (or alternate project as listed below) is a way for you to make a deeper exploration of some connection between critical thinking and another area. This might be something related to your personal or professional life or an area of interest or concern about the world. You might be addressing some of these questions:

- Why am I interested in connecting critical thinking to this topic?
- Who would benefit from understanding and using these connections, besides myself?
- How do the critical thinking concepts from class apply to this topic?
- What are examples of how critical thinking is present or absent from more specific areas within my topic?
- What does it mean to be a "critical thinking practitioner" within this topic?
- What problems might be addressed if critical thinking was to be more effectively applied?
- What am I going to do about this, now that I have further explored a wider range of perspectives on critical thinking?

Alternate projects:

Although some writing is necessary to explain your conclusions and insights about connecting critical thinking to your topic, the paper does not need to be a straightforward research paper or an essay, although you may certainly work with these formats. You may also think about other formats:

- a multimedia project
- an exhibition of materials
- a curriculum
- or others that come to mind

You will have a chance to think this through further by the time that you submit your initial proposal. Because of the intensive schedule and short timing of this course, you may have to scale what you do to the time allowed.

GRADING

You are welcome to submit any assignment early for feedback on a draft before the due date. Due dates refer to the end of the day indicated. You may submit assignments on paper during class or over email.

Late assignment policy: Assignments turned in after the due date and up to two days late will receive %50 credit. After two days, no credit will be given.

Assignment	Due Date	Total Points
Reflection Paper 1	7/26/10	25
Final Paper proposal	7/29/10	10
Reflection Paper 2	8/2/10	25
Group Project presented	8/3/10	20
Micro-journal	8/5/10	30
Group Project write-up	8/5/10	10
Manifesto	8/5/10	30
Reflection Paper 3	8/9/10	25
Final Paper completed	8/13/10	80

Class Participation	each class session	45
TOTALS		300

Final grade: Add up your total points, and divide by 3. The following scale shows the final letter grade:

93-100 = A

87-92 = A-

83-86 = B+

76-82 = B

72-75 = B-

69-71 = C+

65-68 = C

Anonymous end-of-semester evaluation of CrCrTh 601 summer '10

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 and the session activities.

A. Given the limited time frame, the amount of content that was covered was not overwhelming. In class there was adequate time to discuss the readings and the concepts. I wish I would have taken this course at the beginning of my Graduate course journey. I can see the value in having this as a foundational course for any Masters Program.

B. The readings and session activities were varied and relevant to examining one's own thinking and ways to apply learning in a teaching situation and, to some extent, in other work contexts. There was a lot of student-student interaction which contributed to deepening our thinking. Sometimes the pace felt a little slow. This was probably deliberate in order to make sure we fully explored our ideas. The amount of reading assigned seemed just right, but there could have been more variety since most focused on the K-12 teaching context. There were many written assignments, most of them reasonably short, and all of which helped us to consolidate what we learned. We had flexibility in our choice of a final paper or project, which helped to make it relevant and useful to each of us. Overall, it was an enjoyable and enriching course.

C. I came into this class with a set of expected goals; these goals were met and exceeded. The structure of the course included plenty of group discussion, and mixed group participation. We wrestled with a lot of concepts about critical thinking. We developed our ideas about observation, building reliable constructs, making assumptions, drawing inferences etc.. A discussion of strategy and application of critical thinking in the classroom was a focal point of our class. The class was unique in design we had various group discussions, a group project(which was fun!) and we accomplished some great work. Our instructor was very engaging and set-up various different types of assignments, and activities throughout the day, to increase our engagement and participation! Our reading load was intense and valuable. I will recommend this course to others. The only suggestion that I might make would be to take it before taking a Research Methods course. I think it was a unique opportunity to spend time thinking and reflecting about views.

D. sorry -not able to do this part

E. This is a great course for an graduate student interested in learning about what "good thinking" means. This course will help the student examine his/her own thinking processes, as well as how to apply critical thinking in both personal and professional settings. The way the instructor structured the course was excellent. The variety of readings, learning activities, discussions and assignments kept things stimulating and fun. The pace was perfect. There are only two things I might change. First, I would encourage the instructor to be a little more selective in choosing the assigned readings. I might consider assigning slightly fewer readings from the DM book, particularly the ones that are very focused on teaching. For someone outside the teaching profession, some of those readings seem almost irrelevant. However, the instructor did make it clear that it was up to each student to determine how much work/reading we could accomplish, and encouraged us to do our assignments well- in other words he encouraged quality over quantity which I appreciated very much. It also would have been helpful to receive feedback on all assignments, and immediately (well, not immediately but sooner). For me, I really look forward to feedback from the instructor and put more weight on it than on feedback from peers. I can see how peer feedback is sometimes helpful, but I would prefer more instructor feedback. Overall the course was excellent, exceeded my expectations, and needs almost no alterations.

Anonymous end-of-semester evaluation of CrCrTh 601 summer '10 Profile Report

Date Published: 09/04/2010

Response 110283052

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?

One of the major personal obstacles was trying to work while taking this course. I found that I was not able to devote as much time to the readings as I would have liked. As a result, I found that my understanding and interpretation of the readings was not as in depth as I would have liked

1. Self-evaluation (continued)

What have you learned about what you have to do to make a 3-week summer session course on critical thinking stimulating and productive?

I have learned that it can be done but it is also challenging. Looking back, I should have reduced my hours at work.

The Professor kept us actively engaged each class. He would have us do group projects, individual writings and then do discussions with the entire class. Although it can be difficult to keep individuals engaged for 3 hours, he did a very nice 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?

I had a very positive experience in this course. I liked the fact that it was held over 3 weeks. Since it was the only course I was taking it was easy to get back into the materials day after day.

I think the Professor did a great job and I would not recommend any improvements.

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?

When I began the course, I was looking at it as a means to an end. I now realize that I am taking more from the class than I thought I would. I find myself looking forward to class. Comparitively, it is equal to the other CCT courses I have taken. I have found all the CCT courses I have taken to be engaging, educational and supportive.

If you would like to begin to analyze situations and thoughts, I highly recommend taking this

course. It will make you realize how much critical thinking can help in your life.

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.

This course explores issues about the nature and techniques of critical thought, viewed as a way to establish a reliable basis for our claims, beliefs, and attitudes about the world. We explore multiple perspectives, placing established facts, theories, and practices in tension with alternatives to see how things could be otherwise. Views about observation and interpretation, reasoning and inference, valuing and judging, and the production of knowledge in its social context are considered. Special attention is given to translating what is learned into strategies, materials, and interventions for use in students' own educational and professional settings.

I feel the goals were met. We studied on each of the topics listed above.

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 and the session activities.

Given the limited time frame, the amount of content that was covered was not overwhelming. In class there was adequate time to discuss the readings and the concepts.

I wish I would have taken this course at the beginning of my Graduate course journey. I can see the value in having this as a foundational course for any Masters Program.

Anonymous end-of-semester evaluation of CrCrTh 601 summer '10 Profile Report

Date Published: 09/04/2010

Response 110403508

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?

To apply critical thinking in a teaching context and in a research context.
I did not encounter obstacles to learning from the course.

1. Self-evaluation (continued)

What have you learned about what you have to do to make a 3-week summer session course on critical thinking stimulating and productive?

It helps to minimize other responsibilities during that time. It also helps to start the reading before the course begins. It would have been very difficult to take two summer courses simultaneously or to work more than minimally during that time.

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 instructor used a variety of teaching techniques, keeping the course interesting. We had a small group of students who all worked well together.
For students who are not teachers or who do not plan to become teachers, there may have been too much emphasis on teaching. That was not a problem for me. However, I expected more of an emphasis on philosophy when I read the course description. For our group, it seemed like the down to earth nature of the course worked well.

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 focused more on teaching than I had expected. This was much less research-heavy than many other graduate courses I have taken. I would recommend the course to students who want to think about their own thinking or about teaching thinking in any educational environment or who want to apply their learning at work.

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.

This course explores issues about the nature and techniques of critical thought, viewed as a way to establish a reliable basis for our claims, beliefs, and attitudes about the world. We explore multiple perspectives, placing established facts, theories, and practices in tension with alternatives to see how things could be otherwise. Views about observation and interpretation, reasoning and inference, valuing and judging, and the production of knowledge in its social context are considered. Special attention is given to translating what is learned into strategies, materials, and interventions for use in students' own educational and professional settings.

The course description sounds more like a course in philosophy while the course texts were primarily about teaching, particularly in the k-12 context. If the course is taught in the same way again, the description should reference teaching.

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 and the session activities.

The readings and session activities were varied and relevant to examining one's own thinking and ways to apply learning in a teaching situation and, to some extent, in other work contexts. There was a lot of student-student interaction which contributed to deepening our thinking. Sometimes the pace felt a little slow. This was probably deliberate in order to make sure we fully explored our ideas. The amount of reading assigned seemed just right, but there could have been more variety since most focused on the k-12 teaching context. There were many written assignments, most of them reasonably short, and all of which helped us to consolidate what we learned. We had flexibility in our choice of a final paper or project, which helped to make it relevant and useful to each of us. Overall, it was an enjoyable and enriching course.

Anonymous end-of-semester evaluation of CrCrTh 601 summer '10 Profile Report

Date Published: 09/04/2010

Response 110512616

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 initial goal was to learn some methods to infuse critical thinking into designing a curriculum for my Master's Project. This goal was achieved, and additional personal learning was achieved.

1. Self-evaluation (continued)

What have you learned about what you have to do to make a 3-week summer session course on critical thinking stimulating and productive?

I learned that I would need to immerse myself in the course, which I did. I broke all but one social engagement(my moms' birthday party) in order to spend enough time reading, reflecting, and writing papers!

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 met, and exceeded my expectations for self-learning, and to meet my goal of learning more about teaching critical thinking. I think the course had great diversity in assignments and creative approaches to keeping our interest on long hot summer days!! Kudos to Jeremy for design and flexibility.

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 gained more than I originally thought I would. I thought that the reading assignments were intense, but I don't know how learning could have been achieved without the requirements. In comparison to other graduate courses I would say that all elements of this course can be applicable to various aspects of life; whereas other graduate courses might have portions of a course which are not really applicable to your work, but need to be learned. My overall recommendation to others would be to take this course, but perhaps it might have more value if it preceded a Research Method Course, within your field.

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.

This course explores issues about the nature and techniques of critical thought, viewed as a way to establish a reliable basis for our claims, beliefs, and attitudes about the world. We explore multiple perspectives, placing established facts, theories, and practices in tension with alternatives to see how things could be otherwise. Views about observation and interpretation, reasoning and inference, valuing and judging, and the production of knowledge in its social context are considered. Special attention is given to translating what is learned into strategies, materials, and interventions for use in students' own educational and professional settings.

I feel that each of the above mentioned goals and objectives were achieved. This was a very intense period of time and my frame of reference has changed because of it. The only suggestion I might make would be that we had a room with a view, I think perhaps being cooped up in a room without windows etc.. was a little difficult.

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 and the session activities.

I came into this class with a set of expected goals; these goals were met and exceeded. The structure of the course included plenty of group discussion, and mixed group participation. We wrestled with a lot of concepts about critical thinking. We developed our ideas about observation, building reliable constructs, making assumptions, drawing inferences etc.. A discussion of strategy and application of critical thinking in the classroom was a focal point of our class.

The class was unique in design we had various group discussions, a group project (which was fun!) and we accomplished some great work. Our instructor was very engaging and set-up various different types of assignments, and activities throughout the day, to increase our engagement and participation! Our reading load was intense and valuable. I will recommend this course to others. The only suggestion that I might make would be to take it before taking a Research Methods course. I think it was a unique opportunity to spend time thinking and reflecting about views.

Anonymous end-of-semester evaluation of CrCrTh 601 summer '10 Profile Report

Date Published: 09/04/2010

Response 110837959

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 very productive-i was concerned about an extensive 3 week class but it went well

1. Self-evaluation (continued)

What have you learned about what you have to do to make a 3-week summer session course on critical thinking stimulating and productive?

I learned to stop worrying and take a chance

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?

positive
time flew because professor kept us so busy
group project was not overwhelming and additional time for final paper is appreciated

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?

started reluctantly but realized course is important as a major in CRCRTH program
I learned as well as in a semester long course

yes i would offer this course

3. Evaluation in relation to the course description

Read the course description/goals below.

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

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

This course explores issues about the nature and techniques of critical thought, viewed as a way to establish a reliable basis for our claims, beliefs, and attitudes about the world. We explore multiple perspectives, placing established facts, theories, and practices in tension with alternatives to see how things could be otherwise. Views about

observation and interpretation, reasoning and inference, valuing and judging, and the production of knowledge in its social context are considered. Special attention is given to translating what is learned into strategies, materials, and interventions for use in students' own educational and professional settings.

the syllabus was very specific and concrete
we meet all goals

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 and the session activities.

sorry -not able to do this part

Anonymous end-of-semester evaluation of CrCrTh 601 summer '10 Profile Report

Date Published: 09/04/2010

Response 110864504

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?

For me personally it was difficult to complete the required daily readings. Having the class meet everyday made that difficult, so I guess I would have had NOTHING else on my schedule for the 3 weeks, but that is not a realistic possibility for most people.

1. Self-evaluation (continued)

What have you learned about what you have to do to make a 3-week summer session course on critical thinking stimulating and productive?

The course was stimulating and productive. The instructor planned a good mix of discussions, games, free-writing activities, and other things that broke up the time nicely and helped us look at things in various ways.

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?

+course exceeded my expectations: thought it would be dry or dull- I was wrong!
+small class size was great
+instructor was great- accepted feedback and participated in the process w/us
+variety of assignments and activities
-slightly heavy on the reading expectations
-slightly skewed towards education/teachers, so some way of adjusting the reading materials to include more general material as opposed to mainly education-based material...?

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 more open to differing viewpoints of peers and instructor.
This course was clearly an important course for students of all professions, and I could see this course as a valuable requirement for a variety of majors.

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.

This course explores issues about the nature and techniques of critical thought, viewed as a way to establish a reliable basis for our claims, beliefs, and attitudes about the world. We explore multiple perspectives, placing established facts, theories, and practices in tension with alternatives to see how things could be otherwise. Views about observation and interpretation, reasoning and inference, valuing and judging, and the production of knowledge in its social context are considered. Special attention is given to translating what is learned into strategies, materials, and interventions for use in students' own educational and professional settings.

The course description seems accurate to 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 and the session activities.

This is a great course for an graduate student interested in learning about what "good thinking" means. This course will help the student examine his/her own thinking processes, as well as how to apply critical thinking in both personal and professional settings. The way the instructor structured the course was excellent. The variety of readings, learning activities, discussions and assignments kept things stimulating and fun. The pace was perfect.

There are only two things I might change. First, I would encourage the instructor to be a little more selective in choosing the assigned readings. I might consider assigning slightly fewer readings from the DM book, particularly the ones that are very focused on teaching. For someone outside the teaching profession, some of those readings seem almost irrelevant. However, the instructor did make it clear that it was up to each student to determine how much work/reading we could accomplish, and encouraged us to do our assignments well- in other words he encouraged quality over quantity which I appreciated very much.

It also would have been helpful to receive feedback on all assignments, and immediately (well, not immediately but sooner). For me, I really look forward to feedback from the instructor and put more weight on it than on feedback from peers. I can see how peer feedback is sometimes helpful, but I would prefer more instructor feedback. Overall the course was excellent, exceeded my expectations, and needs almost no alterations.

CCT 602: CREATIVE THINKING SYLLABUS -Fall 2008

Dr. Nina Greenwald

Office: W-2-142-10; Office Hours: Tues. 2-3:30 (or by appointment)

(617) 287-6523 (nlgreenwald@comcast.net)

Course Objectives:

At the conclusion of the course, each student should be able to demonstrate:

- An increased understanding of the creative person, the creative process (within the context of normal cognitive processing), and the techniques for enhancing creative functioning.
- Increased self-actualization and skill in creative thinking (sensitivity to problems, fluency, flexibility, originality, and elaboration through visual and verbal exercises).
- Increased knowledge of the application of the concepts and the development of lesson plans and/or scholarly papers.

Authentic thinking, thinking that is concerned about reality, does not place in ivory tower isolation, but only in communication. Without dialogue there is no communication, and without communication there can be no true education.

--Paulo Freire, Pedagogy of the Oppressed

Course Requirements:

1. ALL READINGS AND ASSIGNMENTS DONE ON TIME

This permits informed, active participation in class exercises and discussions

-- a **key** part of the course.

2. JOURNAL KEEPING: NOTEBOOK OF THE MIND

The goal of this journal is to document the unfolding of your own experiences and growth in the course. It should offer you a record of the changes in your thinking, actions, and attitudes. It should include comments on, and connections between the readings, class events and outside experiences.

- a. Make a journal entry each week. Hand in first journal entry Week 2 so we can provide you feedback on this type of assignment.
- b. Creativity Class "scrapbook" contribution - to facilitate your memory of and transfer of learning to of key course concepts, please select an item to include in your weekly journal (re: creativity, from newspapers, magazines, (e.g., cartoons, news articles, brief essay)

3. TWO REFLECTIVE ESSAYS

Reflections on your progress: twice during the semester (due Week 8 and Week 14) review journal entries to date. Write a 1-2 page essay summarizing commenting on your change and progress. Identify factors that contributed, patterns of development, emergent goals, interests.

4. BRIEF EXERCISES

A short exercise or two may be assigned each week, except for weeks when other assignments are due. Exercises will be distributed weekly.
(see "Weekly Exercises and Assignments Due")

5. AN IN-DEPTH STUDY OF ONE LIFE

Identify a person about whom you want to know more. Read an autobiography, biography, letters, and/or journal of that person. Report on your learning in two ways:

- a. AN IN-ROLE BIOGRAPHY PRESENTATION, with accompanying fact sheet (details to be discussed in class).
- b. AN ESSAY (5-6 pages) addressing specific questions about your person

6. A FINAL PROJECT - a self-selected activity of one of the following:

(see "Final Paper Assignments" & Possible Topics for Research Papers)

This may be:

- a. a curriculum unit (5-10 lessons);
- b. a materials evaluation paper
- c. a research paper (approx. 10 pages);
- d. an expressive project
- e. self- designed project (see Nina for approval)

Required Texts:

1. Greenwald, Nina (ed.) Readings in Creative Thinking (special set for class 2002)
2. Shekerjian, Denise. Uncommon Genius, Viking Penguin, 1990.
3. Cameron, J. The Artist's Way (optional)

CCT 602 Creative Thinking, Fall 2008: Topics and Readings

<u>Week</u>	<u>Topics, Readings and Major Assignment Due</u>
1- Sept. 2	Of Course, Your Creative! <ol style="list-style-type: none">1) Introduction and Course overview.2)3) 2- Sept. 9 Historical Background, Different Approaches, their strengths and weaknesses4) <u>Sternberg R. J. & Lubart T.I.</u> The Concept of Creativity: Prospects and Paradigms. In <i>Handbook of Creativity</i>, Sternberg R. J. (ed.), Cambridge Univ. Press. 1999.5) <u>Albert, R. S. & Runco, M. A.</u> A History of Research on Creativity. In <i>Handbook</i> 1999.
3- Sept. 16	Promoting and Inhibiting Creativity. <ol style="list-style-type: none">1) <u>Nickerson, R. S.</u> Enhancing Creativity in <i>Handbook</i>, 1999.2) <u>Davis, G. A.</u> Barriers, blocks, and squelchers: why we are not more creative, 1992, ch.2 in <u>Creativity is Forever.</u>
4- Sept. 23	Creative Persons: Socio-Cultural Influences. <ol style="list-style-type: none">1) <u>Lubart, T. I.</u> Creativity Across Cultures in <i>Handbook</i>, 1999.2) <u>Bond, S. J.</u> "How Social Conditions Affect Creativity" in Hayes, <i>The Complete Problem Solver</i>, pg. 301-339, 19903) <u>Sherkerjian, D.</u> Uncommon Genius, 1990, Part. I. Pg.1-79.4) <u>Powell, M. C.</u> On Creativity and Social Change, in <i>The Journal of Creative Behavior</i>, 1994.
5- Sept. 30	Creative Persons: Methods of Study. <ol style="list-style-type: none">1) <u>Csikszentmihalyi, M.</u> Implications of a Systems Perspective for the Study of Creativity. In <u>Handbook</u>, 1999.2) <u>Sherkerjian, D.</u> <i>Uncommon Genius</i>, 1990, Part II. Pg. 83-177.
6- Oct. 7	Creative Persons: Thinking Styles and Strategies. A Panel of Creative Guests! <ol style="list-style-type: none">1) <u>John-Steiner. V.</u> Visual Thinking and the Languages of Emotion Ch. 4 in <i>The Notebooks of the Mind</i>. 1986.2) <u>Lazar, D.</u> <i>Seven Ways of Knowing: Understanding Multiple Intelligence</i>, 2nd. Ed., 1991, Pg. ix-xxii, 171-174, 197-204.3) <u>Sherkerjian, D.</u> Part III. Pg. 181-224
7- Oct. 14	The Creative Process. Experimental Studies and Theories. <ol style="list-style-type: none">1) <u>Dominowski, R. L.</u> "Productive Problem Solving", 1995, Chap. 4 in <i>The Creative Cognition Approach</i>, 1995

Ward, T. B., Smith, S.M. & Finke, R. A., Creative Cognition, in *Handbook*, 1999.

- 2) Amabile, T. "The Social Psychology of Creativity: A Componential Conceptualization," *The Journal of Personality and Social Psychology*, 1983, pg. 357-376.
- 3) Schwartz, S. H., A program in General Heuristics for Problem Solving. In *Proceedings of the 2nd Annual National Conference on Problem Solving Across the Curriculum*, 1992, pp. 97-107.

8- Oct. 21

The Creative Process and Creative Problem Solving (cont.)

- 1) Baer, J. Point and Counterpoint: The Reason for Domain Specificity of Creativity. *Creativity Research Journal*, 1998.
- 2) Brophy, D. R. Understanding, Measuring, Enhancing Individual Creative Problem-Solving Efforts. *Creativity Research Journal*, 1998.
- 3) Weisberg, R. W. Creativity and Knowledge: A challenge to Theories in *Handbook*, 1999.
 - **First Reflective Essay Due** - (Attach weekly entries for weeks 1-7)

9- Oct. 28

Creative Persons Across Domains.

Self- Selective Biographical Presentations – Part 1.

10- Nov. 4

Creative Persons Across Domains.

Self- Selective Biographical Presentations – Part 2.

Biographical Paper Due.

11- Nov. 11

Veteran's Day holiday (no class)

12- Nov. 18

The Evaluation of Creativity and its relation to Intelligence

- 1) Davis, G. A. Creativity Tests, ch. 8. In *Creativity is Forever.*
- 2) Plucker, J. Is the Proof in the Pudding? Reanalysis of Torrance's (1958-Present) Longitudinal Data. *Creativity Research Journal*, 1999
- 3) Sternberg, R. J. & O'Hara L. A. Creativity and Intelligence in *Handbook*, 1999.

Thanksgiving Break (Nov. 19-23)

13- Nov. 25-
Dec. 2

The Evaluation of Creativity and its relation to Intelligence

- 1) *Davis, G. A. Creativity Tests, ch. 8. In *Creativity is Forever.*
- 2) * Plucker, J. Is the Proof in the Pudding? 3) Reanalysis of Torrance's (1958-Present) Longitudinal Data. *Creativity Research Journal*, 1999
- 3) *Sternberg, R. J. & O'Hara L. A. Creativity and Intelligence in *Handbook*, 1999. ***Begin Small Group Invention Project***

Creativity in Education.

- * Greenwald, N. L. Swimming Against the Tide: The Creative Child as a late Bloomer, in Lynch, M. D., & Harris C. R. (Eds.) *Fostering Creativity in children, K-8*. Allyn and Bacon, 2000.
- 2) * Feldhusen, J. & Treffinger, D. "Methods of Teaching Creativity and Problem Solving" and "How to get a Project Started in Your Classroom," Ch. 4,5 in *Creative Thinking and Problem Solving in Gifted Education 3rd*. (Eds.) 1985.
- 3) Edwards, S. The Technology Paradox: Efficiency vs. Creativity. *Creativity Research Journal*, 1999.
- 4) * Greenwald, N. L. Songs the Dinosaurs Sang in *Gifted Child Today*, 1998.

14- Dec. 9

Creativity in Organizational Settings, Motivation.

- 1) Williams, W. M. & Yang, L. T. Organizational Creativity in *Handbook*, 1999
- 2) Service, R. & Boockholdt. Factors leading to Innovation: A study of Manager's Perspectives. *Creativity Research Journal*, 1998
- 3) Jung, D. Transformational and Transactional Leadership and their effects on Creativity in groups. *Creativity Research Journal 2001*.
Second Reflective Essay Due - (Attach weekly entries 8-13).

Invention Presentations by Small Groups

Monday Dec. 14

FINAL PAPER DUE.

These are designed to enhance your creativity and learning, and to provide us with important feedback on your thinking. These assignments, while not graded, are required and a vital part of your participation in this class. They are due on the weeks indicated and will often be discussed in class that week.

- Week 1
- 1) Creativity Definition
 - 2) Junky ideas exercise
 - 3) Make 3 wishes and 3 predictions regarding your creative development over the next 13 weeks. Be optimistic! Expect wonders!
 - 4) initial personal assessments
- Week 2
1. **Journal Entry**
Do weekly. Submit your first entry for feedback September 19. In these brief weekly entries you are asked to comment on readings and make connections to class events & life experiences. Remember this is an ongoing assignment. You need to keep up with the readings, reflect and do your journal entry each week.
 2. **Problem Solving Paradigms** – Four fun Challenges!
 3. **Make a Wish!**
- Week 3
1. Drawing on the Right Side of the Brain: enhancing creativity; reflections on the process
- Week 4
1. Idea generating techniques
 2. Film on socio-cultural factors
 3. "Debate"
- Week 5
1. A personal problem/challenge/opportunity to work on: in a paragraph, state a problem you're grappling with and need to work on. Choose something meaningful to you, but are willing to discuss in class with 1 or 2 people. Redefine your problem, beginning with "In what ways might I..." State or represent it in at least 5 different formulations.
 2. Idea generating techniques: conceptualizing your biography presentation
 3. Imaginative "travel" -- scribbles activity
- Week 6
- Panel of Creative People.**
Develop a Question or two. Bring questions to pose to panelists formally or informally that relates to what you have read about the creative process.
- Week 7
- Identify** several underlying common themes among the panelists:
- Week 8
- First Reflective Essay Due.** Three page limit word processed or typed.
Attach weekly journal entries – weeks 2-7.
1. Developing criteria for biographical presentations

- Week 9 **No weekly assignment. In-Role Biography presentations due.**
- Week 10 **No weekly assignment. In-Role Biography presentations due:
All Biography papers due**
- Week 11 1. **Visual Product Due:** Using the "Scribble Lesson" as a jumping off point, develop a visual product (any medium or combination) and bring it in to display.
2. Your problem: reflect on your progress. What new approaches seem useful now? Have you tried any out? What results? Keep on if necessary.
3. Hands-on creative problem solving and problem representation.
- Week 12 1. Sample Tests of Creativity.
2. Values Exercise. Hand in your evaluations from last weeks handout.
3. Self Assessment of your Biographical presentation.
4. **Begin invention process:** bug Listing: products, processes that bug you; include some you'd like to change, modify, improve!
- Week 13 1.**Inventions (team process)** – application of Creative Problem Solving model
2. Personal Environment Exercise and Report. Think about an environment in which you feel creatively inhibited or even stifled! What are its characteristics? What specific changes or modifications in this environment would promote greater activity? max two pages.
- Week 14 **Second Reflective Essay Due.** Three page limit word processed or typed.
Attach weekly journal entries – weeks 8-13.
- Last minute prep, then invention presentations to inventor guests Pot Luck Dinner; Course Evaluation forms.

Congratulations on you ICG (Incredible Creative Growth)! What wishes regarding your creative development have come true? To what future creative heights do you aspire?

CCT 602: MID-TERM ASSIGNMENTS

Choose some creative person -alive or dead- who you admire or want to know more about. After reading some books, articles, or gathering information in different ways (e.g. interview) you have two assignments: a short oral presentation and a short paper.

A. Biography Paper - due week 10

Please write an essay (approximately 5 pages) in a clear, cohesive, well-supported way, on one or more of the following questions. For all questions, relate the life to relevant class readings. Do the *addendum* questions. Be sure to reference relevant readings covered in the course.

1. TRAITS AND MOTIVATION

Many who try to account for imagination see it rooted in the personality and motivation of productive individuals. They identify as important the personality traits of confidence, preference for complexity, tolerance for ambiguity, risk-taking, courage, commitment to task, openness (to the rational and non-rational), androgyny, flexibility, perseverance, keen sensory awareness (see Mackinnon, Barron, etc.)

In what ways does your subject's life confirm or disconfirm this explanation? (Cite examples from life to support your position)

2. DEVELOPMENT/ENVIRONMENT

Some researchers of imagination see the subject's environment as highly significant in the forming of creative lives. They cite position in family (first born), early life events (early personal illness or trauma -e.g., death of a parent or sibling) or the presence of key figures in the life (as mentors or adversaries) as significant to the development of the subject's imagination. How would you describe and explain the development of your subject's productivity/imagination? Cite evidence to support your position.

3. SELF-DESIGNED ESSAY QUESTIONS

Some lives pose unique questions. Develop an essay question on the life of your subject and address it. Cite evidence to support your position.

ADDENDUM: Required of all. (1 to 2 pages)

Each life is a lesson to all. What lesson or message did your subject's life convey to you? How will you act on, respond to, use it or its implications in your own life? Explain!

B. **Biography Class Presentations** - This might be intimidating to some. Don't let it be -- please! We are all friends and a creatively supportive group, so risk it! (Due weeks 9 or 10)

GOAL: To bring your person alive for us for a ten minute (rehearsed) presentation. For example, you might take the role of the subject or someone in the subject's life (e.g., relative, friend, enemy, critic) (You may not be yourself).

Help us to see, feel, understand, know the texture of the life of your subject as you do. Be original! The goal is to practice cognitive flexibility, flexible ego control, risk taking, empathic role taking along with the specific strategies of brainstorming, forced relationships and logical thinking.

METHODS: Some possibilities:

- 1) Monologue (interior thinking, dramatic)
- 2) Dialogue
- 3) Interview others, Q&A format (e.g. game show)
- 4) Reading and commentary (e.g. obituary)
- 5) Comments by a descendent, ruminations, etc.
- 6) Comments by a spouse (e.g. think humor!)
- 7) Skit, scenario, with or without the class
- 8) Re-enactment of one episode from life, one "critical incident", telling detail
- 9) Presentation of works (prints, slides, etc.)
- 10) Reminiscence (by octogenarian)

NOTES: 1) Some choices will not present an overview or summary of the life. They will have a few "facts" (e.g. episode re-enactment). Others (a reminiscence, etc.) will likely include more "facts". A summary of the life is not the goal of the presentation.

FACT SHEET: Prepare a fact sheet on your subject with some items of importance. Bring one fact sheet for each member of the class on the day you present. Examples of fact sheets will be shown in class.

CCT 602: FINAL PAPER ASSIGNMENT

As indicated in the course outline, there will be a take-home final paper (10-12 twelve pages) This paper can be any of the four types below:

A. Unit to promote and elicit creativity

You may wish to write a ten-lesson unit focusing on promoting and eliciting the specific skills and strategies related to creative functioning. Any topic or subject matter may be used: an interdisciplinary approach is recommended as in writing lesson plans you will actually use with your students. If you can implement some of the plans prior to handing in the unit, please do so and evaluate their success. If you like, you may attach copies of student work.

The unit should have:

- I. Overview of students (age, subject, class size, organization, etc.)
- II. Rationale or overview of goals and objectives
A prose statement of your rationale in choosing these specific skills and objectives and the way in which they relate to the creative process/person/readings.
- III. The lesson plans and their evaluations
- IV. References

B. Materials Evaluation

You may wish to evaluate an existing curriculum designed to promote creativity. In your rationale, you should establish a definition of creativity and the criteria against which you will evaluate the material. You should relate these criteria to perspectives on creativity discussed in class. You should describe and assess the curriculum, and finally indicate whether or not you would purchase it for use with your students (or in other domains such as for training purposes in business).

This materials assessment should have:

- I. Rationale -definition and criteria
- II. Materials description - target group, objectives, content
- III. Evaluations and implication
- IV. References

C. Research Paper

You may wish to write a research paper on a topic of interest to you. About what aspect of creativity would you like to become more knowledgeable? Define a **manageable** subtopic or issue to research. (It is expected that you will read materials in addition to those assigned in class.) The paper may be a critical review of the literature or a speculative exploration of some theory or topic; it should come to a conclusion. Please use the standard conventions of quotes and references and include a bibliography. If you need a reference book on style, see Kate Turabian Chicago Manual of Style.

D. Expressive Project

You may wish to do a piece of or a series of pieces of expressive work (visual or verbal) and an essay describing the process of its development and the relation of the latter to course readings. If you make this choice, it is expected that your approach to the development of the expressive work will employ or experiment with one or more of the techniques introduced in CCT 602 (in class or in the readings). The accompanying essay should do two things: trace the process of the development of your creative work (2-3 pages); relate the process to specific features of the course readings, making substantive specific references (3 pages).

E. Cameron, J. The Artists Way (12 week program to be explained; this decision should be made by week two of the course)

Please submit an index card indicating what you have chosen to do for your final project no later than the 11th week of the semester. Indicate both the kind of paper and the specific topic. We will provide immediate feedback on your choice.

CRCRTH 602 Creative Thinking: Syllabus – Spring 2008

Faculty/Instructors:

Leor Alcalay

leormishko@aol.com

Luanne E. Witkowski

hellolew@massart.edu

CREATIVE THINKING: COURSE OVERVIEW

THE SHAPE OF THE COURSE

The course has three overlapping phases directed toward our final objective which is to increase our effective, novel thinking by applying creativity-relevant strategies to significant, complex problems where we have some expertise or domain knowledge.

Phase One: Understanding the Creative Process

In phase one, we focus on understanding the creative process and how we use it. In order to develop our creativity-relevant skills, it is helpful to work incrementally: to think big, start small. Thus, we begin with simple problems, concrete elements, and guided explorations (e.g. presented problems with common objects). In this phase of the course as later, case studies will offer us models of applying creative problem solving to complex, real world problems in a variety of domains. These cases will be drawn from architecture, music, literature, design, science and technology. There is a strand of case studies on the theme of social entrepreneurship. The latter cases will offer promising approaches to the chronic challenges of poverty, illness, unemployment and illiteracy around the world.

Phase Two: Understanding Creative Persons

In phase two, we will move on to addressing more complex, ill-defined problems with several elements and less guidance (e.g. Look What's There and Design a System activities). Here we will also focus on creative lives and you will have an opportunity to study in depth someone of interest to you.

Phase Three: Using Creative Strategies

In phase three, the course will culminate with highly ambiguous, more "real-world" problems (e.g. your Personal Problem, your Invention in response to things that "Bug" you). We will address the topic of evaluating creativity in persons and products through exercises and a review of creativity tests.

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Luanne E. Witkowski

hellolew@massart.edu

RATIONALE AND STRUCTURE OF THE MODULES

In the course, we will study creativity across domains, in areas where systematic work (creative problem-solving) is most beneficial and areas in which intuition and non-rational approaches yield powerful results. We will provide opportunities and requests for the development of both of these kinds of competencies.

Below you will find a brief description of each of the weekly activities and their purpose in building your knowledge and skills in the area of creative thinking, the WHY of what you're doing. In the course modules you will find detailed descriptions of each of these activities which will explain the HOW to of each. Each module has activities that can be done "anytime" and those that benefit from sequencing.

Do Anytime Activities:

- Media Viewing: The media clips are case studies that exemplify the concepts and strategies under discussion. The subjects embody open-mindedness, optimism, courage, perseverance and risk in the face of complex social problems. They offer inspiration.
- Searching the Internet: You will be asked to research a variety of persons and concepts to add to your repository of ideas for activities and to enrich your experience (Occasionally you'll be asked to do an Internet Search as a pre or post reading activity).
- Play: Many activities will invite you to playfully explore materials and ideas in order to develop a fresh perspective and to generate novel ideas.
- Relaxation: Relaxing for five, ideally ten minutes of deep breathing helps to clear the mind and to reveal one's inner voice. Emptying the mind makes room for new ideas. It is recommended that you do so before the activities. You may wish to use "Five Good Minutes" or the Garden of Serenity CD for support.
- Cartoon Caption Writing: Have some fun participating in, or viewing, the New Yorker Cartoon Caption Writing Contest. Humor nurtures imagination.
- Art/Music: Keen sensory awareness supports productivity. I urge you to hone yours by open-mindedly viewing art and listening to music that is different from that which you usually enjoy. (If you want guidance, Michael Gelb in *Senzione*, a chapter on this topic, in *How to Think Like Leonardo Da Vinci*, recommends some specific musical works.)

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Activities with Required Sequence:

- Pre-Reading Activities: The purpose of these activities is to help you recall and organize your prior knowledge on the topic. It is essential therefore that you do them before the required reading and media viewing.
- Post reading activities: The purpose of these activities is to allow you to practice and extend the knowledge you have gained through reading and media viewing.

In many of these activities, you will be asked to persevere past your normal stopping point. There are two reasons for this: first, there is significant evidence that doing so not only produces more ideas, but more original ideas. Second, in these variations on the original task, you will be trying new strategies (e.g. finding forced relationships, role-playing) with guidance that you can apply later at will. So relax, be open, let yourself be silly and persevere.

Weekly Writing Assignments:

- Journal: The purpose of the Journal is to invite you to make the readings your own (enhance memory) by reviewing and selecting the concepts you believe are most significant; to question them, to seek clarification or to argue against them. This is a place to question assumptions, discover connections, dialog with the authors. (One page weekly.)
- Diary: The diary or personal notebook is the place for you to record and track your development as a creative problem-solver. It is a place for you to “think about your thinking,” to record your evaluative reflections on each week’s problems and activities (metacognition). Here you will be able to integrate theory and practice, to discover what helps and what hinders your productive thinking. (One paragraph to a half page weekly.)
- Application: The purpose of seeking prompt and direct application of concepts and strategies is to facilitate their use and transfer to your life. (One paragraph weekly.)

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EXPECTATIONS AND SUGGESTIONS

All required readings and required weekly activities must be done on time and sent to your instructor at ASSIGNMENTS. Where visual products are to be shared you will need to use a Blog. The section on Technical Requirements will explain how. Use the CALENDAR to stay clear on major assignment due dates.

Optional readings, media and activities are offered to enrich your experience. Choose those that meet your needs. But do peek into some that are beyond your current interests because you might discover a new one.

Authentic thinking, thinking that is concerned about reality, does not take place in ivory tower isolation, but only in communication. Without dialogue there is no communication, and without communication there can be no true education.

Paulo Freire, Pedagogy of the Oppressed

Every effort will be made to create a class community, a safe environment in which to play and risk. You will, in the first week, be assigned a Buddy and placed in a four-person Core Group for some activities. You are encouraged to use e-mail and the DISCUSSION to converse with class members about readings and activities. You will be expected to participate in the one-hour weekly Chat Room Virtual Class, and some assignments will be posted on the Whiteboard for everyone's edification and enjoyment. Your instructors will respond to your e-mails within 48 hours rather than have a posted office hour.

Major Assignments

Reflective Reviews of Diary and Applications I & II

Reflective Review of Diary and Applications #1 – Modules 1 – 6 (1 pg)

Review your Diary and Applications for Modules 1 – 6. What patterns of performance, growth, questions emerge? What strategies/techniques were the most helpful in expanding your approaches to the problems? Which concepts, strategies/techniques were the most easily and usefully applied outside of the course? Were any perceptual, cognitive or personal blocks overcome? What does the review imply for future work? (Due Module 7)

Reflective Review of Diary and Applications #2 – Modules 7 – 12 (1 pg)

Review your Diary and Applications for Modules 1 – 12, with a focus on 7 – 12. What patterns of performance and growth emerge? Assess the degree to which your Wishes and Predictions have been realized. What accounts for the result? What aspects of the course – attitudes, insights, strategies / techniques – will you try to keep with you? How will you maximize that likelihood?

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Biography Presentation: Empathic Role-Taking

Objectives:

- 1) To **Be** the person briefly; to experience the thoughts and feelings of your person, to communicate from that individual's perspective.
- 2) As your subject, to do the following Moment in Time Activity through which you will distill and describe the salient features of your life critical to your creative development (e.g. crises, mentors, etc.) or your creative productivity.
- 3) To share your life with others by posting the activity on the Whiteboard.
- 4) To read 1 of the posted items and to respond as your subject in the Threaded Discussion section to three persona profiles.
- 5) To write a brief (1 pg) reflection on what you learned by being and writing in role and by viewing the work of others.

One Moment in Time Activity:

You may choose from either option listed below.

Option 1:

Take a moment and imagine “your” desk (dresser, shelf, box, satchel) – **the place where your personally meaningful items are kept.** The desk should include **at least 5 objects of significance** to you. Describe these to us in whatever way feels appropriate (verbal, visual). One object must be a journal or notebook opened up to the most recent entry or a letter of importance that you have written. What does it say?

Optional Additions: Include additional information. Describe the room. Are there other people in the space? What are you listening to? What is the time of day and why? Where have you come from? Where are you going? Why are you in the room? How old are you at the time?

Note: If your subject would not have a desk or a room of significance, choose a different setting/place for capturing in detail a life-revealing Moment in Time. (Discuss with your instructor if necessary)

Option 2:

Reveal the subject's creativity by being the subject or someone in the life of the subject (e.g. wife, friend, professional rival) or something in the life of the subject (e.g. the subject's creation). Convey these understandings through a written **monologue or dialogue.** For example, let a writer's pen describe the writer's life; let a painting describe the artist; let a spouse describe the subject's creative process. Be sure to make the monologue or dialogue richly detailed and informative.

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hellolew@massart.edu

Final Project: Museum Exhibit on Creativity

- Our class has been commissioned to design a **virtual museum exhibit on creativity** for UMB to which you must contribute.
- In creating this exhibit, you will be sharing with the visitor your understanding of the nature of creativity. The exhibit should present salient concepts from the course. You may work on this project in your preferred mode: a) alone (presenting 3 concepts), b) with a Buddy (presenting 5 – 6 concepts), or c) with your Core Group (presenting 8 – 9 concepts in greater depth). Note: The scope differences reflect an awareness of the extra time needed for the decision-making that leads to quality, cooperative work. It is expected that the exhibit will contain images and text.
- You must decide what will go into the exhibit and how the information/artifacts will be organized and presented.
- The project should reveal comprehensive understanding of the material and issues covered during the term offered from a fresh, personal perspective. **Each student will submit a short (2–3 page) essay reflecting on what he/she learned through the experience of constructing the exhibit.** During the last 4 weeks of the term, you will be invited to discuss, brainstorm and develop this project with your buddy, even if you plan to do the final work alone.

Questions to Think About:

- Will you focus on the creative process, creative persons, creative products, or a theme or case study that cuts across all 3 of these (e.g. the process and products of one creative person)? Will that person be you?
- Will you focus on rare culture-altering creativity or the creativity we generate and encounter daily?
- Will you focus your exhibit on a sub-theme, such as things that enhance or inhibit creativity?
- How will you organize and narrate the information to make it engaging to the visitor?
- How will you use visuals, artifacts, and text together to present your information to the viewers?

Potential Sources:

- Web museums – ibiblio.org
- Most major art / science / history museums offer brief experiences to web visitors that are based on static images and text that can serve as models for your basic approach. Note: You are NOT EXPECTED to include video or sound in your exhibit but feel free to use whatever talents and equipment you have available.
- You may incorporate any of your responses to assignments throughout the semester, including: new products and/or artifacts you've developed, visual, sculptural works, up to 35% of the presented material can be selected from the course offerings.

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Anticipated Audience:

- Having a specific audience in mind is extremely important since it will help you to select the concepts you wish to share in your Virtual Museum Exhibit and the point of view and form in which you want to integrate them.
- To make this assignment most personally meaningful, I recommend you choose an audience pertinent to your life. If you are a teacher, perhaps you want to envision making your Virtual Museum Exhibit directed to your students or your colleagues. If you are a manager, you may wish to create a presentation for your team or clients. If you wish to present the information to family and friends, visualize their interests and needs. Or you may wish to choose the public at large, by imagining yourself the curator of an exhibit directed to a broad cross-section of the population.
- I strongly urge you to identify your audience as one of the first things you do in beginning this project, since it will help you to see the project as manageable and reasonably ambiguous. So, imagine your audience in as much detail as possible. Then, be bold, and have fun!

Final Essay (total 4–5 pp):

Each student will submit a Final Essay containing 2 parts:

Part I (1–3 pp) Should be an explanation of the intention of your exhibit or part thereof; it should explain WHY you chose the concepts and organized as you did. How does your exhibit reflect your understanding of the nature of creativity, creative persons and processes?

Part II (1–2 pp) Should be a reflective statement on what you have learned through the experience of creating the exhibit.

Anonymous end-of-semester evaluation of CrCrTh 602 Spr '10 online Profile Report

Date Published: 06/17/2010

Response 85057649

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?

Taking this course was my main reason to get engaged within this critical and creative program. I was not sure honestly what to expect; probably to gain a strong awareness of the creative process and I've gained a strong comprehensive understanding of it, and way more.

My main difficulty was the load of readings in the first part of the semester, although I don't complain about knowledge learn from it, next time I'll try to use the month before the starting of the course to read a bit ahead

1. Self-evaluation (continued)

What have you learned about what you have to do to make an online course about creative thinking stimulating and productive?

engaging the students, giving them enough freedom in the material to be able to each of them find interests (personal, or professional), feel involve in a process and progressive achievements; community feeling built between the 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?

Plus: extremely well organized in order to experience ourselves the creative process while learning on a cognitive way the way it works and while leaving us enough space to move around the course a bit our own way

The course was both reach and beautifully done, we can feel the amount of work it must have required to built it. I wouldn't change anything at this moment

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?

Well there are some very constructive feedback provided each week beside every assignments it helped a lot to understand what could have been expected and also to understand where to improve myself. This course was very demanding and providing, its true that it did not give me so much time for the other course, neither to do much outside the course

3. Evaluation in relation to the course description

Read the course description/goals below.

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

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

(From course catalog)This course seeks to increase the participants' understanding of creativity, to improve their creative problem-solving skills, and to enhance their ability to promote these skills in others, in a variety of educational settings. Students participate in activities designed to help develop their own creativity and discuss the creative process from various theoretical perspectives. Readings are on such topics as creative individuals, environments that tend to enhance creative functioning, and related educational issues. Discussions with artists, scientists, and others particularly involved in the creative process focus on their techniques and on ways in which creativity can be nurtured.

I believe that each of those goals were met. It allow both us to get engaged into the creative process till completion, problem solving skills, etc, looked from various wide and focused angles as well as gave us many tools to foster it for ourselves and for others if we would be interest to do so within workshops , etc.

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 organized such a way that it allows you as an individual to be engaged within a full creative process, with a benefit and progressive outcome.

You first start with the understanding of the benefit to self actualize, to be aware our your own personal creative potential and provides you the necessary tools, techniques and strategies to put into action the knowledge gained within the course immediately and hopefully permanently

You'll feel involved and transformed for the better along the semester like you probably never did within such a short time

Anonymous end-of-semester evaluation of CrCrTh 602 Spr '10 online Profile Report

Date Published: 06/17/2010

Response 85430586

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 made me START to proceed with my goals. Up until then, I was only thinking about things.

If I were to do this course again I would be better prepared. It wasn't until the middle of the course that I actually organized all of my assignments into files.

Personal obstacles were mostly family issues.

1. Self-evaluation (continued)

What have you learned about what you have to do to make an online course about creative thinking stimulating and productive?

I learned to be involved.

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 difference between this and other courses: This course was fun to take. We went through processes as a child would (scribbles, etc.). We also learned that there is a process to research creative thinkers.

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 took it more seriously as the course went on. The materials were organized in a way to understand what was needed and when they were due.

My recommendation to prospective students is to organize your materials as soon as possible. It is not difficult, but you do have to pay attention and do the assignments as requested.

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.

(From course catalog)This course seeks to increase the participants' understanding of creativity, to improve their creative problem-solving skills, and to enhance their ability to promote these skills in others, in a variety of educational settings. Students participate in activities designed to help develop their own creativity and discuss the creative process from various theoretical perspectives. Readings are on such topics as creative individuals, environments that tend to enhance creative functioning, and related educational issues. Discussions with artists, scientists, and others particularly involved in the creative process focus on their techniques and on ways in which creativity can be nurtured.

Sounds good to 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.

This course made me START to proceed with my goals. Up until then, I was only thinking about things.

If I were to do this course again I would be better prepared. It wasn't until the middle of the course that I actually organized all of my assignments into files.

Personal obstacles were mostly family issues.

I learned to be involved. The difference between this and other courses: This course was fun to take. We went through processes as a child would (scribbles, etc.). We also learned that there is a process to research creative thinkers.

I took this course more seriously as it progressed. The materials were organized in a way to understand what was needed and when they were due.

My recommendation to prospective students is to organize your materials as soon as possible. It is not difficult, but you do have to pay attention and do the assignments as requested.

Anonymous end-of-semester evaluation of CrCrTh 602 Spr '10 online Profile Report

Date Published: 06/17/2010

Response 85890405

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 set a personal goal to take a class outside my degree program that exposed me to artists, writers, etc. These are not people I'm typically with in my own program, so I wanted to expand my horizons in order to become better at my own profession. I wouldn't have proceeded any differently - I really struggled through some of the exercises but came out better for it in the end. My major personal obstacles were that I am very process-oriented and like everything just so, and I sometimes had difficulty with the ambiguity of the subject.

1. Self-evaluation (continued)

What have you learned about what you have to do to make an online course about creative thinking stimulating and productive?

As in all other online classes you have to get involved in the class. This is not new to me, though - I am getting a degree in instructional design so adult learning is something all of us in the program have been exposed to for some time.

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 loved the exercises we had to do, even though they were very hard for me sometimes. Both professors seemed to have great command of the subject matter which makes such a difference in a class.

I think the only thing I'd do to improve this course is to take advantage of the spring break. We worked straight through and even a week later than one of my other classes, and I think a break from this type of class is imperative. In adult learning in the classroom, especially when slogging through something new, one of the first things we learn is to take frequent breaks so the learner has time to rest the mind and absorb. This class was pretty intense and I felt myself burning out with six weeks left to go. With that spring break I don't think I would have experienced that burnout.

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?

As I went through the course I felt more and more confident in my abilities as a creative person. It's very different than any of the other courses I've taken, which I very much appreciated. My recommendation to students would be to take this course, no matter your area of study. EVERY area of study requires creative thinking, and I benefitted hugely from being in class with people so different from me. In my degree classes we have differences but we are all in adult learning in one form or another, and I don't think you get the same exposure as you do when you join a class with artists and writers.

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.

(From course catalog)This course seeks to increase the participants' understanding of creativity, to improve their creative problem-solving skills, and to enhance their ability to promote these skills in others, in a variety of educational settings. Students participate in activities designed to help develop their own creativity and discuss the creative process from various theoretical perspectives. Readings are on such topics as creative individuals, environments that tend to enhance creative functioning, and related educational issues. Discussions with artists, scientists, and others particularly involved in the creative process focus on their techniques and on ways in which creativity can be nurtured.

Met perfectly! Don't have much more to say about it.

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.

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Anonymous end-of-semester evaluation of CrCrTh 602 Spr '10 online Profile Report

Date Published: 06/17/2010

Response 86618651

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 goals upon enrolling in this course were quite measured. My experience with creativity classes has been quite mixed. It seems that the results are polar -- either very poor or very good. I surpassed all goals I set for this class.

1. Self-evaluation (continued)

What have you learned about what you have to do to make an online course about creative thinking stimulating and productive?

I've had significant experience with online classes and learned quickly that the best way for me to be successful is be aggressive in the completion of assignments. I also performed fairly extensive research into topics that particularly interested me. That helped keep me engaged throughout the semester.

2. General Evaluation of course

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

How did the course meet or not meet your expectations?

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

This is a very easy question to answer. The most significant positive factor in this course was the instructors. Delores and Luanne are both dedicated educators. I've never felt that I had more personal attention from instructors regardless of the course format. There is an obvious love of their subject and of their students that Delores and Luanne demonstrated throughout the course. I don't purport to speak for the entire class, but for myself, and I can honestly say that I love them in return.

2. General evaluation (continued)

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

How does it compare with other graduate courses?

What would be your overall recommendation to prospective students?

I became more engaged as the course progressed. This was due significantly to the engagement shown by Luanne and Delores. I've taken 20 or so graduate courses and I would rank this course among the top 2 or 3. I would recommend this course to students without reservation.

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.

(From course catalog)This course seeks to increase the participants' understanding of creativity, to improve their creative problem-solving skills, and to enhance their ability to promote these skills in others, in a variety of educational settings. Students participate in activities designed to help develop their own creativity and discuss the creative process from various theoretical perspectives. Readings are on such topics as creative individuals, environments that tend to enhance creative functioning, and related educational issues. Discussions with artists, scientists, and others particularly involved in the creative process focus on their techniques and on ways in which creativity can be nurtured.

I consider the goals as met very well. There was a very effective balance of theory and practice. The diverse media formats kept the materials interesting and alive.

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.

There is absolutely no way to separate the success of this course from our instructors. Delores and Luanne have a great gift for making each of their students feel important, secure and supported. The UMass CCT program is very fortunate to have these dedicated faculty members.

Anonymous end-of-semester evaluation of CrCrTh 602 Spr '10 online Profile Report

Date Published: 06/17/2010

Response 86773913

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 had wanted to apply one or more principles learned in this course to my own ESL research. To date, this goal has not been reached, but it might be in the future. I didn't take every exercise as seriously as I could have, at times fighting the feeling that the exercise was not worthy, or that I had already spent more time than I had wanted to. A lack of sufficient time to thoroughly do every activity was an obstacle.

1. Self-evaluation (continued)

What have you learned about what you have to do to make an online course about creative thinking stimulating and productive?

Give it time and attention.

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?

Although overall I found this course valuable and useful, I would like to mention four ways I think it can be improved.

1. Make it less demanding. Over 100 pages of readings, writing responses, reading and commenting on the responses of others, watching a lecture, watching videos, doing creativity exercises, and writing a journal are too much for a single week, as was common for the course's first week.

2. Make directions clearer. At times the directions got overly complicated. I had to reread them several times, and was at times asked for explanations by classmates who were confused. The aims could be reached with more succinct directions, or just explained clearer. Examples might help at times.

3. Improve the platform. The software is clunky. It wasn't awful, but in 2010 it can be much much better. Perhaps small group Skypes instead of whole class meetings.

4. Although the content often pointed out the importance of internal motivation, and the limitations if not counterproductivity of external motivation, to my mind, the requirements were often written out in typical "top down" language. 'You MUST hand in the assignment by...' 'No late papers will be accepted' 'You are required to...' Perhaps the course could be made pass/fail. This would be more appropriate given the content. Also, instructors could invite us to do assignments rather than demand and require them. I feel this should always be the case, but especially for a grad course where most are taking it, presumably, for personal development. We're motivated in deepest ways, generally. I hope the instructors can reflect on this distinction between language that invites and language that demands and requires.

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 got a bit frustrated with the amount of time it took. It was more demanding than my other online UMASS course. Still, due to the fascinating content, I would recommend this course to students.

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.

(From course catalog)This course seeks to increase the participants' understanding of creativity, to improve their creative problem-solving skills, and to enhance their ability to promote these skills in others, in a variety of educational settings. Students participate in activities designed to help develop their own creativity and discuss the creative process from various theoretical perspectives. Readings are on such topics as creative individuals, environments that tend to enhance creative functioning, and related educational issues. Discussions with artists, scientists, and others particularly involved in the creative process focus on their techniques and on ways in which creativity can be nurtured.

Perhaps more emphasis on creative individuals and a little less emphasis on creativity research. Some of the latter is probably necessary but explorations of creative individuals (along with Creativity is Forever readings) is more likely to help participants become more creative.

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.

Even the evaluation form is too demanding! The course really had fascinating, relevant content, that looked at creativity with breadth and depth as well as compassionate, enlightened endeavors such as microfinance. As for the negatives, I'll repeat what I wrote above:

Although overall I found this course valuable and useful, I would like to mention four ways I think it can be improved.

1. Make it less demanding. Over 100 pages of readings, writing responses, reading and commenting on the responses of others, watching a lecture, watching videos, doing creativity exercises, and writing a journal are too much for a single week, as was common for the course's first week.

2. Make directions clearer. At times the directions got overly complicated. I had to reread them several times, and was at times asked for explanations by classmates who were confused. The aims could be reached with more succinct directions, or just explained clearer. Examples might help at times.

3. Improve the platform. The software is clunky. It wasn't awful, but in 2010 it can be much much better. Perhaps small group Skypes instead of whole class meetings at times would be interesting.

4. Although the content often pointed out the importance of internal motivation, and the limitations if not counterproductivity of external motivation, to my mind, the requirements were often written out in typical "top down" language. 'You MUST hand in the assignment by...' 'No late papers will be accepted' 'You are required to...' Perhaps the course could be made pass/fail. This would be more appropriate given the content. Also, instructors could invite us to do assignments rather than demand and require them. I feel this should always be the case, but especially for a grad course where most are taking it, presumably, for

personal development. We're motivated in deepest ways, generally. I hope the instructors can reflect on this distinction between language that invites and language that demands and requires.

Anonymous end-of-semester evaluation of CrCrTh 602 Spr '10 online Profile Report

Date Published: 06/17/2010

Response 89151623

Survey Page 0

1. Start with an evaluation of yourself

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

How would you have proceeded differently if you were doing this course again?

What have been your major personal obstacles to learning more from this course?

Yes, I think I achieved my personal goals in taking this course. I had set out planning to accomplish three things: 1) to study the connections between creative writing pedagogy and literary theory, 2) learn more about how to better and more efficiently research, and 3) to fulfill the requirements for a "Lit course" for my MFA program. I think the major personal obstacle that I overcame this semester was being realistic about how much time I could assign to my project. There is always so much I want to study, to learn, to research, to accomplish, to change, and I'm only one person, and there is only so many hours in the day. I think this course actually helped me learn to prioritize my time a little bit and pick and choose between the things I wanted to do. Instead of reading every interesting article and book, I rated them according to priority and read only those that were most relevant to my research.

1. Self-evaluation (continued)

What have you learned about what you have to do to make an online course about creative thinking stimulating and productive?

I think I am a naturally self-motivated person; however, I think the hardest thing about an online course is figuring out a way to simulate that sense of community with your peers. Peer share was a useful tool for feedback, but it didn't give me that immediate sense of community. What I actually found the most helpful was when I began jumping on the WIMBA sessions early and talking with my classmates about any course questions we had--or about our projects--or even just asking them personal questions. I liked feeling connected to the other students in the class. The breakout room discussions also served to establish this sense of rapport and community 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?

I like how the class was focused on the phases of the research process rather than on the production of a single product. Because the focus of the course was shifted from product to process, I felt like I learned a lot more--gained a lot more researching techniques and tools to add to my toolkit. If the course had been focused on the production of a product, I would have simply used my "tried and true" tactics and not branched out. I like being exposed to new ways of thinking and acting. Not all of the activities worked for me, but I will definitely utilize the ones that did.

As I suggested at the beginning of the course, I felt the course materials and directions

were spread out in a lot of different locations: blackboard, the assignment checklist, the syllabus, the wiki spaces, not to mention all of the different links attached to each of these sites that had even more detailed directions. I think I had to spend three full weeks orienting myself in the course, trying to figure out what we were supposed to do when. Even toward the end of the course, for every assignment, when I downloaded the directions, I often drew them from three different locations, and they all gave slightly different instructions as to how to complete the assignment.

I know a lot of my classmates had some of the same issues. At the beginning of the course, most of us had a hard time figuring out what we were supposed to do. My suggestion was to include everything on blackboard, and put (inbed) some of the information back onto one page, removing the links. I like that we were introduced to new technologies--I'm not arguing against the wiki page, for example. I think it's great that we learn these new tools. I just think all of the directions for assignments and other course requirements should be in one easily accessible location and one location only. On that location, it could also explain how and when and why a student would use the wiki page.

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 would highly recommend this course to any of my peers. I think the "phases of research and engagement" are relevant to students in any field of graduate study. One remarkable thing about this course is that its purpose is to help students achieve their own goals more efficiently. Any student would benefit from taking this course.

3. Evaluation in relation to the course description

Read the course description/goals below.

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

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

(From course catalog)This course seeks to increase the participants' understanding of creativity, to improve their creative problem-solving skills, and to enhance their ability to promote these skills in others, in a variety of educational settings. Students participate in activities designed to help develop their own creativity and discuss the creative process from various theoretical perspectives. Readings are on such topics as creative individuals, environments that tend to enhance creative functioning, and related educational issues. Discussions with artists, scientists, and others particularly involved in the creative process focus on their techniques and on ways in which creativity can be nurtured.

My understanding of creativity and my ability to problem-solve has increased in so many ways over the course of this semester. With every activity presented in this course, my mind has been expanded, and I've been challenged to look at my topic and process in a new light. Through my research project this semester, I was able to look at a problem that has been facing the English Studies curriculum for decades and to think of new and creative ways in which to solve the issue--AND my process in arriving at my conclusions was also creative.

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 is relevant and applicable to any graduate student who wishes to explore and examine the many ways in which to research and engage with a subject of interest. The course assignments and activities are unique, creative, and challenging, and students are introduced to a glorious new web of tools--bot technical and hueristical--that allow them to

research and act more efficiently and creatively.

Anonymous end-of-semester evaluation of CrCrTh 602 Spr '10 online Profile Report

Date Published: 06/17/2010

Response 96154645

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?

1. Self Evaluation

Personal Goals

My main personal goal was to learn new ways to solve some of my repetitive & or historical problems, mistakes, & improve (& make more interesting or less uninteresting) my general modus operandi in life. I have earlier reflected a lot to have understood the core nature of these problems, so using creative techniques to help solve such problems would not have meant not addressing the structural issues, or in not taking a "systems" or end to end kind of a thorough approach. For the structural issues, I've been taking in regular therapy, off line. The course was important for me to develop a more uninhibited & risky way of being. I suppose I was looking for some kind of validation to experiment being in an environment where non-conformity was okay, & judgement (if or when delivered) was done judiciously, with care & empathy.

Courtesy, Professor Gallo's artful scaffolding, I achieved these complementing personal goals to quite a large & satisfying extent.

My professional (academic) goals were to learn a new topic, of which I've until enrolment in this course, had only faddish, weak-sensed or low order knowledge & understanding. I also wanted to begin to learn the various theories & approaches to creativity. I wanted to learn – really, to get facile with – the nuances of, & with the special vernacular associated with the teaching of creative thinking, & also of finding ways, techniques & tools to help enhance a creative disposition or creative being-ness in my potential students, & myself. I achieved this part of my goals too. I find myself lucky to be enrolled right now (back to back) in the UMBOS CCT summer course titled "Seminar in Creativity". This course will likely give me a chance to address the lingering questions, lack of clarity, & unfinished gestalts on some issues & concepts I have from 602.

My deeper intellectual goals evolved from within the course, & as a result of it I became quite absorbed in pondering over the scant scholarly work available on Eastern notions of creativity. In the back of my mind I now also have an inchoate interest in developing (researching) a kind of Pakistani 'creatology' of some sort. But I doubt if this will precede my more humble journey of first identifying my own creative processes, the factors & conditions which best encourage & enhance the processes, & its' enabling mental constitution & disposition. In this I'm fairly sure that my preferred, natural & unforced gravitational mediums are likely to be writing, narrative therapy, teaching, research & consulting. Several serendipitous discoveries were also made along the duration of the course (& after it too), & I see these as more than just the icing on the cake. I won't go into these. I achieved or got aligned to achieving these goals as well.

I also wanted to see how I handle & manage the pressures of a graduate level course, & to observe & experience the particular nuances of a course that's delivered in & through an on-line, distance based platform. This was important not only to help me litmus-test my ability to take the balance of courses towards the Certificate & the M.A. in CCT, but also in my aspirations to go even beyond that stage. I have plans to pursue an MPhil & or a PhD in the due course of time, though most probably not through an on-line & or distance medium. I also found that the emphasis on writing in the online environment vis-a-vis journaling, etc. suits my learning style very much. But at the same time, it also makes me wonder what it might be that I'm missing by not being in a full time campus presence.

I also took the course in order to fulfil degree completion requirements for the Certificate & eventually for also the M.A. in CCT.

What would I do differently if repeating this course?

Mainly, I'd make more time for meta-reflection on some aspects of the course, & for more general self reflections; perhaps to make connections with other domains & to check how much & how well I understood the matter. By mid-term I was fairly clear about what in particular was 'really' exciting me about the course; it was all that I did not know or did not know enough about. I should have thought about that a lot more than I did, & should have used the convenient access I had to the instructors to bounce off 'my' specific inquires / FAQs to those excellent resources. I also ought to have worked on my inability to be concise in my journals & diaries (well, everything!); I really should have put this up as a bumper sticker reminder on my lap & desk tops! But I'm learning.

I'd also be a lot more cognizant about articulating & reflecting upon my own creative process to see if I follow any generic methodology & approach, of problem solving, issue & scenario framing, & also of just 'being'. I'd make it a point to put penultimate conclusions on my own process at the end of the term, which I think need not be required for sharing with the instructor though that would be beneficial to me. It would have given me a nice 'before & after picture' & would have forced to have left me with at least the making of a list of issues to be tackled in future. I did do this piece granularly but not in a detailed & or deep way.

Personal Obstacles

Prior to the course, I had read this book titled *Conceptual Blockbusting: A Guide to Better Ideas* by James L. Adams, & several other such genres of texts for a course I took in the teaching & learning of critical thinking with the Foundation for Critical Thinking & The Moral Critique Group in California (www.criticalthinking.org). In addition, I've been in weekly therapy for at least 5 years, & have done a year-long certificate course in Humanistic Therapy. So I was fairly aware of & up the curve on a number of my personal blocks, blind spots, baggage, etc. Despite this (acute) awareness, several tricky blocks surfaced during the course, & I don't know how to quite label these. I think my instructor would concur when I say that a lot of these, fundamentally, had to do with my historical background, especially the formative environment in which I grew up & with 11 years of schooling in Pakistan. It's a developing country which does not place any premium to liberal thinking. Infact, it disincentivizes it - though this is beginning to change - but that change is still {2010} wretched into & is as a part of a complicated one-step forward, two steps backwards, sideways... kind of a volatile imbroglio).

1. Self-evaluation (continued)

What have you learned about what you have to do to make an online course about creative thinking stimulating and productive?

I B. Self-Evaluation (How to make an on-line course in creative thinking stimulating & productive for me)

For me, I would have liked a lot more freedom in choosing my end of term paper & presentation. I would prefer to have had done two research writing projects & would have had no problems in mapping these into presentations for delivery & discussion in WIMBA. Having said this, I'm not at all disappointed with what I did do, but I think my learning would have been deeper & greater had I more freedom to choose the nature of the projects. These could have been evaluated against the same rubric used for the projects that were instituted by the instructors. It would also have been nice to have face to face WIMBA & or Skype calls; that might have been useful practice for someone like me who is generally shy of audiences & of presenting.

By the way, the comments made by Professor Delores throughout the course ought to be framed somewhere; mine will be in my study. I think she really made untiring & consistent efforts to understand my postings & assignments, cull out my gaps, & help me through these. At times I felt I was being led by the angelic image or visual I have of 'a' Florence Nightingale. Excellent scaffolding! She did not rob (rescue) me out of the several difficult processes which were triggered by some of the exercises we did. Instead she nurtured me through these processes with great empathy, & skills of a maestro therapist, I'd say. Please note that I would have commented all of the same, even if I did not get an 'A', which I just found out. I'm most impressed by her, & would feel very privileged if I had a chance to do another course with her.

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?

2. General Evaluation of Course

Positive Special

I think such a loaded & demanding (but not complex from a student perspective at least) course could not possibly have been conducted as successfully as it was, had it not been for Professor Delores's very mature & experienced levels of scaffolding, genuine & authentic engagement with all & everything to do with the course & its participants. She was also very ably assisted by Professor Witkowski. So I think one clear specialty of the course were the instructors, their detailed, hands-on engagement with not just me, but I am fairly sure all other participants in the course as well. I mean she/they made time not only to just comment on but also to track my progress on several personal issues which I managed to bring into the context of the course.

Negative Special

I've tried thinking about this one, but cannot come up with anything.

Did the Course Meet My Expectations?

Not only did it meet my above-stated goals, it exceeded my expectations.

How could the course be improved?

I really don't know. I think I got so much more out of it than I had goaled & expected that I really cannot think of anything substantive.

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?

2B. General Evaluation

in Attitude

I'm a great deal more confident about taking risks & being myself from where I started this course. The fact that I'm not ashamed to admit this at the ripe old age of 44, is, or in my view, ought to be, evidence of this claim. It's given me enough in terms of excitement & some unanswered questions & loud thoughts that I opted to take the on-line "Seminar in Creativity" course this summer (2010) with UMBOS as part of the CCT offering. I'm also much clearer about why I think this is a core course, apart from its obviousness. I suppose it's one of those courses with which people or at least I, make so many faddish associations. It was good to have this challenged, broken down, and updated with facts.

Comparison with other graduate courses

There's generally a lot of what the doctor had ordered for me at this stage in all aspects of my life. But I don't think any doctor has helped me as much as through this course as 'Doctor' Delores Gallo.

The course had the right level of stretch/demand for me; in fact I was unable to do a few exercises despite personal/self best efforts, hints from the instructors & having viewed the works of others. But that was not because there was more work involved in those exercise; it was because I just was not getting it! And, although, generally the work load was much greater than other graduate courses I've taken, this did not bother me about 602, because it was all very enjoyable and well conducted by the instructors. You could see the experience and maturity of the instructors. I feel so because at one point I tried to frame a hypothetical course in creativity targeted at high school students, and it surprised me to know how difficult that was.

Recommendation to other prospective students

If you are doing this course merely to fulfil degree requirements for the CCT, then you will be pleasantly surprised, or shocked, as the case may be depending on your attitude.

If you are a foreign (non-American, 'alien') student (or a life-long learner) who comes from a suppressed society & are not in denial about it, then this course may overwhelm you with an almost encyclopaedic volume & quality of knowledge, skills & abilities. Look nowhere else. True exhilaration lies here, or perhaps also in bungee jumping.

If you are suffering from psychosis – well, then you won't really know that – but just as well, you should take this course. It will confirm your fantasy that it's okay to be this way, & that the way the DSM IV defines psychosis probably should not be changed; let them bask in their teddy conspiracy.

If you are a minimum effort person, something in the category of a person who just wants to 'minimally fulfil' grad requirements, then that's fine to. Just be ready to change that (blasé) state of mind with which you might have earlier chosen this course. But then you may also want to closely monitor the course withdrawal date.

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.

(From course catalog)This course seeks to increase the participants' understanding of creativity, to improve their creative problem-solving skills, and to enhance their ability to promote these skills in others, in a variety of educational settings. Students participate in activities designed to help develop their own creativity and discuss the creative process from various theoretical perspectives. Readings are on such topics as creative individuals, environments that tend to enhance creative functioning, and related educational issues. Discussions with artists, scientists, and others particularly involved in the creative process focus on their techniques and on ways in which creativity can be nurtured.

3. Course Description

Course objectives met/not met

Given the course description, the goals of the course were met properly, exactly & in totality, & as mentioned earlier, my expectations were exceeded.

Suggestions on how to better meet the course objectives

While not many or terribly substantive, I think these suggestions have been made by me elsewhere in this document. But to repeat, one of the main ones for me: I'd say, I would have preferred more latitude to do my projects in a different way. I would have wanted the projects to be aligned along a more heavy research orientation. And though I sense that there is lesser published material (in English?) available on Eastern notions of creativity, I feel the course could perhaps have referenced a list of such works.

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.

4. Synthetic Statement

There could have been many ways to frame & teach this course on the theories & applications of creativity, its associated specific type of thinking being a core theme. The comprehensive and holistic approach taken by the instructors has to be commended, as should be their delivery and management of the most minute of details. At no point should you feel lost or saturated. The content is relevant and applicable to a wide range of possible reasons for wanting to do such a core course on creativity. The choice of mandatory and recommended texts/books (including other sources) and supporting materials (a lot of it) are relevant and current. The assignments need care and attention to detail, including lots of thinking and writing. Subtly implicit in the course is a wonderful personal process, but this may only become lucidly apparent to those with a keen eye for, & interest in, self-introspection.

Please do not be overwhelmed by the amount of work, as most of it is 'fun' and very interesting.

Syed Faheem Abbas
UMS 01135951

Spring - May 30, 2010
Karachi, Pakistan

Philosophy 501
Foundations of Philosophical Thought

Arthur Millman
Office: W/5/018
Phone: (617) 287-6538
E-mail: arthur.millman@umb.edu
Office hours: Tu 2-4, 6:30-7:30
and by appointment at other times

Spring 2008
Tuesday 4-6:30
Room: W/1/0004

This course introduces graduate students in the Critical and Creative Thinking Program to some of the traditional problems and methods of philosophical inquiry. It also relates philosophy to concerns about good thinking, educational reform, and teaching for effective thinking and considers how to infuse philosophical thinking into workplaces, school curricula, and our own lives.

We will become acquainted with several central philosophical problems. What is it to think philosophically? Why should one be moral? What is justice? What is knowledge? How can concrete moral issues such as abortion, stem cell research, euthanasia, and war be thought through? We will not find final answers to these questions. Rather we will: (1) seek to understand why these are such important and open questions, (2) begin to explore ways of answering them, (3) consider how to draw students and others into further engagement with philosophical thinking, and (4) find connections between such questions and other questions we have. The course provides a basis for further work in CCT, Education or many other fields.

The course will proceed primarily through discussion and writing in a classroom community of inquiry. You are expected to contribute to the learning experience in the class as well as to gain useful insights from others. All of us can learn from each other. We understand our thoughts better when we express them. Others may connect with them, find useful implications in them or even challenge them. Our objectives are to enhance thinking skills and habits of careful thinking and sound judgment through active philosophical thinking as well as to gain a familiarity with some important philosophical problems, methods, and concepts.

Texts: G. Lee Bowie, Meredith W. Michaels, and Robert C. Solomon (eds.), Twenty Questions: An Introduction to Philosophy, sixth edition (Wadsworth, 2007)

Plato, Five Dialogues, translated by G.M.A. Grube (Hackett Publishing Co.)

Gareth Matthews, The Philosophy of Childhood (Harvard University Press, 1994)

John Stuart Mill, On Liberty (Hackett Publishing Co.)

Requirements:

- (1) Doing the reading carefully in preparation for class.
- (2) Taking part in class discussion and activities and making a class presentation. The presentation may take any of several forms, including leading the class discussion of an assigned reading or guiding an activity on a related topic. A proposal for the presentation is due by March 11. [20%]
- (3) Doing the weekly writing [40 %]. Some weeks there will be a specific assigned topic for a short paper (2-3 double-spaced, typewritten pages). Other weeks you may write informally on any topic of your choice related to the course. This may include reflections on the readings, reactions to the class discussions, thoughts about how you might go about relating the philosophical issues we are considering to your own teaching, careers, and lives, difficulties you are having, and so on. Each week I will collect the written work and respond to it.
- (4) Writing an 8-10 page (double-spaced, typewritten) final paper, due May 20 [40%]. A 2-page proposal for this is due by March 25. The topic of your paper may also be the basis for your presentation, but it need not be. The paper will allow students to pursue their individual interests connected to the themes of the course. Teachers, for example, may wish to consider applications to their own teaching and may write on the relationship between philosophical ideas and a wide variety of topics in subject matter instruction.

Schedule and List of Readings

Some additional reading recommendations will be made from time to time.

- 1) Jan. 29 Introduction to the goals of the course. Self-introductions. Free writing exercise on philosophical thinking. A community of inquiry and what is involved in learning philosophy. The relation of philosophy to critical and creative thinking. Philosophical problems.
- 2) Feb. 5 Getting started in philosophy. Philosophical thinking. Socrates and his philosophical activity.

Reading: Plato, Euthyphro, Apology, Crito.

3) Feb. 12 Children as philosophers. Philosophizing about children.

Reading: Matthews, The Philosophy of Childhood, pp. 1-18, 68-80 ("Introduction: Getting the Idea," "A Philosopher's View of Childhood," "Children's Rights").

4) Feb. 19 Abortion. Moral reasoning. Multiple perspectives.

Reading: In Twenty Questions, chap. 10, pp. 350-371:
Susan Tracy, "The Abortion";
Judith Jarvis Thomson, "A Defense of Abortion";
Alice Walker, "Right to Life: What Can the White Man Say to the Black Woman?";
Sidney Callahan, "The Moral Duty to the Unborn and Its Significance."

5) Feb. 26 Human embryo research. Cloning. Another look at Socrates.

Reading: Twenty Questions, pp. 369-377; 305-311:
Dena S. Davis, "Stem Cells, Cloning, and Abortion";
The President's Council on Bioethics, "The Moral Status of the Embryo"
Daniel Callahan, "The Puzzle of Profound Respect: Human Embryo Research";
Mary B. Mahowald and Anthony P. Mahowald, "Embryonic Stem Cell Retrieval and a Possible Ethical Bypass";
Robert Wachbroit, "Genetic Encores: The Ethics of Human Cloning";
Plato, Meno.

6) March 4 What is a person? Theories of personal identity.

Reading: Matthews, The Philosophy of Childhood, pp. 81-88 ("Childhood Amnesia");
Twenty Questions, chap. 8, pp. 269-305:
John Perry, "The First Night";
John Locke, "Of Identity and Diversity";
David Hume, "Of Personal Identity";
Meredith W. Michaels, "Persons, Brains, and Bodies";
Justin Leiber, "How to Build a Person";
Simone de Beauvoir, "I am a Woman."

7) March 11 Life and death. Can children be philosophical thinkers?

Proposal for Presentation Due

Reading: Twenty Questions, pp. 383-389:
Chuang-Tzu, "A Taoist on Death";
Thomas Nagel, "Death";
Matthews, The Philosophy of Childhood, pp. 19-53, 89-101 ("Theories and Models of Childhood," "Piaget and Philosophy," "Piaget and Conservation," "Childhood and Death");
Plato, Phaedo.

March 15-23 Spring Vacation

8) March 25 Euthanasia and assisted suicide. Killing and letting die. Just war.

Proposal for Final Paper Due

Reading Twenty Questions, pp. 389-406, 412-416, 418-426; 428-431 :
James Rachels, "Active and Passive Euthanasia";
Bonnie Steinbock, "The Intentional Termination of Life";
Patricia Mann, "Meanings of Death";
Hannah Arendt, "Power and Violence";
John Dear, "The Experiments of Gandhi";
Richard Falk, "Defining a Just War";
Claudia Card, "Questions Regarding a War on Terrorism."

9) April 1 Egoism and altruism.

Reading: Twenty Questions, chap. 14, pp. 460-483:
Ntozake Shange, "get it & feel good";
Plato, "The Ring of Gyges";
Epicurus, "The Pursuit of Pleasure";
Thomas Hobbes, "People Are Selfish";
Adam Smith, "Compassion";
Richard Dawkins, "The Selfish Gene";
Ayn Rand, "The Virtue of Selfishness";
Tara Smith, "Individual Rights, Welfare Rights";
James Rachels, "Ethical Egoism";
Jim Holt, "The Life of the Saint."

10) April 8 What is the right thing for me to do? Ethical theories. Moral development and moral education.

Reading: Matthews, The Philosophy of Childhood, pp. 54-67 ("Moral Development");
Twenty Questions, chap. 16, pp. 519-556:
"The Ten Commandments and the Sermon on the Mount" [from the Bible];
Confucius, "The Analects";
"The Unjust" [from the Koran];
Aristotle, "Happiness and the Good Life";
Immanuel Kant, "Foundations of the Metaphysics of Morals";
John Stuart Mill, "Utilitarianism";
Friedrich Nietzsche, "The Natural History of Morals";
A.J. Ayer, "Emotivism";
Simone de Beauvoir, "Freedom and Morality";
Jonathan Bennett, "The Conscience of Huck Finn";
Claudia Card, "A Feminist View of Ethics";
Robert Kane, "Through the Moral Maze."

11) April 15 Justice. Designing a just society.

Reading: Twenty Questions, chap. 19, pp. 621-641; 644-659:
Plato, "Does Might Make Right?";
Thomas Hobbes, "Justice and the Social Contract";
John Stuart Mill, "A Utilitarian Theory of Justice";
John Rawls, "Justice as Fairness";
Robert Nozick, "The Principle of Fairness";
Peter Singer, "Rich and Poor";
Iris Young, "The Myth of Merit";
Amartya Sen, "Property and Hunger";
Malcolm X, "Human Rights, Civil Rights";
Cheshire Calhoun, "Justice, Care, Gender Bias."

12) April 22 What Do I know? Inquiry and freedom. Literature and art for and by children.

Reading: Twenty Questions, chap. 6, pp. 205-211:
Plato, "The Myth of the Cave";
Rene Descartes, "Meditation";
Lewis Carroll, "Through the Looking Glass";
Mill, On Liberty, pp. 1-52;
Matthews, The Philosophy of Childhood, pp. 102-124 ("Literature for Children," "Child Art").

13) April 29 More on knowledge. Implications for critical and creative thinking.

Reading Twenty Questions, chap 6, pp. 212-226:
Bertrand Russell, "Appearance and Reality";
John Locke, "Where Our Ideas Come From";
George Berkeley, "To Be Is to Be Perceived";
Lorraine Code, "What Can She Know?"

14) May 6 Individuality. Experiments in living. Synthesis.

Reading: Mill, On Liberty, pp. 53-113.

15) May 13 Synthesis

Final Paper Due May 20

Psychology 550L and CCT 651L: Advanced Cognitive Psychology Syllabus: Fall 2010

Instructor: Carol L. Smith
Office: M/4/265
Phone: 617-287-6359
Email: Carol.Smith@umb.edu
Course website: <http://psych.umb.edu/faculty/smith/cogpsych.htm>
Class Time: Tuesday, 4-6:30 PM (S/4/64)
Office Hours: Monday and Tuesday, 1-2:30 PM and by appointment
Course Withdrawal, Pass/Fail Date: Friday, Nov. 12th

Course Description and Goals:

The goal of the course is to introduce students to the contemporary field of cognitive psychology--its key questions, methods, findings, debates, and proposed models and theories. How is the mind designed that allows it to function so well in the everyday world? To what extent does the mind have both *modular* and *general purpose* components? What might be the advantages and disadvantages of this form of design? How is information *represented* in the different components, and how does form of representation affect inference, thinking, and problem solving? What changes occur in thinking and problem solving with the development of expertise? Important topics considered include: perception, attention, consciousness, memory, meaning-based mental representations and imagery, language, thinking and reasoning, problem solving, and the nature of expertise. Throughout, we will pay special attention to identifying "important general principles" of how the mind functions, the evidence for those principles, and the applicability of the theories and findings to issues of improving learning and teaching.

Course Text and Readings:

- Daniel Reisberg. (2009) Cognition: Exploring the Science of the Mind. 4th edition. New York: W.W. Norton & Company.(Available for purchase in the bookstore. 4th edition comes packed with workbook and Zaps. Using 3rd edition of the text is also OK.)
- Supplementary readings: Available on E-Reserves in Healey Library. Course Password: Brain.

Course Requirements:

1. Weekly *general principles journal*: each entry about 1 typed single-spaced page, based on readings for upcoming week; submitted by email to Instructor by Monday 9AM. (Must complete 10 entries for course; see directions next page) (20%)
2. *Two papers* (that involve data collection and analysis)
 - a. Memory Paper (about 7 pages plus appendix) (20%) due **October 19**
 - b. Expert/Novice Paper (about 7 pages plus appendix) (20 %) due **November 23**
3. *A final paper* on a topic of your choice (about 10 pages) (20%) due **December 17**
4. *Attendance/participation* (20%)

Course Policies:

1. If you are having difficulty in completing an assignment or paper, please contact me to work out the problems. Extensions can be given in unusual circumstances. However, late papers will not be accepted if I have not given prior approval.
2. Incompletes for the course can only be given with prior consent of the instructor.
3. In accordance with Section 503 and 504 of the Rehabilitation Act of 1973 the University of Massachusetts Boston attempts to accommodate all students with certified "special needs". Through the Lillian Semper Ross Center for Disability Services various aids such as sign language interpreting, readers, testing accommodations, counseling, etc., are available to students. If you believe that you have such special needs you should contact the Center on the second floor of the Campus Center. If you need accommodations in order to complete course requirements, please contact the Ross Center for Disability Services (Location: Campus Center UL Rm 211; phone: 617-287-7466).
4. It is assumed that in this class each student will act in a professional and honest manner. Therefore, any student who engages in an act of Academic Dishonesty, plagiarizing a paper (copying from any source without quotes and referencing is plagiarizing), falsifying data, paraphrasing other student's weekly reactions, etc., will receive a failing grade for that assignment and in most cases a failing grade for the course.

Directions for Weekly General Principles Journal Entries

1. Based on the *new* readings for a given week, you should identify two "general principles" about how the mind works that you found interesting. You need to then provide two specific examples of each of those general principles and a brief critical commentary.
2. Entries for each general principle should include:
 - a. *A brief statement of the general principle*: typically one complete sentence. The principle should be stated in entirely your own words. It should be a pattern you have noticed and that is meaningful to you. It should include a verb, explain how or why something works the way it does, and be a claim that you think is true.
 - b. *Two specific examples* of the general principle. A general principle by its nature applies to more than one situation. Show that your principle has some generality by providing two different examples. Again, just one or two sentences for each example is fine.
 - c. *Brief critical reflection on the principle*: The critical reflection can take a variety of forms (and might vary from principle to principle). For example, you might consider why you found it interesting or significant, the questions you have about it, or its possible application to teaching and learning. You might consider how strong the evidence is for the principle, alternatives to the principle that should be considered, or possible limitations in the contexts to which the principle applies. Or, you might consider how this principle *connects* to other principles (from previous weeks). You only have to consider one of these things (or anything else that you think qualifies as a critical reflection). Again, a few sentences is fine.
3. Submit your entry for the coming week to me via email by **Monday 9 AM**. That will allow me to look over the entries prior to class, so I can build on some of your ideas during class.
4. Each week, you need to add at least one *new general principle* from the reading. If you noticed new instances of a previously stated principle, you can devote the other entry to an elaboration, refinement, or restatement of a previously mentioned principle. By the end, you should have identified at least ten different general principles, and perhaps many more.

Tentative Schedule of Readings, Topics, and Assignments

(Readings are to be completed prior to class meeting, except for class 1)

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
Introduction, Methods, Perception, and Attention		
Sept. 7	Introduction: What is cognitive psychology? Why is it important to me?	Reisberg, 1
Sept. 14	What kinds of data and evidence can we use? What contribution can cognitive neuroscience make?	Reisberg, 2 (pp.23-41)
Sept. 21	How do we see? What is the role of unconscious and conscious processing, prior knowledge & information “in the stimulus?”	Reisberg, 2 (pp. 41-57) Reisberg, 3
Sept. 28	What is attention for? Is it necessary for perception? How much can we attend to at one time? Hand out directions for Paper 1: Memory	Reisberg, 4 *Treisman, Anne (1986) *Strayer & Drews (2007)
Human Memory Systems		
Oct. 5	What is the structure and function of the working memory system?	Reisberg, 5 *Baddeley, Alan (1992)
Oct. 12	How accurate are our memories? What factors affect memory accuracy?	Reisberg, 7 *Bartlett, Sir Frederic (1932) *Loftus, Elizabeth (1997)
Oct. 19	What facilitates retrieval from long-term memory? How does emotion affect memory? Hand in Paper 1	Reisberg, 6 *Geiselman et al (1986) *LeDoux (2002)
Knowledge Representation, Problem Solving & Expertise		
Oct. 26	Knowledge representation: How are factual & conceptual knowledge represented in long term memory? Hand out directions for Paper 2: Expert/Novice Differences	Reisberg, 8, 9
Nov. 2	How do experts differ from novices? How does one become an expert in a domain?	*Bransford, John et al. (2000) *Ericsson & Charness (1994)
Nov. 9	What methods are useful in problem solving? In what ways do experts solve problems differently than novices? Hand in Proposed Topic for Final Paper	Reisberg, 14 *Wineberg (1998)

- | | | |
|---------|---|--|
| Nov. 16 | What is language? How does language affect thought?
What are differences in expert/novice writers? | Reisberg, Chapter 10
*Scadamalia/Bereiter (1987)
*Deutscher (2010) |
| Nov. 23 | How are images represented? How does imagery affect the development of thought?
Hand in Paper 2 | Reisberg, Chapter 11 |

Reasoning, Decision Making, and “Mindfulness”

- | | | |
|---------|--|--|
| Nov. 30 | How do we draw conclusions from evidence?
What shortcuts do we use? How can our thinking be improved?
Hand in Proposed References for Final Paper | Reisberg, Chapter 12
*Lehman, et. al. (1988) |
| Dec. 7 | What is the role of conscious/unconscious processing in decision making? How can decision making be improved? | Reisberg, Chapter 13
*Bechara et al (1997)
*Masicampo (2002) |
| Dec. 14 | What have we learned about the human mind? Who is in charge? Are their benefits of “mindfulness”? | Reisberg, Chapter 15
*Brown et al (2007)
*Wilson (2002) |

Dec. 17 Final Paper due

Full Bibliographic Information on Articles on E-Reserves (listed in order of reading):

September 28:

- *Treisman, Anne (1986) Features and objects in visual processing. *Scientific American*, 255 (5), 114-125.
- *Strayer, D. and Drews, F. (2007) Cell-Phone-Induced Driver Distraction, *Current Directions in Psychological Science*, 13(3), 128-131.

October 5:

- *Baddeley, Alan (1992) Working memory. *Science*, 255, 556-559.

October 12:

- *Bartlett, Sir Frederick (1932). Chapter 5: Experiments on remembering: The method of repeated reproduction (pp. 63-93) in *Remembering*. Cambridge, England: Cambridge University Press.
- *Loftus, Elizabeth (1997) Creating false memories, *Scientific American*, (September 1997)

October 19

- *Geiselman, E.E., Fisher, R.P, MacKinnon, D.P. & Holland, H.L (1986) Enhancement of eyewitness memory with the cognitive interview. *American Journal of Psychology*, 99, 385-401.
- *LeDoux, Joseph. (2002). Emotion, memory and the brain, *Scientific American* (The hidden mind)

Nov. 2

*Bransford, J., Brown, A. & Cocking, R. (Eds.) chapter 2: How experts differ from novices. In *How People Learn: Brain, Mind, Experience and School* (pp. 31-50).

*Ericsson, Anders and Charness, Neil (1994) Expert performance: Its structure and acquisition. *American Psychologist*, 49, 725-747.

November 9:

*Wineberg, Sam (1998) Reading Abraham Lincoln: An expert/expert study in the interpretation of historical texts. *Cognitive Science*, 22, 319-346.

November 16:

*Deutscher, G. (August 27, 2010). Does your language shape how you think? *New York Times Magazine*,

*Scadamalia, M & Bereiter, C. (1987) Knowledge telling and knowledge transforming in written composition. In S. Rosenberg (Ed.), *Advances in Applied Linguistics*, 2, 142-175.

November 30:

*Lehman, D., Lempert, R., & Nisbett, R. (June 1988), The effects of graduate training on reasoning: Formal discipline and thinking about every-day events, *American Psychologist*, 431-442.

December 7:

Bechara, A., Damasio, H., Tranel, D., and Damasio, A. (1997) Deciding advantageously before knowing the advantageous strategy, *Science* 275 (February 1995), 1293-1295.

*Masicampo, E.J. and Baumeister, R. Toward a Physiology of Dual-Process Reasoning and Judgment: Lemonade, Willpower, and Expensive Rule-Based Analysis, *Psychological Science*, 255-260.

December 14:

*Brown, K., Ryan, R., & Crewsell, J. (2007) Mindfulness: Theoretical Foundations and evidence for its salutary effects, *Psychological Inquiry*, 18(4), 211-237.

*Wilson, Timothy. (2002). Who's in charge? In: *Strangers to ourselves: Discovering the adaptive unconscious* (pp. 43-66). Cambridge, MA: Harvard University Press.

Criteria for Evaluating Class Participation:

- 1) Has consistent and faithful class attendance (arrives on time, present for the whole class)
- 2) Gives evidence of coming to class prepared (having done readings) (e.g., by submitting general principles on time and prior to class)
- 3) Makes contributions to class discussions: Raises thoughtful questions about readings, makes insightful connections between readings and everyday experiences; actively participates in class activities; supports learning of other class members

Criteria for Evaluating General Principles Journal:

- 1) Weekly entries fit guidelines given (i.e., identify a principle—rather than state a definition or fact; provide two examples of that principle; provide a brief critical reflection on principle, etc.)
- 2) Entries are clearly written and insightful
- 3) 10 entries are submitted

CCT 611: Investigating Authentic Problems Through PBL (Seminar in Critical Thinking)

Spring 09 Wed. 7-9:30 PM (Wheatley-1-12)

Nina Greenwald: nlgreenwald@comcast.net

(617) 287-6523 (office hours: Wed. 2-3:30)

"A problem is an opportunity in work clothes."

"Tell me I forget; show me I remember, involve me I *understand*."

Description:

The best way to get better at problem solving is to *experience* the thought, habits of mind and actions needed to tackle real world problems!

Problem-based learning (PBL) is a powerful process that simultaneously develops problem solving strategies and disciplinary knowledge bases and skills by placing individuals in the active role of problem solvers confronted with an ill-structured real world problem. This robust CCT process is shaped and directed by students with the instructor as metacognitive coach. Students, not the instructor, take primary responsibility for what is learned and how, using a PBL model developed by the instructor to investigate authentic problems. The instructor "guides on the side", raising questions that challenge students' thinking and help shape self-directed learning so that the search for meaning and understanding becomes a personal construction of the learner.

Because students take ownership of what gets learned, how and when, there is often no syllabus for a PBL course of study. That said, the order and pacing of PBL steps and stages and whole group weekly discussions outlined in this syllabus should be considered tentative.

Readings:

Greenwald, Nina L. Science in Progress, Pennsylvania Society for Biomedical Research, 1999.

Woods, Donald R. Problem-Based Learning, McMaster University, 1994.

Processes:

1) application of a 10 step model to an authentic problem

small group investigation of the problem and communication of results to a relevant audience; accompanying team written report to include group assessment of problem solving and team skills

2) PBL personal encounters portfolio (individual): ongoing reflections on thinking challenges and personal experiences with PBL to include exit self-assessment

Week 1- Jan. 28 Authentic Learning**Self-directed learning: some essential questions**

What is learning?

What is authentic learning?

Self-directed learning?

What is understanding?

Constructivist teaching and learning (teacher/student role shifts)

Activities

best learning experiences

solving problems with different intelligences

Readings (Week 2)

Woods, Chapter 1: Are You Ready for Change?

Greenwald 1-10

Selected articles (given in class)

HW: learning styles (Woods inventories)

Week 2- Feb. 4 Authentic Learning cont'd.**Big ideas from the readings: ill-defined problems****Activities:**

big ideas listing

sharing learning styles insights

what is PBL? (it starts with a "mess")

examples of messy problems

Reading: (Week 3)

Greenwald: What is PBL? (pp. 11-22)

Woods: What is PBL? Problem Solving Skills (2.1-3.26)

Greenwald: A Model for Guiding Students in PBL (p. 22-36)
selected articles (given in class)

Week 3- Feb. 11 A PBL Model**PBL process: ill-defined problems****Activities:**

A model for engaging PBL
identifying/sharing problems, dilemmas

Reading: (Week 4)

Bradford: Effective Teamwork

Woods: What is small group PBL? (4.1-4.6)

Woods: Group Skills (5.1-5.10)

Week 4- Feb. 18 Drafting Ill-Defined Problems**Activities:**

ill-defined scenarios (free writing)
ill-defined problem: (**PBL: Step 1**)
teams vs. groups
team skills: listening

Reading: (Week 5)

selected reading (self-directed learning; problem finding)

Week 5- Feb. 25 Questioning and Team Skills cont'd.**Unpacking information to identify problems****Activities:**

IPF questioning: **PBL Step 2**
teambuilding behaviors/strategies
application of PF strategies to messy problem scenario:

strategies for recording PF results: **PBL Step 3**

Reading: (Week 6)

Woods: What is self-directed, interdependent, small group PBL? (6.1-6.5)
selected reading: pattern finding; concept mapping

Week 6- Mar. 4 Mapping Problem Finding Results

pattern finding; problem representation

Activities:

synthesizing information to discern patterns, relationships

problem prioritization: **PBL Step 4**

strategizing: who does what, when, where, how?

Readings: Week 7

Woods: Self-directed interdependent learning skills (7.1-7.17)

Greenwald: Stages of Inquiry (31)

Week 7- Mar. 11 Problem Investigation

What is your goal(s)? (What do you want to learn?) How?

Activities:

KNF

Stages of Inquiry

strategizing: who does what, when, where, how?

Readings: Week 8

selected reading: research design and methods

SPRING BREAK: March 14-March 22

Week 8- Mar. 25 Problem Investigation cont'd.

Readings: Week 9

selected reading: independent study; data analysis

personal encounters journal due (first half of semester)

Week 9- April 1 Problem Investigation cont'd

What did you find out? From whom, what sources? Need to know?

Activities: PBL Step 5

data assessment (source credibility? gaps? paradoxes?)

intergroup sharing: "pits, berries" of the process

Week 10- April 8 Problem Investigation cont'd.

How will you organize/analyze your data? Activities: PBL Step 6
tools for making sense out of your data?
ways to present your data?

Readings: Week 11

selected reading: making inferences; drawing conclusions

Week 11- April 15 Problem Investigation cont'd.

What did you learned about your problem? Conclusions?
Activities: PBL Steps 6 and 7

Readings: Week 12

selected reading: metacognitive dialogue

Week 12- April 22 Solutions/ Recommendations?

Who is your relevant audience?

Activities: PBL Steps 8/9

Readings: Week 13

Woods: Self-assessed, self-directed, small group PBL (8.1-8.5)

Woods: Self-assessment skills (9.1-9.16)

Week 13- April 29 Hone Solutions, Communicate Results

designing team self-assessment measures

Activities: PBL Steps 8/9

Readings: Week 14

Woods: Putting It All Together (10.1-10.6)

Week 14- May 6 Presentations to Relevant Audiences

- finalizing the team presentation: PBL Steps 9/10 • team written reports due

Week 15- May 13 What have you learned?

- personal encounters portfolios due
- self-assessment due

CRCRTH 612: Seminar in Creative Thinking (humor)

Nina Greenwald (nlgreenwald@comcast.net) (617-287-6523)

office hours: Tuesday, 2-3:30, Wheatley 142-10

"I'm convinced that If people stopped thinking of humor as a toy and started seeing its usefulness in life, they would find themselves with something every bit as wonderful as the wheel." (John Morreall)

Welcome, to what should be a required course in every college and university! But first, did you hear about the guy whose wife went through a red light and said, "Didn't you see that red light?" "So what", she said. "You see one red light you've seen them all."

Your turn. What's a quick one of your own!

one more! - A doctor says to a man: "Your pregnant!" The man says, "How does a guy get pregnant?!" The doctor says, "The usual way. A little wine, a little dinner..."

and one more!! - how about this epitaph from a colonial graveyard in Massachusetts: I TOLD YOU I WAS SICK.

"Okay, Knock it off. "Get to the point and tell us what this course is *really* about!" All right already!.. (but I'd rather fool around some more). You can breathe a sigh of relief because this course is not an endless series of one-liners. (Although who knows what could happen once we start "seeing" from humorous perspectives.)

While laughing it up, we'll delve into how and why humor works and why it's one of our greatest survival tools. (Don't sweat it, we won't kill it in the process.) To maximize the clout of this journey each of you will make a contribution (with a buddy and individually) to our understanding of humor based on **what you think is interesting to learn about**. Guaranteed, (yes!) are provocative readings and discussions, and activities and exercises that rev up our sense of humor and plunge us into forays of thought about the connections between humor and creativity,

insight and "smarts" development, conflict resolution, effective communication and interpersonal relations, optimal health, well-being - name it!

For openers, the first 4-5 weeks, I'll take the lead and get us thinking about some humor basics: e.g., the nature of humor, origins and theoretical bases, relationship to creativity, "survival" benefits, etc. (I'm excited - and you?)

Requirements: (scary word)

I. Humor Buddy presentations: In pairs (after the first 4-5 weeks) now you and a partner take the lead. Plunge us into an exploration of a shared interest about humor. As part of your presentation, ***get us involved in experiencing ideas*** you want to emphasize. One week before your presentation, give us two high quality, thoughtful readings pertaining to your topic. Online articles (printable with citations) and **other** (!) sources are fine.

II. "Laughing Matters" journal: This is a **weekly** opportunity to reflect on and write about how humor is playing beneficial roles in your own life based on what you are learning. For example, how might humor help you zero in on and solve problems more creatively, take a different view on something, reduce stress, deal with with difficult people, etc. Feel free to include zany ideas you might have about who knows what, clippings, cartoons, drawings and other "provocatives" you come across. Bet you'll revisit what you write about in this journal in years to come - many times over! (**due: week 6 and week 11; use a word processor - please!**)

III. Individual ha-ha! This is your own unique application of humor to something of interest. The focus can be something written, something visual you create, something bodily/kinesthetic, (e.g., a "take-off" on something) something purely whimsical, a spin-off of your pairs presentation - whatever floats your boat as the say goes. Think: which of my multiple intelligences am I very comfortable in expressing myself? (We'll talk more about this) Think: what aspect of this outcome will I be bursting to share with everyone? (**due: weeks 13-14**)

TEXTS:

Morreall, John. *Humor works*, HRD press, 1997.

Critchley, Simon. *On Humour*. Routledge Press, 2002

Sept. 2: **Frames of Reference for Understanding Humor**

"Like beauty in the eye of the beholder, humor is the funny bone of the receiver of experience."

Messing around:

- laugh it ups
- humor self-assessment
- What do we think we know about humor?

For next time, **think about:** 1) Why is humor *a complex phenomenon* (e.g. there is no general theory or even an agreed upon definition)

2) Bring a list of humor topics that interest you. 3) readings: Morreall (chapters 1,2, 5); Critchley pgs. 2-20

Sept 9: **Frames of Reference for Understanding Humor**

"Humor makes us mentally flexible"

- origins of humor
- creativity and humor (humor: one of the three fundamental manifestations of creativity besides scientific discovery and artistic creation)
- possible humor explorations (list of your interests)
- "humor buddies" intros

for next time, **think about:** 1) What makes us laugh? Bring examples! 2) readings: Morreall (chapters 3, 6) Critchley (chapters 3,4) 3) bring a video clip that makes you laugh!

Sept 16: **Frames of Reference for Understanding Humor**

"Laughter: a "sabbatical let-out" so that we can reconsider..."

- what's laughter? relationships between laughter and humor
- origins of laughter
- humor theories : Bergson's "Klutz" theory; Miller's stability theory; Koestler's bisociative theory
- videos
- buddy pairs prep

for next time: 1) How can humor reduce, even eliminate stress? Your thoughts? examples? 2) Think about: humor and "rule-debunking" 3) readings: Morreall (Chapter 4, 6)

Sept. 23: Frames of Reference for Understanding Humor

"Laughter and humor allow us to stand back from those rules by which we live and inspect them."

- superiority, relief and incongruity theories
- videos
- buddy pairs meetings

for next time: 1) Bring some favorite jokes to share 2) readings: Critchley (chapter 6); article from Nina

Sept. 30: Cerebral Elements in Perceiving Something as Funny

- anatomy of a joke ("Something is likely to be funny when it is at some moderate level of difficulty.")
- videos and discussion
- buddy pairs prep
- distribute readings for pairs presentation

Oct. 7-14 Humor Buddy Presentations

Each one hour presentation should include an audience participation component to illustrate key points, stimulate discussion, reflection, etc. **Related readings provided one week ahead to the class** should include material from respected (!) publications. (Please also include a short annotated bibliography of additional relevant readings.)

Following these presentations and for the duration, I'll piggy-back on your contributions with associated themes plus some of my own favorites: e.g., humor in the college classroom, in formal communications, in the workplace, gender-based humor.... all depends on what you do and what continuing and/or spin-off interests everyone has.

Oct. 21 (special theme): supplemental readings provided in advance

Oct. 28 (special theme): supplemental readings provided in advance **Due:**
Laughing matters journals (first 7 weeks)

November 4: **Special Guest Presentation!**

November 11: **Veteran's Day holiday - no class**

November 18: **special theme** ("think about" readings given in advance)

November 25: December 2: **Final project sharing**

Due: Laughing Matters journals (weeks 8-11)

for next time: Morreall (chapter 10)

December 9: **How's your laugh life?**

Taking stock of what's important! Let's celebrate humor with incongruities from goodies to goodness knows what (provided we won't need legal counsel afterwards!)

Final projects due (if written)

Resources:

International Journal of Humor Research (serious publication!)

The International Society for Humor Studies (ISHS)

The Humor Project, Inc., Sarasota Springs, NY 12866 (518.587.8770). (The Humor Project is on the web -learn about conferences and other resources they offer!)

Anatomy of an Illness (Reflections on Healing and Regeneration): Norman Cousins, 1979, Bantam Books, NY. (a classic!!)

The Book of Women's Humor, Regina Barreca (Ed.),Penguin Books, 1996

Laughing Matters: A Serious Look at Humour, John Durant and Jonathan Miller (Ed.),Longman Group UK, 1988

Funny People, Steve Allen, Stein and Day, 1981

Humor: It's Origin and Development, Paul McGhee, Freeman, 1979

The Cartoonist's Muse: A Guide to Generating and Developing Creative Ideas, Mischa Richter and Harald Bakken, Contemporary Books, 1992

Laugh After Laugh: The Healing Power of Humor, Raymond Moody Jr., MD. Headwaters Press, Jacksonville, Florida, 1981

The Laughing Classroom, Diane Loomans and Karen Kolberg, HJ Kramer INC, Tiburon, California, 1993

Comedy Writing Secrets, Mel Helitzer, Writer's Digest Books, 2005

Celebrating the HUMOR in Life's Uncomfortable Situations, Segel et al, Specific House, Burlington, MA., 2001

The Great Comedians Talk About Comedy, Larry Wilde, Citadel Press, 1968

CRCRTH 612: Inventive and Innovative Thinking

Spring 10: Wed. 7-9:30

Nina Greenwald (ngreenwald@comcast.net)

Office hours: by appointment

“There’s always a way to do it better... find it!” (Edison)

Every day, millions of people get flashes of inspiration. Some of these relate to the solution of a pressing problem or how to accomplish a task easier, more quickly or less expensively. Undoubtedly, you've had such flashes from time to time yet haven't pursued your ideas.

Here's the chance to change that! This course, (really an inventors' workshop) trains students to use creative thinking and problem solving strategies in combination with the best thinking practices of one of America's most successful inventor/entrepreneurs, Thomas Edison, to unleash their innovative potential.

“I never did a day’s work in my life, it was all fun.” (Edison)

Because that's how it feels when “work” is also a passion! Innovative, inventive thinking takes work (99% perspiration!). But sweat driven by passion makes it worth it.

Text: *Innovate Like Edison: the Success System of America’s Greatest Inventor* (Michael J. Gelb and Sarah Miller Caldicott, 2007)

I. Individual goals:

1. Maintain an inventor's notebook: a continuous record of thoughts, observations, sketches, visualizations, etc. **due: March 10 and April 21**

2. An oral presentation on an innovator/inventor of your choice – **or** about an innovation of your own inspired by your 612 journey: take us on a 15 minute “excursion” into the workings of an inventive mind - or present an innovation of your own. No paper required. Just provide some materials to help us remember the trip! **Due: April 28**

II. Invent-Team goals: “If we all did the things we are capable of we would literally astound ourselves.” (Edison)

- Practice key thinking attitudes (dispositions) that fuel innovative thinking (Edison's Five Competencies of Innovation)
- Rigorously apply creative (and critical) thinking strategies that underlie innovation and invention
- Hold regular meetings to generate a new product or service
- Prepare weekly progress reports
- Seek knowledge relentlessly (read, investigate, experiment!)
- Maintain a **collaborative** inventor's notebook: a continuous record of weekly progress reports, process thoughts, sketches, visualizations, etc.
- Consult with a product-marketing specialist (in class)
- Create a marketing plan
- Present your concept to guest inventors (in class)

- Submit a collaborative paper that describes the invention, rationale, thinking strategies, background search, marketing/action plan, etc. plus weekly progress reports

**Jan. 27 "To invent you need a good imagination and a pile of junk."
(Preparation)**

- What is invention? Innovation?
- Who invents? Why? (What motivates inventors?)
- Let's play: What's the invention(s) on this page!
- More play: What can you invent with this *stuff*?
- Well-known and less well-known inventions
- What is innovation literacy?

HW: "Through familiar surrounds with new eyes"

Pad and pencil in hand, take a walk through familiar surrounds: e.g. places in your home, neighborhood, workplace, shopping centers, parking lots, etc. Take a good look around, observing things, thinking about what could be changed, modified or improved to solve a problem, an annoyance, make something easier, more manageable, useful

Read, read! (about inventive ideas in domains of interest) Bring some intriguing examples to share.

Text: Chapters 1, 2, 3

Feb.3 Know Thyself (Preparation)

1. homework results
2. habits of mind for innovative thinking (list making)
3. the innovation literacy blue print: 5 levels of competence: **Competency #1: your solution-centered mindset?**
4. assessing your problem solving style
5. practicing your thinking strengths ("connecting the dots")

Next week: Chapter 4 plus HW: Identify trends in domains of interest: pay attention to trends and tendencies in areas familiar to you and look for GAPS in quality, technology, process, efficiency, user-friendliness, pricing, etc.

**Feb.10 "Imagination is the workshop of your mind"
(Preparation/Illumination)**

1. invent-team meeting
 - sharing thinking strengths
 - mind mapping
 - sharing trends and gaps
2. **Competency #2: kaleidoscopic thinking**
 - idea generation (what trends, what gaps?)

taking a different view (how does it feel to be something that's not working? How would it feel to be that object?)
fantastic story telling (image streaming)

**Feb. 17 "The only difference between possible and impossible is an idea"
(Preparation/Illumination)**

invent team meeting: **kaleidoscopic thinking continued**

1. review/elaborate: trends /gaps, domains of **shared** interest;
2. apply strategic creative thinking to explore roads not taken:

What ideas grab you, energize you?

problem stretching (magnify) to see how much there really is
reverse brainstorming

"Camelot" analyses

Why-Why? Thinking to unpack a problem

Chapter 5: Competency #3 Full- spectrum engagement

HW: If you want to learn about something, assume you know very little; keep asking questions and turn over many stones to understand what you need to know. Read whatever you can get your hands on that's available and share it with your team.

Feb. 24 Floodlight/spotlight (Illumination/Perspiration)

Invent team meeting: so many ideas, what to do?...

1. floodlight thinking: sharing/sense making
2. spotlight thinking: Choose your 5 best ideas and work with them even though they're not perfect. Each one will require more thinking, more research, more sweat to make them into something really workable. More sweat. Frame/reframe each idea beginning with: "In what ways might, how might?..."

Mar. 3 Solution Development (Perspiration)

Invent team meeting:

Write the idea that you think is best, beginning with "In what ways might...?" or "How might...?"

Inspire an environment of open exchange to figure out how your concept would work.

Generate many possible alternative solutions to solving the problem you have stated. Get all members of your team involved in recording ideas.

Think:

OTW

SCAMPER

Six Hats

metaphors and analogies

Elaborate the details. Imagine how your design would work and be sure all the details are clear. Decide on the parts, materials and shapes for your prototype. Be as clear and specific as possible so that you can brainstorm "on target" solutions.

Mar. 10 Solution Development (more sweat)

Competency #3 Full- spectrum engagement

discussion: creative mind and the Janus factor: two faces or heads, facing in opposite directions

discussion: *sharing and protecting* intellectual property

invent team meeting: building a prototype

“Overseriousness is a warning sign of mediocrity and bureaucratic thinking” So take a break. Decenter. (UMass approves too!) Remember, innovation team meetings become more productive when they take breaks, so do something that helps you shift modes and relax. Your team will return refreshed and geared up to move forward. See you!

Mar. 14-21 Spring break (Playfulness/Seriousness)

next time: Chapter 6: Competency #4 (Master-mind collaboration)

Mar. 31 Solution Development (Passionate sweating/Verification)

Invent team meeting: reconnect; recap progress, articulate/map objectives

Discussion: Two tools for deliberate choice making:

1. **Evaluation Matrix:** this points out weak spots in an idea for a new product or service. If you address the weak spots you enhance the idea and raise the odds for successful implementation.

2. **PPCO:** Positives, Potentials, Concerns, Overcoming Concerns

Next time: Chapter 7: Competency #5 (Super-value Creation)

April 7 Assistors, Resistors, Resources (Market, Action Planning)

Competency #5: Super Value Creation

- Link market trends with core strengths
- Make salient the “core insight” (the aha) at the heart of your product or service
- Tune into your target audience
- Create an unforgettable market-moving brand

Invent team meeting: articulate steps necessary to implement a solution

1. Each person writes his or her ideas on a piece of paper.
2. After writing down at least four ideas, each person places his/her piece of paper in the center of the table.
3. When participants run out of ideas, they *can choose one of the slips* of paper from the center of the table and *piggyback* on those ideas to create new ones.
4. Eventually every participant should exchange his piece for one in the center of the table
5. Make a "how-how" diagram. The aim is to identify the steps necessary to implement a solution. Instead of asking "why?" ask "how?" An agreed upon solution is stated on the left side of a piece of paper. More detailed action plans are placed on the right in a decision tree format. Each time a solution is listed, the question "How?" is asked and people respond with a more detailed action plan.

April 14 Assistors, Resistors, Resources (Marketing Plan/ Action Planning)

Ask yourselves how you would implement your action plan. For example:

How might we gain acceptance/ enthusiasm for the idea?

What new challenges might the plan suggest?

What objections, limitations, obstacles, etc. might exist?

How might these be overcome?

Who might contribute special strengths, resources, etc.?

Who might gain from the idea?

Who might need persuasion?

What first steps are needed to initiate action?

What subsequent steps?

What timing, scheduling, etc.?

What special locations or places might help?

What follow-up might we plan to measure progress?

Next week: Chapters 8, 9: Expanding Innovation Literacy

April 21 Assistors, Resistors, Resources (Marketing Plan/ Action Planning)

Invent team meeting:

refine market/action plan thinking: Imagine presenting your plan to an intended audience.

Role-play some of the central aspects of your plan to better understand their strength/weaknesses. Some members of your group can be observers and provide feedback.

April 28 Inventors of choice and/or your innovations

Take us on a 15-minute "excursion" into the workings of the mind of an inventor of choice. Or present an innovation of your own. No paper required. Just provide some materials to help us remember the trip!

May 5 Of course you're inventors!

Invent team presentations:

Our guests will be practicing inventors who will be delighted to learn all about your own new product or service!

May 12 Let's talk next steps!

Commercialization: bring your invention into the real world!

Let's celebrate!

Invent team final report due

Seminar in Creativity
Inside the Creative Process: Exploring Blocks and Finding Creative Ground

Instructor: Suzanne M. Clark
E-mail: Blackboard Vista Mail (preferred) or suzanne.clark@umb.edu

Course description:

The creative process is a journey through your inner world, where sights along the way are channeled into a product and eventually are shared with the outer world. Because it is a process that relies on self-perceptions, self-truths, beliefs and values, it implies that a system be in place in order to acquire, express and ultimately share this self-knowledge. The personal nature of this process can give rise to creative works, yet at the same time, it can become the weight that causes a fracture in the process. The Seminar in Creativity will examine the tensions that exist in artistic creation and the blocks they can give rise to. The course will be broken down into three parts: Creative Fundamentals, Creative Blocks and Creative Ground. The first, Creative Fundamentals, will examine creativity in general, from defining it to exploring its history. We will look at the creative process and the artistic personality as a means to then move into part two, Creative Blocks. Through a number of perspectives, and a look at specific artists, we will examine the how, why and where of creative blocks. In part three, Creative Ground, we will examine self-inquiry techniques as a means for finding ground and holding one's place while engaging in creative work. Through the use of reflective practice, students will identify creative processes and obstacles within the process as well as learn a number of tools to work through such blocks. By the end of the semester you will have gained enough knowledge and experience to be able to better navigate your own creative engagement and be able to demonstrate to others ways for them to find creative ground in their own endeavors.

Required textbook(s) or materials:

The Captive Muse, Susan Kolodny
Writer's Block and How To Use It, Victoria Nelson
Moving Into Balance, Barbara Larrivee
Various Articles

Homework: Weekly research and readings as well as assessments and peer discussion.

Project 1: Research project, paper and presentation on a creative artist of choice. The main points to address are the person's creative process, creative personality and creative product.

Project 2: Research project, paper and presentation based on creative blocks.

Grading: This course is process-related and will grade students on comprehension as well as product.

A (90 – 100): Superior; demonstrates mastery of course material.

B (80 – 89): Good; demonstrates above-average comprehension of course material.

C (70 – 79): Average; demonstrates adequate comprehension of course material.

D (60 – 69): Below average; demonstrates poor comprehension of course material.

F (below 60): Not passing; demonstrates insufficient assimilation of course material.

Final Grade Determination:

Participation/Discussions:	30%
Assessments:	15%
Project 1:	25%
Project 2:	30%

Topical Outline:

- Wk 01 - What is Creativity?
- Wk 02 - The Creative Process
- Wk 03 - The Creative Personality
- Wk 04 - Blocked Phases
- Wk 05 - Creativity Applied: Project 1 (Wimba)
- Wk 06 – Deeper Meaning
- Wk 07 - Perfect Expectations
- Wk 08 - The Mind: Help or Hindrance?
- Wk 09 - The Body: Help or Hindrance?
- Wk 10 – Creative Blocks: Project 2 (Wimba)
- Wk 11 - Self-Reflection and Self-Assessment
- Wk 12 - Change Your Mind and All Else Follows
- Wk 13 - Creating Ground and Future Vision

Course Design:

This class will start each Wednesday at 12:00pm, EST. At this time the weekly module will become available on the course home page. All assignments will be included in the module.

You should log on to the course web site at the start of each week to read the notes and assignments and plan your schedule accordingly. You are expected to log onto this course web site 4-8 times each week and spend 6-8 hours each week on course work.

Learning about Blackboard

A Blackboard Guide for Students is located at <http://bbstudents.wikispaces.umb.edu/>. Other resources and helpful information can be found at the UMass Information Technology site located at <http://www.umb.edu/it/tech/lms/>.

Communicating With Me

Instead of sending me email with general questions regarding this course, please post them in the Q & A folder found in the Blackboard Discussions section. I will respond to any questions posted within 48 hours (except on weekends). Posting all non-private questions allows other members of the class to benefit from the answers as well. Always feel free to contact me via email.

Blackboard Mail

The Mail tool is for use in Blackboard only. It isn't your UMB or outside email account. You can ONLY send messages to your instructor and other students enrolled in your course. You can forward all of your Blackboard email to an outside account by clicking the Mail Forwarding icon (to the left of "Search this tool"). But you will not be able to reply to messages from your outside account.

TECHNICAL REQUIREMENTS:

Blackboard Browser Check

You will have problems using Blackboard if you are not using a supported browser, a specific version of java, have multiple versions of java on your computer and your pop-ups are not enabled. After logging into Blackboard, run *Check Browser* from the My UMassOnline Boston web page. This will let you know if your browser is ready. If not you will find information on how to configure it correctly. *You should run Check Browser every time you log in.* The Blackboard Guide for Students is located at: <http://bbstudents.wikispaces.umb.edu/>

PDF Files/Adobe Acrobat Reader:

This course contains PDF files. To view them, you need Adobe Acrobat Reader. You can download this software free from <http://www.adobe.com>. Click the Download button under "Solutions and Products" and follow the directions on your screen for downloading and installing the software. Depending on the speed of your Internet connection (dial-up modem, cable modem, DSL/broadband), downloading the software could take several minutes.

Powerpoint:

Students will be expected to create a short presentation to be forwarded to the instructor, which will then be uploaded for the class Wimba session. Presentations do not need to be fancy, and, in fact, will

not run animation when uploaded. Each slide should be static, but used in addition to your own dialogue to communicate your research to the group.

LIBRARY:

Using eReserves:

Please note that additional readings will be available on the course site in PDF form; therefore, they will not be housed on the library eReserves.

Accessing the UMB Library Virtually

Students enrolled in a UMB online course are eligible to receive a barcode for access to Healey Library resources located at <http://www.lib.umb.edu>. The UMB library is a rich and valuable academic online resource which allows you to do most of your research work off-campus. To access these resources off campus, you will need the barcode number found on the reverse of your Student ID Card. If you don't have a Student ID Card or are unable to read the bar code number you can send an e-mail request to: Library.circulation@umb.edu. Your request should include your first and last name, Student ID number, course name, course number, and semester. You will receive the address of the library website. Barcode access terminates at the end of the semester. (**Note:** This service is available Monday – Friday, 9 - 5 PM)

SUGGESTED PRACTICES:

Best Practice for Composing Text

When composing any text-based information (answering essay questions, posting discussion replies, etc.) compose your text with your word processor, spell check it and save it on your computer. Then copy and paste your text by toggling to Blackboard. This way you'll have a copy of what you composed if necessary.

MEDIA:

Streaming Media

This course contains streaming video and/or audio clips. To view or listen to them, you must have a media program loaded on your machine. The most widely used programs are RealPlayer, Windows Media and Quick Time. Many computers come with at least one of these software programs already loaded. If you do not have these installed on your computer, you will be prompted to download and install it when you click the audio or video link in the course. Free versions of each of these programs are available for download. Just be sure that you are choosing the download option that is clearly marked "FREE" on the site from which you are downloading. Some "enhanced" versions of these programs require payment. Here are the links for the downloads:

RealPlayer: <http://www.real.com>

Windows Media Player: <http://www.microsoft.com/windows/windowsmedia>

Quick Time: <http://www.apple.com/quicktime/download/win.html>

WIMBA:

Synchronous Meetings

We will be meeting synchronously online two times over the semester. We will never meet as a class in an actual location. Please arrange your schedule so you can participate in these meetings. These sessions will be archived and accessible on the course site.

The dates and times of these meetings are:

- Wednesday, June 30 7:00 – 9:30 p.m. EST
- Wednesday, August 4 7:00 – 9:30 p.m. EST

Both of these sessions are arranged for student presentations and discussion. Please be aware that the true session length will be determined by the class size. If necessary, a second session will be set up after the course has gotten underway.

In addition, IT will be available in week 4 for a test run of Wimba to guide you through and make sure everything is running before our first Wimba session. The session is slated to run at the same time and day as the Wimba session, but in the week before the actual session, which is June 23, Wednesday at 7:00. Please be sure to leave this time open as well. This will be confirmed after the course has started and after confirmation is received from the Wimba staff.

Wimba

Wimba is synchronous online tool available within Blackboard. Wimba allows the instructor and students to meet in a virtual classroom where you can share applications and talk to each other in real time. An open Wimba Session can be accessed from the home page for online class sessions and small group meetings. Below is an short overview about Wimba, but more detailed information can be found at: <http://www.dlvpc.umb.edu/wimbasupport.htm>

Wimba Hardware Requirements

The only additional hardware necessary for participation in the Wimba sessions is a computer headset, a combination of headphones and a microphone. These can be purchased at stores such as Best Buy or at a similar retail facility for between \$20 and \$30. You should not use computer speakers during a Wimba session. More information on a headset can be found on the Wimba support site at: <http://www.dlvpc.umb.edu/wimbasupport.htm>. Also, you should not use a wireless signal for the session, but instead, use a wired connection using an Ethernet cable between your computer and router.

Computer Configuration for Wimba

Prior to participation in your first Wimba Session be sure to run the Setup Wizard. Do not wait until the session itself to run this. The setup Wizard performs a series of tests to determine if your computer is properly configured for use with Wimba. If the tests indicate a problem with your configuration, you

will be instructed how to remedy this situation.

Technical Support:

Help for Blackboard and Wimba is available 24/7 via e-mail or phone. Send e-mail to: bostonsupport@umassonline.net or call 1-800-569-6505. For live text chat, see the link on the User Login Page <http://boston.umassonline.net/>.

How to View Your Grade for This Course

Currently students taking courses at UMass Boston use the campus WISER system to access secure information on their grades. To enter the WISER system go to <http://wiser.umb.edu> and enter your UMS number and your PIN number. If you do not have a PIN number, contact the Registrar's Office at registrar@umb.edu giving your name, course, semester, student ID (UMS#), and current mailing address. The information will be mailed to you. Note that for security reasons your browser may not be able to print your grades. For other WISER questions including having your password reset please email the helpdesk at helpdesk@umb.edu.

CCDE REGISTRATION:

Registration Questions: Please contact Katharine Galaitsis katharine.galaitsis@umb.edu at the Continuing Education office.

ACADEMIC INTEGRITY:

Academic Integrity #1:

All students are expected to treat each other and the instructor respectfully so as to maintain an environment conducive to online collaborative learning. This includes a commitment not to engage in dishonest acts such as copying another student's work, plagiarizing, using Internet sources without citation, fabricating data, etc.

The Distance Learning program operates on the assumption that students in class are thoroughly familiar with the UMass Boston Code of Student Conduct, available at:

http://www.management.umb.edu/undergrad/undergrad_code_of_conduct.php .

An online tutorial from the Healy library will help you to avoid plagiarism and provides reference material related to proper citation of material from other sources in your work. It is available at

<http://www.lib.umb.edu/newtutorial/module6.cfm> .

Academic Integrity #2 (If Using Plagiarism software):

Students should be aware that, at the discretion of the instructor, assignments may be submitted to plagiarism detection software programs for the purpose of detecting possible plagiarism. Students in this course must be prepared to submit an electronic version of any written assignment upon request of the instructor.

ONLINE LEARNING TIPS:

How can I be an effective online learner?

Manage your time wisely. Online courses are similar to face-to-face courses in that there are fixed work requirements and deadlines. However, because there are few live classes to attend, some participants find that due dates fall off their radar screens. The best way to avoid this pitfall is to read the course requirements carefully. At the beginning of the course, record deadlines on your calendar, even deadlines for informal assignments like posting discussion comments. Budget how much time you can afford to spend on each assignment. Then schedule exactly when that time will be spent.

Schedule a regular time for your coursework. Decide what time of day and which days of the week are optimal times for doing your coursework. Keep your time slots realistic—don't plan to start your coursework at midnight if you have to get up at five a.m., and don't pick two p.m. if sitting at the computer after lunch makes you sleepy. Once you've decided on a time slot in which you generally have energy, schedule it into your calendar and stick to it! Consider it a weekly investment in your future.

Expect the unexpected, and reward yourself. Even the most organized students encounter events they haven't planned for, so it's healthy to expect the unexpected and not get frustrated by technical or scheduling problems. However, it's also important to stick to your work schedule as much as you can.

One way to stay motivated is to give yourself small rewards for finishing projects on time. Whether it's time spent shooting hoops, playing scrabble, or reading for pleasure, small incentives can make finishing your work a little more inspiring.

How much technology knowledge do I need to feel at ease in an online course? You do not have to be a technological wizard to excel in an online learning environment! Even novices in the field of computer technology can be star students as long as they understand a few core concepts, including how to use plug-ins, how to access streaming video, how to participate in synchronous and asynchronous discussions, and how to send email attachments. Also, don't be intimidated by the jargon. These concepts sound more complicated than they really are.

STUDENTS WITH DOCUMENTED DISABILITIES:

Students with Documented Disabilities:

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 offers guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from UMass Boston's Ross Center for Disability Services <http://www.rosscenter.umb.edu>/<http://www.rosscenter.umb.edu> (617-287-7430). The student must present and discuss these recommendations with each professor within a reasonable period, preferably by the end of the Drop/Add period.

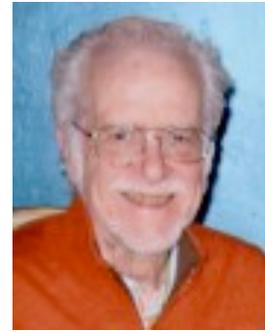
**Dialogue Class at U-Mass Boston
Syllabus for January 2009
Accelerated Winter Session**

Instructor: Allyn Bradford
Phone: 617 868-3867
E-Mail: AllynB@aol.com

CrCrTH616
Wheatley 2-125
Hours: 6-9 PM, Mon-Thurs

Definition: Dialogue is designed to create meaning. The process works collectively within the context of a group that is developing skills in creative listening, suspending judgment and thinking about thinking.

Process: To practice the art of Dialogue requires a disciplined approach to how we speak and how we listen. The purpose of this special conversation is to bring out the inner wisdom of both individuals and the collective wisdom of a group. Dialogue calls for a whole new set of conversational skills.



Allyn

The emergent meaning of the Dialogue process moves through many diverse phases, like a river flowing through a rocky gorge.

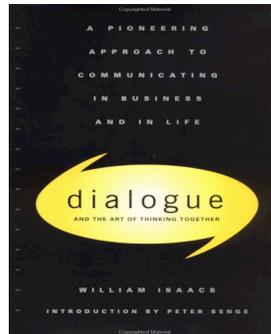


In Dialogue we learn to suspend judgment and thereby give enough space to the speaker to fully develop what he or she has to say. After that we may make use of an inquiry that arises from a deep place of wonderment within ourselves. That inquiry is addressed to the center of the group.

We also learn to recognize that each of us has only a partial view of a given topic and therefore need the collective views of the group to gain a more comprehensive view of the matter.

Course Requirements: Daily journal keeping
Reading: Text and handouts
Class participation
Two Experiments on the use of Dialogue
Final paper – Six pages

Text: William Isaacs, *Dialogue and the art of thinking together*, New York, Doubleday, 1999.



Text Book

Orientation

Each class session will consist of a review of the reading assignment in the text, as assigned, the development of skills related to the Dialogue process and, in addition, the practice of Dialogue.

Assignments

Daily journal keeping (16 points)

Preparation for Class and participation (12 x 2 = 24 points)

Two Experiments on the use of Dialogue (2 x 15 points)

Final paper - Six pages (30 points)

1. Read the Forward and Introduction in the text.
2. **Chapter 1. PP 7-28. A Conversation with a Center, not Sides.** In Dialogue we address the whole group. We risk ourselves in the process, not knowing what response we will get. We speak from the first person, not from borrowed authority or opinions.
3. **Chapter 2. PP 49-109. Why We Think alone and What We Can Do About it.** As Bill Isaacs writes in this chapter: "To think is to sense the emerging potential of a situation, to perceive what is not yet visible, and to give it voice. To think is also to listen to our own automatic reactions and gain perspective on them."

First paper due.

4. **Chapters 3-4. PP 71-109. The Timeless Way of Conversation and Listening.** Practicing empathic listening: Without listening, there is no learning. A conversation is a two way street, with give and take on both sides. In a larger group it can also come from all sides exchanging views and opinions, seeking the wholeness that transcends points of view of individuals.

5. **Chapter 5-6, PP 110-158. Respecting and Suspending.** When we listen with respect we are, in effect, honoring the other person or persons. We suspend judgment and look for value in what they say. We listen in a learning mode. We have all felt the painful rejection of someone across a desk who is preoccupied. Respect and Suspending Judgment frees us up from stereotypical assumptions.
6. **Chapter 7-8 PP, 159 to 202. Voicing and Patterns of Advocacy and Inquiry.** Our voice contains countless inflections that convey meaning, purpose and desire. As the great Persian poet, Rumi conveys in these lines: *"Define a narrow me and you starve yourself of yourself. Nail me down in a box of cold words and that box is your coffin...Why won't you admit that who I am is not your perception?"*
7. **Chapter 9, PP 203 to 238. Overcoming Structural Traps,** Open, Closed and Random Systems paradigms characterize our institutions, though like all systems, they are often too near to us or too distant for us to perceive them. Families, Schools, Churches and Businesses all operate with functions that are systemic. Since systems are unseen and unpredictable they are extremely difficult to change.
8. **Chapter 10-11, PP 239 to 279. Setting The Container and Fields of Conversation,** The Container holds the conversation together like a basket of fruit. The Container creates an environment of mutual trust and respect because it establishes the norms of the Dialogue process. Though the Dialogue group will pass through many different phases of development, there is always the Container there to hold it together.

Second Paper Due

9. **Chapter 11 continues through to Chapter 13, PP 279 to 310. Field IV, Convening Dialogue and The Ecology of Thought.** As Bill Isaacs tells us, "In the fourth space of Dialogue people become quite understanding of one another's inability to be articulate, because they experience their own limits...There can be a space of immense discovery—on where we find, for instance, that the language we use tends to blind us to certain experiences."
10. **Chapter 13 continues through to Chapter 15 page 350.** In this reading, Isaacs takes up the theme from ancient Greek literature of the Good, the True and the Beautiful. All three of these, he points out, are now separated from each other and therefore dysfunctional. The Good becomes tyrannical and oppressive. The Truth becomes mere scientific fact. Beauty, with out the implications of the Good and the objective constraints of the True is false.
11. **Chapter 15 continues through to page 413.** Here Isaacs finds ways of restoring the place of The Good, The True and The Beautiful in our society and culture, though it is in a very different context than where it originated in ancient Greece.
12. An article by Otto Scharmer regarding Generative Dialogue, which takes the process beyond the circle held together by a Container and takes Dialogue into the application of change in the context of Social Technology.

University of Massachusetts at Boston

Graduate College of Education

Critical and Creative Thinking Program



CrCrTh 616: Dialogue Processes
Spring 2010 Syllabus
Olen Gunnlaugson, PhD. Adjunct Online Professor

COURSE DESCRIPTION*

Dialogue Processes is structured as an online learning community for cultivating practical, reflective and transformative approaches to engaging and facilitating dialogue processes. Building from the MIT Dialogue Project in the early 90s, this course will focus on Otto Scharmer's groundbreaking work with the four fields of conversation and presencing—a generative dialogue approach. The course offers multiple learning spaces designed to develop our individual and collective capacities for bringing significant changes in how we think, communicate and learn together in conversation. The course offers multiple learning spaces including weekly group dialogues/lectures, and online threaded discussion. There will be regular skill and capacity building exercises, coaching triads and a final project that involves conducting a reflective or applied dialogue based project in your organization, community or peer group. The course will be delivered through Vista, Wimba, Skype and draw on inspirational web-based audio and video files where possible.

COURSE OVERVIEW

From the middle of the twentieth century leading into our present day, interest in dialogue grew considerably across disciplines, bringing about a renaissance of practical applications and approaches to dialogue. Briefly considering this body of work will prepare us for our exploration of Scharmer's recent approach to dialogue with his model of the four fields of conversation and presencing. Informing our semester long learning journey will be live weekly lectures and dialogues, weekly online threaded discussion, as well as an assortment of capacity-building exercises, peer-based coaching, personal blogs and practical assignments for applying these cutting-edge conversational tools in your organizations, workplaces and personal life.

* note: course syllabus is subject to revision and change as the course evolves

COURSE GRADING

Grades will be based on the following:

Online Participation, Readings (25%)

There will be weekly posted questions and inquiries designed to deepen your understanding and application of the weekly readings. My expectations for your participation and engagement are based on the quality of your postings (see inquiry guidelines). As the course is not self-paced, everyone is expected to work on their own and together in order to complete assignments on time.

Weekly Group Dialogues & Assignments (25%)

There will be weekly group dialogues/lectures and two written assignments for the course in order to support us in making deep dives into the weekly readings and lectures. A regular one hour-time slot will be established for weekly group dialogues/lectures during the first week.

Dialogue Coaching & Coaching Journal (25%)

The weekly peer-coaching module is designed to build key capacities for generative conversations. I ask that everyone participate in 2 weekly ½ hour coaching calls with their coach and coachee. You will also keep an online coaching journal in the form of a blog to document your growth and development through the course (see coaching journal guidelines).

Final Project (25%)

Your final project is expected to develop from inspiration that you discover in your online inquiries, weekly readings, group dialogues, coaching calls and coaching journals. The final project will cover an essential aspect of the course that is quite meaningful and central to the dialogue-based questions you are exploring in your professional and/or personal life. Further details concerning the final project will be announced in week 3.

SCHEDULE OF SESSIONS

The course is divided into a series of thirteen online sessions that correspond to each week.

Week 1: Launching our learning community

Our first week will begin with everyone introducing themselves online. During this week, I invite you to familiarize yourself with the course homepage, visit the Course Lounge and establish a time with me for a brief check-in (via Skype). After the introductory lecture, I ask that you choose your dialogue artist/theorist for assignment one and let me know as soon as possible.

Week 2: Historical Overview of Dialogue

The second Week will offer a brief overview of the history behind Scharmer's work in dialogue. During this Week, students will write about a dialogue artist/theorist and complete a 2 page summary portrait to be posted online. This week will also feature the launch of the Coaching Corner, where students will join a coaching group for semester-long adventures in peer-coaching.

Weeks 3-7: Four Fields of Conversation

Weeks three through seven will introduce Schärmer's four fields of conversation. For four consecutive weeks we will investigate each field of conversation and inquire further into the different modes of listening and speaking, communication habits that reinforce or break these fields, as well as significance of each stage of conversation in your professional and personal life. Weekly dialogues and lectures will guide us through a walk of each field and its culture of conversation. Readings (both mandatory and optional) will be drawn each week from a broad selection of inspiring PDF and DOC files, as well as online articles. Dialogue audio or videos with key theorists will be introduced wherever possible. Facilitation practices will be introduced through the coaching modules.

Week 8: Applications of the Four Fields & Presencing

For this session, we will look at the four fields of conversation and presencing and explore obstacles and opportunities for implementing these frameworks in different educational, social and organizational settings. We will also address criticisms of these methods and explore best practices to bring back to our conversations.

Week 9: Facilitation of the four fields of conversation

This session will examine more in detail the transitions between the four fields of conversation, as well as the in-the-moment and foundational practices needed to facilitate these shifts—whether in a one on one conversation or a dialogue group. Approaches to dialogue facilitation and the core capacities required will be addressed in detail.

Week 10: Coaching Conversations

This final course week will focus more in depth on our coaching conversations. There will be a reflective component of the semester of coaching conversations, as well as a coaching assignment where students explore ways of supporting one another with the development of their final project.

Week 11-12: Projecteering & Learning Journeys

These final weeks are focused on applying what we have learned in the course through different forms of peer-to-peer learning, evaluation and teamwork. Here I ask that everyone choose a solo or collaborative project for going deeper into a burning dialogue question or issue in their professional or personal lives. Students will be encouraged to create partnerships with others at their work to deepen their learning experiences of dialogue. The option to facilitate a dialogue of your own will also be encouraged. Through this real-world component, you will have the opportunity to apply your new learning in dialogue, set up a dialogue project, and bring the results back to our learning community.

Week 13: Presentations & Reflections

During our final week, everyone will present their offline projects to the group and reflect on their learning within these projects and the course as a whole.

Participation Requirements

The course will be delivered through a series of thirteen online weekly sessions, with each week taking multiple interactive forms including weekly dialogue/lectures, weekly readings, asynchronous inquiry, phone coaching, web-based audio and video files. This course will rely on the energy, interest and input of each of us to make this a transformative experience for all. Regular participation and online presence is vital.

Required Course Text:

Scharmer, O. (2007). Theory U: Leading from the Future as it Emerges. Sol publishers

Recommended Course Texts:

Bohm, D. (1996). On Dialogue London and New York: Routledge Publishers

Isaacs, W.N. (1999). Dialogue and the Art of Thinking Together. New York: Currency
Doubleday

Senge, P; Scharmer, C.O.; Jaworski, J.; Flower, B.S. (2004). Presence: Human Purpose and the Field of the Future Society of Organizational Learning, MIT

Internet Communication

We will meet online weekly over the semester through Wimba, Vista and Skype. The dates and times of our meetings will be established during week one.

Office Hours

I will hold my virtual office hours by appointment via Skype internet phone. Please email me in advance to schedule a time.

Email: gunnlaugson@hotmail.com

Skype ID: Trifoss

Plug-ins, special equipment and software

You will need the free adobe acrobat reader to open the pdf documents contained in this course. You can find this at www.adobe.com where you have to search around for the free one or at www.downloads.com You will also need a copy of Skype Internet Phone. You can download a copy of Skype at www.skype.com

You will also need to purchase a headset with microphone (average cost \$5) for your computer to use Skype. My Skype Username is: Trifoss.

Our Communication

Instead of sending me e-mail with general questions regarding this course, please post them in the Q & A folder (link through site map here) found in the Discussions section instead. I will respond to any questions posted in the within 48 hours (except on weekends). This is the best place to post all non-private questions that pertain to the course since other members of the class will benefit from the answers as well.

Method of Instruction

Each weekly session will officially start every Monday at 9am EST. The specific plans for each week will be announced at this time. Please visit the homepage at the beginning of each week to review the plan for the week so you can budget your time accordingly. I will not be sending you e-mail reminder. It is therefore imperative that you log on to the course homepage in order to begin the activities planned for the week. You should plan on logging onto the course web site at least 3 times each week to contribute to threaded inquiry and keep up with other activities that may be underway. Plan on spending between 5 or more hours each week on this course (including weekly dialogue/lectures, readings, inquiry threads, coaching assignments & coaching calls).

**University of Massachusetts at Boston
Graduate College of Education
Critical & Creative Thinking Program**

**Creative Thinking, Collaboration and Organizational Change
CCT 618 Syllabus July 2010**

Instructors:

Abby Yanow, Adjunct Professor & Boston Facilitators Roundtable (617-625-0211;
abbyyanow@yahoo.com (Part 3 of course & Course coordinator)

Gregg Turpin, Adjunct Professor & Boston Public Schools (gregg1411@hotmail.com)
(Part 1 of course)

Rena Gray, Adjunct Professor, CCT (Part 1 of course)

Allyn Bradford, Adjunct Professor, CCT (617-287-6520; allynb@aol.com) (Part 2 of
course)

Office hours: For an hour directly after each session, or by arrangement

Class email list:

Emails sent to cct618@yahoogroups.com will go to everyone in the course

Class times: 9am-4.15pm, with breaks,

Diversity Awareness - **July 16-17**

Teambuilding **July 23-24**

Methods of Group Participation **July 30- 31**

This syllabus is subject to change, but workload expectations will not be increased after the semester starts.

COURSE DESCRIPTION

Through interactive, experiential sessions and structured assignments students learn critical and creative approaches to working in organizations. Skills addressed include: communication and team-building; facilitation of participation and collaboration in groups; promotion of learning from a diversity of perspectives; problem-finding and solving; and reflective practice. Students apply these skills to situations that arise in business, schools, social change groups, and other organizations with a view to taking initiative and generating constructive change.

COURSE OVERVIEW and OBJECTIVES

This course builds on two assumptions about education:

- education takes place in many government, corporate, non-profit, and informal settings;
- many graduates will take leadership roles that are not official administrative ones as they strive to fulfill the needs of their schools, workplaces, and communities, adapt to social changes, and collaborate with others to these ends.

The goal is that student leave the course with experience and skills in using new tools in their schools, organizations, and other workplaces for communication and team-building; facilitation of participation and collaboration in groups; promotion of learning from a diversity of perspectives; problem-finding and solving; and reflective practice. The course emphasizes learning through experience during class sessions and through reflection and writing between sessions, with a view to stimulating the students to experiment with and employ in their own workplace the tools introduced during the course. In this spirit, the contribution of the course to producing **Thoughtful and Responsive Educators** (the overarching goal of the **Professional Education Unit** and the **Graduate College of Education**) centers on the **Commitments** of Ethical behavior, Lifelong learning, Dedication, and Modeling and mentoring; the **Practices** of Caring, Collaboration, Reflection, Social Justice; and **Understandings** about Pedagogy in the broad sense of instruction and facilitation.

ASSESSMENT & REQUIREMENTS

Each session of this course takes the form of an interactive, experiential workshop, using worksheets designed to be adapted to your specific work situations. You are expected to:

1. **attend all the hours of both days of all workshops and participate actively** in the exercises and hands-on activities in which you practice with various ideas and tools and adapt them to your own work situations (**30 = 3 x 10 points**);

2. *work in process*

a. Complete worksheets from the sessions and any homework exercises;

b. Submit twice-weekly emails, two emails per workshop, to cct618@yahoogroups.com. These emails help contribute to building a community of learning and support during the course. Your emails should contribute some original thinking that adds to the conversation. These emails should reflect your own thoughts that have been stimulated by the workshops. It is not sufficient to send a reference to someone else's article or to just quote the article - nor are you expected to read any articles for these emails! (**12 = 6 x 2 points**); and

c. Write 500-word Reflection Papers after each workshop. The paper for each workshop is worth 10 points, so (**30 = 3 workshops x 10 points**). Guidelines for Diversity workshop will be handed out by the instructors. For Team Building and Groups Participation: write a Reflection Paper, which addresses:

1. What did you learn? What parts resonated for you?
2. What was new for you? What *Aha!* Moments did you have?
3. How or where were you challenged?
4. What, if anything, changed in your thinking?

Do not describe the class activities in this reflection paper – assume that the instructor knows the activities that you refer to in your paper. Do not include definitions from the dictionary, and **do not quote in any length** from the materials you received in class –

this paper should be written from the "I" perspective: What did you experience? What resonated with you?

These items will help you:

3. Develop a **Plan for Practice** (2000-3000 words) demonstrating how and when you plan to put into practice the skills and tools from all 3 sessions of the course - in your work situation or community, and/or how you could adapt and practice using those tools for opportunities in the future. You should include a plan for evaluating the outcome so you learn from experience and practice. At the workshop we will give you Guidelines to assist you in developing your Plan for Practice. **(28 points)**;

A = 94+, A- = 88-93, B+ = 82-87, B = 76-81, B- = 70-75, C+ = 64-69, C = 58-63

Please note: You are responsible for following these guidelines for your papers and your email participation. There is no option built into this course for revision to increase grades after they have been determined.

Due dates

Reflection papers -- Friday following the session, by email to instructor.

Diversity - **July 23**

Team Building - **July 30**

Group Participation - **August 7**

Plan for Practice -- Sunday August 15, 5pm, to Abby Yanow via mail.

ACCOMMODATIONS: Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.

This syllabus is subject to change, but workload expectations will not be increased after the semester starts.

SCHEDULE OF SESSIONS

The course is divided into three two-day workshops, each led by a different instructor: 1. Diversity Awareness, 2. Effective Teamwork and 3. Facilitating Participation and Collaboration in Groups.

The workshops are designed to be interactive and experiential, using worksheets designed to be adapted to your specific work situations.

Suggested topics for journal entries and additional information about classes, assignments, and other tasks may be provided in handouts and e-mails.

Workshop 1. DIVERSITY AWARENESS

In this first part of the course you experience and learn approaches aimed at enabling groups and organizations to: become more diverse; address tensions arising from lack of awareness of differences and inequalities; and undertake coalition work that dismantle traditional barriers. Dimensions of diversity addressed include race, class, gender, and sexuality.

Workshop 2. EFFECTIVE TEAMBUILDING

The second workshop introduces creative communication strategies for teamwork that really addresses workplace problems and issues. Through simulations of typical organizational situations you develop skills in giving and getting feedback, presenting your ideas and opinions, and ensuring shorter and more productive meetings. The classes will make you more aware of your communication style, its effect on others, and options for improvement.

Workshop 3. FACILITATING PARTICIPATION AND COLLABORATION IN GROUPS

The last part of the course introduces students to a number of different techniques of group participation, such as working in small groups and stakeholder groups, and World Cafe or Open Space. The topics of discussion within each technique will be chosen in an effort to make the learning experience as close as possible to real-life situations, within our workplaces and our communities. We will focus on the art of careful listening and the crafting of effective questions. You will experience the generativity of the participatory process, in which the wisdom comes from the group. You will be encouraged to consider ways of implementing these techniques into your practice, with your colleagues and in your communities.

BIBLIOGRAPHY (Recommendations only -- Required readings will be distributed in class.)

Books

- Bolman, L. and T. E. Deal (1997). Reframing Organizations: Artistry, Choice, and Leadership. San Francisco: Jossey Bass.
- Elbow, P. (1981). Writing with Power. New York: Oxford University Press.
- Isaacs, W. (1999). Dialogue and the Art of Thinking Together. New York: Currency.
- Nelson, J. (2001). The Art of Focused Conversation for Schools. Toronto: Canadian Institute of Cultural Affairs.
- Senge, P. et al. (1994). The Fifth Discipline Fieldbook. New York: Currency.
- Senge, P., N. Cambron-McCabe, T. Lucas, B. Smith, et al. (2000). Schools That Learn. New York: Currency.
- Spencer, L. J. (1989). Winning Through Participation. Dubuque, Iowa: Kendall/Hunt.
- Stanfield, B. (Ed.) (1997). The Art of Focused Conversation. Toronto: Canadian Institute of Cultural Affairs.
- Stanfield, B. (2000). The Courage To Lead: Transform Self, Transform Society. Gabriola Island BC: New Society Publishers.
- Stanfield, B. (2002). The Workshop Book: From Individual Creativity to Group Action. Toronto: Canadian Institute of Cultural Affairs.
- Wondolleck, J. M. and S. L. Yaffee (2000). Making Collaboration Work: Lessons from Innovation in Natural Resource Management. Washington, DC: Island Press.

Articles

- Baker Miller, J. (1998). "Domination and subordination," in P. S. Rothberg (Ed.), Race, Class, and Gender in the United States. New York: St. Martins Press, 73-80.
- Batts, V. (1998). "Modern racism: New melody for the same old tunes."
- Community Economic Development Advisory Committee (1995). Our Economy: Our Future, Final Report. York, Ontario: City of York (online reserve www.lib.umb.edu under taylor. password from instructor)
- Chew, F. (2000). "Mutualism or parasitism?" ms.
- Greenwald, N. (2000). "Learning from Problems." The Science Teacher 67(April): 28-32.
- Jenkins, M. (2000). "Action learning: Taking the time it takes." Presented to the International Association of Facilitators, Toronto, April 27 2000.
- McLeod, M., P. Senge and M. Wheatley (2001). "Changing how we work." Shambhala Sun(January): 29-33.
- Norwood, P. M. and D. C. Saldaña (1998). "Who should be hired?," in T. M. Singelis (Ed.), Teaching About Culture, Ethnicity and Diversity. Thousand Oaks, CA: Sage, 73-79.

- Rokovich, M. A., M. Stevens and J. Stallman (2000). "Implementing change at SJUSD: An unfinished case study." Presented to the International Association of Facilitators, Toronto, April 27 2000.
- Ross, R. (1994). "Ladder of Inference," in P. Senge et al. (Eds.), The Fifth Discipline Fieldbook. New York: Currency, 242-246.
- Warfield, J. N. and G. H. Perino (1999). "The problematique: Evolution of an idea." Systems Research and Behavioral Science 16: 221-226.
- Weissglass, J. (1990). "Constructivist listening for empowerment and change." The Educational Forum 54(4): 351-370.

**Course Syllabus for Creative Thinking,
Collaboration and Organizational Change
at U-Mass, Boston, Fall 2009**

Welcome To Online Course CRCRTH 618!

INSTRUCTOR INFORMATION:

Instructor/Facilitator: Allyn Bradford

Telephone Numbers: Land Line: 617 868-3867

Cell Phone: 617 868-2982

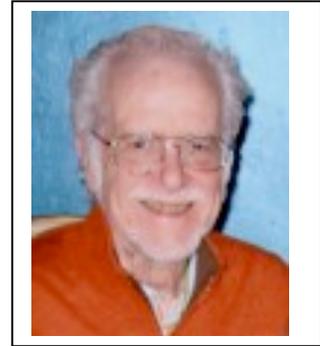
E-mail: allynb@aol.com

Background and Experience:

Allyn comes from extensive experience in developing teamwork in organizations and training centers worldwide.

Among education centers where he has conducted workshops in team building are: the American Management Association, the American Society of Training Directors, the Association of Field Service Managers, the Mecuri Institute in Sweden and the Accelerated Management Institute in England.

He has also conducted workshops in team building for over 25 major corporations in such companies as: Block Drug, General Foods, Avon Products, Honeywell, Digital, Stop & Shop, Johnson & Johnson, Warner Lambert (UK), Monsanto, New England Electric, Telex, Fidelity Trust, Kodak, New England Nuclear, Burger King, FW Faxon, Becton Dickenson, Semicon, The First Years and AT&T Wireless.



Allyn





Meeting Challenges Through Teamwork

COURSE DESCRIPTION:

Creative Thinking, Collaboration and Organizational Change,
CrCrTh618, Fall Semester at U-Mass Boston

The course is designed to develop your skills in the "give and take" of successful team communications as you work together through Information Technology. Using a variety of experiential learning processes in simulated teams, this course will sharpen both your thinking and interactive skills as you work with others over the net. Through practice and feedback students will develop skills in creative problem solving, presenting their ideas and opinions rationally, and conducting shorter and more productive meetings. CrCrTh618 is part of the Critical and Creative Thinking program, under the College of Ed., 3 Credits.

Text Books: The textbooks we will use for this course are:

***The Wisdom of Teams* by Katzenbaum and Smith, ISBN 0-6-052200-3, Publisher: Harper, a classic in how to develop effective teams.**

***The Fifth Discipline Fieldbook*, Edited by Peter Senge, ISBN 035-47256-0, Peter Senge, who is based at MIT, is a world renowned leader in improving the quality of social and business institutions.**

Course Purpose:

To promote individual growth and development within the context of a virtual team.

To empower the students to create their own vision for change and improvement.

To offer a creative process for learning both as an individual member and collectively as a team.

The Learning Process:

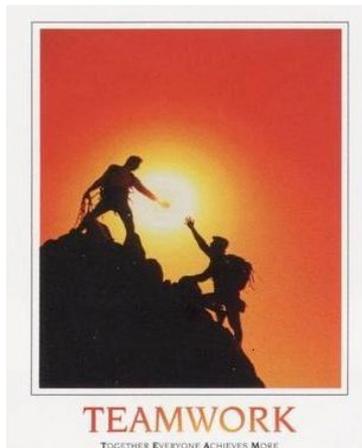
Students identify their work values. The teacher/facilitator provides a process to identify the student's own vision, purpose and goals, based on those values.

A further process is then used for students to identify the skills, resources and knowledge required to achieve their goals in the light of their purpose. Their skill development provides the means to implement their own vision.

Experiments are used to learn how to implement real change in line with the student's vision. A problem solving process will be used to create further options for these experiments. Students will develop their teamwork skills over the net through practice, feedback, coaching and reflection.

Discussions on a weekly basis provide an essential part of this learning experience. A topic will be posted at the beginning of each week. Your contributions to the discussions will add to the collective learning of the class. By interacting with others you will broaden your horizon of learning and intellectual development.

You will be working in partnerships at first and then eventually develop a project on which you work together in teams. The project will make use of the skills you have learned in this course.



"You can succeed best by helping others to succeed"

Outline of Class Sessions:

Session 1: Introductions, A Profile of Your Team at Work, Problem Identification, Formation of Virtual Teams

Session 2: A Vision for Constructive Change, based on your work values

Session 3: Creating your Purpose and Goals aligned with your team.

Session 4: Skill Identification, Visions in Conflict, Exploring the concept of "Flow, where your skills match the challenge."

Session 5: Personal Mastery to fill the Skill and Knowledge gap, Problem Solving using the Cooperative Response

Session 6: A Team Communication Model for the use of Strategies and Behaviors in the light of Situational Factors, Systems Thinking

Session 7: Team Learning through Synergy, Self Risk and Generating Options, Motivation, Problem Solving (more advanced)

Session 8: Developmental Feedback For Teams: How you come across as perceived by fellow team members, Strategies for improvement. Generating options for Problem Solving

Session 9: Critical and Creative Thinking: How your thinking habits can help you get more of the results you want. Further Problem-Solving.

Session 10: Role Play: How a difficult conversation can be improved through the Cooperative Response. Further Problem Solving

Session 11: Mental Models: what they are and how to use them. Moving from Personal Vision to Shared Vision. Further problem solving.

Session 12: The "Theory of U" and it's practical application to organizational issues and change.

Session 13: Updating Mental Models through Systems Learning and the Dialogue Process.

Tech Specs and Companion Software:

Go to this web page for the latest information:

www.lms.umb.edu

General Requirements:

Have access to a personal computer (Mac or PC)

- Intermediate or above level of computer skills
- Internet connection
- E-mail program and account.
- A 56 kbps modem at minimum
- Netscape 7.x or Internet Explorer 6.x
- Access to a fax machine or fax software
- Microsoft Word
- If you don't have Power Point, you can go to www.microsoft.com and then "downloads" and then "Office and Home Applications" and then select PowerPoint Viewer 2003 and then download.

You'll also need the following (free) plug-ins, which can be downloaded at www.downloads.com.

- RealPlayer
- Shockwave plug-in installed (for chat)
- Power Point viewer (If you don't have Power Point on your computer)
- MS Word viewer (if you don't have MS word on your computer)
- Acrobat Reader

Technical Help: Please contact the Help Desk at

bostonsupport@umassonline.net, or call in at 888-300-6920 with questions about use of technology issues.

Registration Questions: Please contact Katharine Galaitsis

katharine.galaitsis@umb.edu at the Continuing Education office.

Attachment Compatibility: Not all word processing programs will produce documents readable by other word processing programs and not all attachment programs in email programs can create attachments readable by other programs. Please be prepared to translate documents into RTF or Rich Text Format. I will be using Windows XP, PowerPoint, and Adobe Reader. If you do not have access to these programs, download free viewers available at www.downloads.com.

Take a good look at the Student Quick Start user guide by clicking here:

www.lms.umb.edu

Critical & Creative Thinking Course #618

Creativity, Collaboration and Organizational Change

Spring 2009

Syllabus/Table of Contents (Online & evolving during Course)

This **Syllabus/Table of Contents** is a stable space where basic course information, how-to guidance, and so forth will be maintained -- a reference place, so you don't have to search for the basics.

CCT 618 – Critical & Creative Thinking Course #618

Creativity, Collaboration and Organizational Change: *Theories and Tools for Creating Collective Change in Organizations, Communities and the World*

This course explores the creation of change in organizations and other collective entities. We read, think and dialogue together as a learning community on important themes of creativity, collaboration and change. Meanwhile, as individuals we pursue personally relevant workplace or community projects, using those specific cases of change to refine and enrich our general conversations.

Required Books for CCT618 Spring 2009 Online Course

Creativity in Business by Michael Ray and Rochelle Myers, Doubleday, 1989, reissue edition, cover price \$14.95 but available on the web for much less

How to Make Collaboration Work: Powerful Ways to Build Consensus, Solve Problems, and Make Decisions by David Straus and Thomas Layton, Berrett-Koehler Pub, 2002, cover price \$14.95 but available for less

Heart of Change Field Guide: Tools and Tactics for Leading Change in your Organization by Dan S. Cohen, Harvard Business School Press, 2005, cover price \$24.95 but available for less.

Here Comes Everybody: The Power of Organizing Without Organizations by Clay Shirky, The Penguin Press, 2008, cover price \$25.95 but available for less.

When making assignments or otherwise referring to these books, I'll use these shorthand expressions: Ray-Creativity, Strauss-Collaboration, Cohen-Change, and Shirky-Internet.

In addition, there will be more resources available online through the Cybrary.

The Roles and Uses of Different Spaces in the Learning Center

The **Syllabus/Table of Contents** is a stable space where basic course information, how-to guidance, and so forth will be maintained.

The **Learning Circle** is our virtual classroom. It is here that we will discuss course content and issues as a group. It is our main go-to space as a group. When a new week begins and also during the week, you will first want to check the announcements on the home page but your second stop will usually be the Learning Circle to read, participate, etc. The Learning Circle has a "flat", not a hierarchical or "nested", structure. There are "items" and "responses" to items. So attention to subject or topic naming is important, as is calling attention to whose numbered response you might, in turn, be commenting upon.

The **Workspace** is where you will do your individual work, mostly on a project that you will scout and initiate during the early weeks of the course. But it also includes other content that focuses on you as an individual. This is "public" space but, unlike the Learning Circle which is mostly organized by content, this space is organized by participant. So, for example, you are asked to post your self-introduction here, helping us get our minds around who our virtual colleagues are.

The **Cafe** is our coffee shop, water cooler or lounge. Here is where we can hang out and have general conversation, explore and experiment with stuff that's innovative, and warm-up or unwind with matters that are less centrally concerned with the course content and goals.

The **Cybrary** is, as you might guess, our online library. We will post links and files in this space, so that you can read them online and/or print them out. The instructor will post course readings there, and you can post materials as well.

Assignments for Reading, Posting & Dialogue

One of the principal visions for the course is that it will be adaptable to the interests and background of the participants, with some content and direction emerging from our conversations.

The course flow is the outcome of interplay among at least three tracks: the readings; the projects, which will help ground our work both as individuals and as a community; and the conversations that take place in our three online venues (Learning Circle, Workspace and Cafe), during our Wimba teleconference sessions, and during phone interactions.

January 30 / February 8

Please introduce yourself in your workspace. In your initial self-introduction, include what you are currently doing besides taking this course, your major career and life interests (and dreams) at this time, anything else you would like to say about your background and attributes, and - based on what you know now about this course - what you would like to walk away with about 13 weeks from now. If possible, post a photo of yourself.

In the interests of building our group for this course, I ask that each of you respond to at least two of your fellow participants with a comment and/or question. This is more or less a simulation of what you might do at a networking gathering, or if you were meeting fellow course members in face to face environment. In other words, nothing profound. Just meeting, and asking about stuff that comes to mind.

February 1

Please get acquainted with the four course books as soon as you are able to. Here are the initial readings for each of the books. I'd also like you to skim the tables of contents, etc., of the books. There will be other early readings, drawing on the Cybrary, and I encourage you to scan that domain of the Learning Center. Here are the reading assignments, followed by a quite general and brief written assignment to be posted (below) as responses to this item.

Creativity in Business by Michael Ray and Rochelle Myers -- Please read chapter one.

How to Make Collaboration Work: Powerful Ways to Build Consensus, Solve Problems, and Make Decisions by David Straus and Thomas Layton -- Please read pages 1-14 and 219-229.

Heart of Change Field Guide: Tools and Tactics for Leading Change in your Organization by Dan S. Cohen -- Read page 1-12.

Here Comes Everybody: The Power of Organizing Without Organizations by Clay Shirky -
- Read chapter one.

Written assignment: As you read through the assigned material, be alert to passages that you find particularly interesting. Select one of those passages, and type a brief excerpt along with a book and page reference. Then comment on what it was about the reading that engaged your interest, and why.

* * *

Learning Circle Assignment: Describe one or two "changes" you have been familiar with or experienced.

Think about changes that you have experienced or witnessed in your life so far. The changes could be in an organization you have worked in, been a student in, or been related to in some other way (customer, business alliance, etc.). Changes could include: coping with significant growth or decline, bringing in new leadership or other human capabilities, reorganizing how people work together, introducing a new system, beginning a new organization, etc.

Pick one or two changes and write brief descriptions. Indicate whether you think the particular change was generally successful or unsuccessful, and why you made that assessment. From these expressions of concrete experience, we will begin to shape a shared understanding of what we're dealing with here.

Generally, we are engaged with organizational/workplace changes, but this is not necessarily so; i.e., if you want to talk about a more amorphous community or societal change, that's fine too. But it probably makes sense to stay away from "individual change", such as smoking cessation, weight reduction, etc. -- although we will see that there can be useful lessons from that domain, and of course change at all levels ultimately includes individual change as well.

February 18

To expand the inquiry about changes, I'd like you to interact conversationally about the change narratives, as instances of organizational change. And I'd also like you to add thoughts, reflections and ideas about "what change is all about" that occur to you. Just let associations flow from the example in question -- or from other sources in your experience and current situation -- and share them with us.

February 23

We commence the course grounded in these facets of change –

1- experiencing change: what it's like, how people think and feel about it, what associations come up "in the moment", etc.

2- engaging and championing change: what goals and passions cause people to become change agents, what do people mean when they say "I want to make a difference", etc.

3- individual relationships or "contracts" with collective change initiatives and processes: What individuals assume or choose re what they can or cannot do, how those contracts may change (or not), etc.

To explore this aspect of change as a group, I'd like you to post one or both of the following:

a) present and comment on an example of a collective or organizational change you are familiar with through studies or your own experience, one where the committed efforts of an individual or group were significant factors in the success of the change

b) describe and comment upon a change that you would like to see in an organization, community, situation or "the world"; i.e., something you care strongly about, and would potentially invest your time, attention and energy to bring about

My interest here is in having us explore -- have a conversation about -- the idea of the "change agent", and particularly the relevance of personal caring and investment in contributing to a change process (regardless of whether one is a designate change agent or change director). And of course, I welcome your commentaries on what your colleagues have said.

There is a reading assignment below that includes a substantial chunk of the Ray/Creativity book -- material that bears on this personal investment. In addition, there is a later piece by Michael Ray from his book, The Highest Goal, that walks through a process of considering your own

"most meaningful thing." This is in the Cybrary under "Change Agent". I welcome you to experiment with discovering a specific personal "passion for change" through this process.

Readings:

Please do with this second reading assignment what you were asked to do for the first: find sections or passages that interest and engage you, and bring it and your comments to our attention by responding below. And I also encourage you to converse with one another.

This is a sizable chunk of reading, and the assignment goes from now until Tuesday, March 3rd, to make time for it.

Ray-Creativity, "Preparation", Chapters 2-5 (pages 13-110) -- Note: This series of chapters is intended to immerse us in considering our personal stake in change, progress, transformation. In part I want to focus on this early, in case some of you want to think actively about what changes you really care about -- as part of selecting a project theme for the course.

Strauss-Collaboration, "Fundamentals", Ch 1, and "Principles" - Stakeholders, Ch 2 (pages 15-56)

Cohen-Change, Step 8, "Make It Stick", and "The Final Module - Change Readiness" (pages 189-225) -- Note: I've taken us to the end of this book to cast attention on organizational attributes that influence not only the process of change, but also general adaptability and the capacity of an organization to "learn".

Shirky-Internet, Chapters 2-4 - "Sharing Anchors Community", "Everyone is a Media Outlet", and "Publish, Then Filter" (pages 25-108) -- Note: you might think positively about the publish-then-filter piece in connection with posting thoughts and ideas here in our course.

March 9

Please read the article, "Collaboration and Community" by Scott Loudon -- it's in the Cybrary under "Community." (Tell me if you have problems finding or opening it.)

In our course books, please read the following:

Strauss/Collaboration: Chapters 8 and 9, Collaborative Organizations, and Collaborative Communities, pp 165-203

Shirky/Internet: Chapter 5, Personal Motivation, Collaborative Production, pp 109-142.

Based on these readings and our conversations, during the next 3 weeks --

We will explore "community" in its various meanings, and talk about what it can mean for us to function as a "learning community" or "community of practice." We will connect the community concept with the idea of "stakeholders" in a change situation.

We will talk in a preliminary way about "communication", with particular reference to two very different instances: "conversation" of a dialogic or deliberative type, such as we want to have in the Learning Circle and in our project Workspaces; and "provocative statements" or "elevator speeches" that capture the essence of a plan, product, change, etc.

We will explore in an overview way "creativity" and "creative thinking", particularly as these concepts link to the generation of scope and alternatives for a particular change - and for our projects.

And we'll consider ways of approaching change and other plans from a positive perspective rather than a problem perspective, in particular a methodology called "Appreciative Inquiry."

[March 16 -- Moving forward on the CCT618 course as a class learning community](#)

Here's how I envision our learning community. I see it as a way of thinking about the several tracks of the course that is some synthesis of a rough simulation exercise, a utopian model for one type of ongoing lifelong collaboration, and an umbrella framework that guides and informs a large number of discrete exchanges among our class participants.

Imagine a "center" that consists of two elements: individual (each of us) and class community. The I and the we.

Then around this center, maybe circles or just quadrants, picture what I see as the four tracks of the course. (1) Readings -- the four books, and electronic supplementary readings; (2) Conversations that we have in the Learning Circle, Workspaces and Cafe, and occasionally by teleconference or phone call; (3) Organizations (or other collective entity) and Projects within organizations that we have chosen to work with; and (4) Individual roles that each of us may take on now, and through life, as change agent, helper/advisor, seeker of help and support, etc. Here it is in a simple schematic.

http://learning.gjhost.com/~learn/LIB/ITEMS/486/3/Course_Schematic,_Mar_19_2009.ppt

Now instead of what actually happened to us as we began this course -- 10 course participants parachuting into the class and beginning to work on all of these tracks -- I am suggesting a different scenario. That we begin now with 10 free-standing individuals. Each individual -- each of you -- has an organization of focus and a project idea he or she wants to define and plan out (where we pretty much are at this time, given recent progress on organization/project selection). And each has decided to combine his/her work on the selected organization and project with a process that will provide relevant learning's about "creativity, collaboration and change" that have lifelong value. The value will include both understanding useful concepts and methodologies, and experimenting with and adopting constructive practices for communicating, gaining and providing support, giving and receiving feedback, etc. from other people on a sustained basis.

* * *

In the "real world", this kind of committed sounding-board support group or community would, I argue, be a tremendous aid to individuals - and to the aggregate potential for change in the world. (Aside: at one point a few years ago I had in my bookshelf three books with the title "Change the World".) As I noted above in the main item text, I don't ask that you adopt this idea but know that it is my mindset and our assignments will make more "sense" if you handle the rest of the course "as if" we are actively functioning as a class learning community. After all, to the extent that the projects you have selected are in fact going to happen sometime, then our course is actually in the real world. We are "advisory" stakeholders in one another's' efforts to change organizations and design/implement projects.

* * *

I invite you to post thoughts, ideas, questions, etc. about the class learning community as responses under this item. Think about these kinds of questions (and add your own):

1. Readings (e.g., using the readings assigned above in the Item 7 text)

What aspects of the readings particularly interest me and/or draw on my background? How can I bring those aspects to the attention of my fellow course participants in a way that will help their learning? Do I know any other reading - or reading-related idea of my own -- that I might suggest to the class, or to a particular individual whose special interests would be served by it?

2. Conversations

In a particular topic or subject area we are exploring, what conversations should we be holding? How can I add value with my response to a thought, question or idea somebody else has posted? How can I stimulate others to get involved with ideas I have put forth; e.g., are there ways I can phrase my ideas and thoughts that are more likely to elicit response?

3. Organizations and Projects

How can I best help others create successful projects? Gain an objective and productive understanding of their organization and its potential for change? What kind of information, help and engagement by others would I most like on my own organization and project? [Project-related suggestions will also be posted under a Workspace item.]

4. Individual Roles with Respect to Change

Thinking about the organization and project I have selected, what kind of role do I see for myself: leader? active participant? technical designer in a "staff" capacity? As a member of a supportive learning community, what am I likely to be good at; e.g., do I usually do well as a forceful advocate for an idea, or as a reflective commentator on what others have put forward? Am I at my best in writing or talking? Do I like to get out there and gather information, or do I like to analyze and synthesize information others have contributed?

* * *

These thoughts -- and this way of thinking about working with "loosely-connected" other people (as we are in this course) -- are in a formative stage. I welcome your critique, additions, suggestions, etc.

[March 16 – Collaboration and Conversation/Dialogue](#)

Straus/Collaboration: Please read pages 56 - 142. That is almost all of this book that has not already been assigned. Soon, I will assign a large block of pages in the Cohen/Change book. I have come to believe that mixing and matching small chunks of these books, since they have no organic linkage topic-wise, is less productive than bearing down and digesting major parts of each book during a single period.

Readings on Dialogue: Please read the Cybrary items (under "Communication") on Bohmian Dialogue (Wikipedia) and William Isaacs article on Dialogic Leadership -- especially the different roles by participants in a dialogue or conversation.

* * *

Please respond -- present what you found interesting or valuable, your questions or issues, and/or your sense for what's most relevant in a particular segment to our class learning community.

[March 21: Not a lot of traffic here! Let's focus on dialogue –](#)

What do you think about Isaacs view of "dialogue", and the different roles participants play in dialogue? Do you feel dialogue, of the very open variety proposed here, is important in a change process; i.e., should stakeholders sit down and have a dialogue about the organization, the proposed change, etc? If it is important, would you convene various stakeholders in a mixed group, or would you convene stakeholders of the same type (e.g., clients, managers, support staff, etc.)? Or would it depend? If you would convene a dialogue(s), would you do this at the beginning? Or later on?

Or -- devise and respond to your own question about dialogue.

[March 23: Creativity and Thinking](#)

Over 4 sessions of this course, I have changed somewhat how I see our course content and role.

It seems to me that we want "creativity" in the changes we aspire to, and the way in which we bring them to fruition. Within that desire for creative changes and processes, however, our emphasis is on our own creativity as individuals and collective entities; that is, we want to be creators, not just importers of creativity from outside consultants (for example). We want to think individually and think collectively in the pursuit of sound, effective, creative approaches.

While our course title says "creative thinking", I now take that to be a justifiable expression of emphasis - based on the customary historical bias within organizations toward critical thinking rather than creative thinking - but not an accurate characterization of the thinking process we are seeking. Because being creative or creating something requires thinking that has both creative-thinking and critical-thinking elements. At one moment we may strive to suspend judgment and let the possibilities flow wildly. At another, we may strive to make an important distinction that says, say, we should go in direction A rather than direction B.

So, to put this together, I now interpret the course title as meaning we are interested in open-minded creativity of the do-it-ourselves variety. We do not seek creativity, in the sense of something different or novel or unique, just for its own sake. But rather, we seek creativity - and we strive to be creative in our thinking and approach - because we believe that an expedition into a very open and wide range of possibilities will almost always improve our understanding and actions.

I have also become more clear in my own mind that this is an applied course, insofar as the "creativity" and "thinking" themes are concerned. This is part of the "Critical and Creative Thinking (CCT)" curriculum, and our job here within that curriculum is mainly to provide a vehicle for applying learning's and tools gained elsewhere. So I do not want to bring much of my own creativity sources and resources onto our table -- although I will

put out some thoughts and content a little later. Rather, I'd like to draw on those within the class who have partaken from the CCT curriculum to offer ideas and suggestions.

By "those within the class", I'm thinking of folks taking the CCT program, those who have had one of the courses or seminars within the program, etc. But if you have not had those experiences, don't exclude yourselves -- draw on other sources and your own natural talents to provide thoughts.

[I welcome your thoughts and suggestions about creativity and thinking here, under this item.](#)

[March 24: Complexity, Appreciative Inquiry and Climate](#)

Please read and, as requested in previous assignments, seek out and post commentaries on parts that engage or puzzle you --

In the Cohen/Change book, "Creating a Climate for Change", Steps 1-3, pages 11-86

From the Cybrary, Organizational Change - Methods & Applications Section, "A Positive Revolution in Change: Appreciative Inquiry" (30pp)

From the Cybrary, Complexity Section, "Complexity and OD: An Introduction" (14pp)

[March 30: Previewing the second half of the course](#)

We can say we are commencing the second half of the course or we're working on the first of 6 remaining weeklong assignments. I propose that our highest priorities are twofold:

- To move aggressively forward on the projects so that we can have satisfying, interactive, learning experiences with our projects - not a series of fire drills at the end.
- To increase our collective level of conversational, interactive presence in all modes – website, teleconference, one-to-one and, if we wish to, face-to-face among the Boston area crowd.

Groups

During our Wimba conversation last week (Thursday, March 26), several participants suggested that some grouping would be helpful to focus interaction and support on projects. I am happy to comply with three 3-person groupings. But I stress this caveat: CCT618 is a discussion-based course that, given small numbers, needs active online participation and presence by all ten of us – each working with the other nine, in our shared public space. Please do not let the grouping diminish too much the energy you devote to the other participants – and also, please do not move your interactions off-line through 3-way calling or the like. To learn, we all need to share our collective and group conversations.

Here are the groups:

- A. Adrienne, Christine, Kelli
- B. Lorraine, Nina
- C. Maria, Matt, Scott

Course Content and Schedule

As I have commented before, the conceptual and other course content and the project work are highly interrelated. The content informs our project analyses and choices, and testing ideas against a diverse spectrum of projects keeps us from over generalizing and also provides concrete examples to bolster our understanding. Therefore, much of the flow and the blocks of time I present here apply to the project work as well. Although they are highly interrelated insofar as our thinking/planning processes are concerned, I would define the day-to-day tasks associated with reading-and-dialoguing vis a vis applying-and-conversing-about-projects as "loosely connected."

We have six weeks left, which I will be treating roughly as three 2-week blocks of content and focus:

1. Assignment for March 31 through April 13: Defining, framing and presenting change, and creating a change strategy – including stakeholder identification and analysis, style of participation and collaboration, approach to handling change “enablers and obstacles,” and choosing a personal role in a given project’s change process.

Readings: The complete Strauss/Collaboration book has already been assigned, and that will be a primary resource for stakeholder and participation issues. Also prepare Shirky/Internet Ch 6, pp 143-160, and one or both of the two Cybrary articles in the “stakeholders” section on stakeholder analysis (the second is thorough, but long – 24 pages – it has graphics and grids worth scanning), and the four fairly short readings in the Cybrary “Enablers-Obstacles, Driving & Restraining Forces” section.

Assignment A: Use your responses under this item to explore generally how changes can/should be defined, framed and presented to maximize likelihood of success. We're concerned with two kinds of statements. One is aimed to assemble and present information so that others can understand the change - the focus is on clarity and completeness. The other is aimed to frame the change in a way that engages others - makes them interested in the change, and/or wanting to participate, and/or wanting to see the change succeed. We have referred to this as the "elevator speech."

Assignment B: Use your responses to identify and comment upon segments of the assigned readings (or other sources) on stakeholders, enablers/obstacles, etc., that you find inspiring or problematic.

2. Assignment for April 13 through April 27: Planning the change process from introduction through institutionalization – including more specific plans, and perhaps action, for areas of focus. [This is basically applying the Cohen/Change field guide process to your project and organization, or an adapted project of your choosing.

Please read the remaining unassigned "steps" in the Cohen/Change book (pp 89-206; the final step, involving Change Readiness, has already been assigned). Also, this week (April 13 week) please scan the documents in the Organizational Change, Methods and Applications section of the Cybrary. We've already looked at Appreciative Inquiry, and I would like for us all to be familiar with the basic nature of the Future Search, Open Space and World Cafe methodologies. (Scan is one of those odd terms that can mean look over quickly, but also can mean explore deeply - follow your interests.)

Next week (April 20 week), and also part of this two-week change planning assignment, please look at the Measurement and Evaluation (?) section of the Cybrary and read one of the brief items on the Balanced Scorecard, and look over the briefer and (much) longer items on Logic Diagrams.

For both the change methodologies (large group methods) and the measurement/evaluation material, I will ask in the Workspace that you ponder and post (in your workspace) a comment about applicability to your change and organization.

I encourage you to look over the unassigned parts of Shirky/Internet during this two week period for specific applicability to your project, if you think there might be some. If not, we'll deal with the rest of that intriguing book during our final two weeks.

I urged a revival of "course community" over in the workspace assignments, and I also do so here.

The ideal flow from several perspectives -- e.g., individual learning, helping relationships between two or among a few participants, collective dialogue about concepts and practices -- would be for each of you to study an assigned reading that has appeal, post plus/minus and idea/application reflections about the reading under this item, post in your own workspace how it might apply to your project or organization (or why it doesn't fit), and then post a similar application commentary in somebody else's workspace about that person's project.

3. Assignment for April 27 through May 13: Creativity, Collaboration & Change in organizations, communities and the world – including (a) anticipating future change agenda and change methodologies for the organizations or collective entities studied in our project work, (b) exploring diverse alternative mindsets and methodologies for change and changing, and (c) articulating choices for personal change roles in larger domains and perspectives.

We have about two weeks left in the term, the week beginning Monday, May 5, being the last in the term. I am going to declare midnight on Wednesday, May 13, as the effective last day for the activities of the CCT618 "course community"; i.e., group posting, interaction, dialogue. The website, learning circle, cafe, etc., will remain open but you shouldn't assume your colleagues will be reading what you post.

You may take additional time to complete your project work; i.e., the specific change you have addressed, and the additional issues regarding your organization and personal reflection that are posted in "final phase" Workspace items. The final deadline for project work will be midnight, two days before grades are due. I do not yet know when grades are due - I will let you know, but in the meantime assume that the deadline is midnight on Tuesday, May 26, 2009. In any case, please let us know in your workspace when you submit your final project materials; i.e., "declare" your completion.

In the Learning Circle, I would like during this period to emphasize two related conversational initiatives.

First, I'd like to give all a chance to post and dialogue about all ideas that matter to our shared interests -- especially for those of you who have not posted as much as you would like up to now. I will be retitling previous Learning Circle items to make them more topical, and posting my own thoughts in many of them. Feel free to join in.

Second, I want to frame and stimulate posting/dialogue in new items (below) for topics within each of our three course "pillars" -- creativity, collaboration and change. Feel free

to join in here as well. I will also make some more directive assignments -- like "post at least one ..." -- aimed at those who have fallen behind in participation. If you have posted on one of these topics elsewhere, you do not need to do this directed posting.

Individual Projects: a Specific Change, an Organizational Agenda & Personal Reflections

The basics of this course requirement are as follows:

-- the default project topic is (1) an analysis of a particular change and the collective setting (usually but not necessarily an organization) within which the change will take place, and (2) a plan for designing and implementing the change in a way that is thoughtful, creative and collaborative.

-- another option is basically any topic on which you'd like to invest time and attention, provided it fits within the scope and themes of the course -- and can add value to the learning experience of your course colleagues.

-- we will post regularly in our workspaces, once or more times per week, on issues and inquiries that connect our course readings and Learning Circle conversations with your project application.

-- the final product will be a written synthesis and elaboration of those ongoing postings, and comments about them offered by your colleagues, along with selective expansion or additions to create a cohesive whole. (The idea is that if you do a thoughtful job on an ongoing basis, the final product will not require a great deal of time and effort.)

March 31 – Additional guidance on project selection and discussion of project handling

An individual's project should examine change in a particular situation or setting, including the individual's role in change. A given project should do this by defining a specific change within a specific organization (or other collective entity) and exploring our various readings and conversations in relation to that change and organization.

Our conversations online, on telephone calls and during the first Wimba session have considered whether the selected change should be "real" or hypothetical, whether it needs to happen during the period of the course, whether a given change is "too small" or "too big", etc. For the most part, I think we should work this out in the context of a given project – in the "project owner's" workspace. But I will make the following general remarks.

I for one will be delighted if what we do in the course has direct and immediate real world impact. But this is not the main thing – the main thing is building understanding and working with ideas for future roles and actions in a world that is continually changing. And the understanding and working knowledge is both your own – the project owner – and the rest of us who are in your community of collaborators. So if you were faced with a choice between wrestling with interesting ideas and concepts in a planning mode, or implementing a needed but fairly simple change, my advice would be to do the wrestling.

“Real” is generally better than hypothetical, but I can imagine a setting where exploring a hypothetical change with very significant pay-off could be a better exercise and learning experience than exploring a more practical real-world possibility.

The matter of “too small” or “too big” again comes back to what the exploration process yields in the way of interesting challenges, working with ideas, etc. One good way to make this choice less significant is by covering both small and big “pictures”. For example, if there is an immediate real-world need and opportunity to engage a small group, or even one stakeholder, to create agreement on an issue, then plan for that – but explore how this could be what the Cohen/Change approach calls a “small win” on the path toward a defined larger change. And conversely, if you were describing a major step involving communication to a large number of people in a hypothetical plan, this could be brought into focus and grounded by describing how you think it would play out with one specific individual or group.

*** * ***

The end product of each project will be a written report, delivered in individual workspaces within a “response” and/or as a link to a Word file. The written report is the final edited - and perhaps enhanced and reorganized – version of content that you have drafted, discussed, etc., in your workspaces. Some you have already posted. A lot will be generated during the next several weeks.

That workspace content, in turn, will consist of –

- Your project-related responses to questions and suggestions raised in assignments**
- Your own freely-generated observations, analyses, ideas, plans, etc.**
- The outcome of interactions with other course community collaborators**

What the final reports look like will depend a great deal on the nature of the projects and organizations, the particular issues and activities emphasized, and individual presentation and writing styles. Guided by assignment questions and suggestions, the reports will cover issues and possibilities around “change” in your chosen organization or other collective entity, the story of the specific change that you have focused on, and your views about your personal engagement in change in the aforementioned areas – and more broadly.

The following guide is intended to help and support, but not to unduly constrain, your work in applying course concepts and tools to a specific change and organization.

CCT618 GUIDE FOR WORKING & REPORTING ON CHANGE IN ORGANIZATIONS

This is intended to help bridge our Learning Circle issue/topic conversations, the course readings, & individual project reports developed in your workspaces. It is divided into treatments of the specific change you are focusing on, the organizational or other collective setting within which the change takes place, and your general reflections about change and your role in making change happen.

THE CHANGE

March 21 Assignment: In the Learning Circle, where we are discussing "dialogue", I asked -- "that you think about dialogue as a style of conversation, and apply that style over in the Workspaces to offer comments to others about their projects, and elicit comments from others about your project."

I would like each of you to please do the following --

- 1) In your own Workspace, choose an aspect of your proposed project that you would like comments, ideas, inputs, feedback, etc. about. In a response within your workspace, state that desire in a way that demonstrates your receptivity, and encourages others to provide support.
- 2) In the workspace of at least one other fellow participant, create a response that offers support in a way that encourages receptivity and further interaction.

March 24 Assignment: In Learning Circle Item 9 we are discussing creativity and thinking. Here, please apply your ideas about creativity and thinking to projects -- how can we define projects in a creative way? How can we frame a project in a way that enables creativity to flourish as the project evolves?

I would like each of you to please do the following:

- 1) Think about how you define your own project in the beginning phase. Write a brief description that, in your view, invites creativity.
- 2) Think about the project of at least one other participant, and post a response asking question(s) or making suggestion(s) that support the project owner's efforts to be creative.

March 30 Assignment

Over in the Learning Circle, we now have defined groups of three (LC 12), provided further treatment of project expectations (12:1) and made a reading/content/conversation assignment for this week (LC 13:1).

Assignment A: In your workspace, please go about defining your project in the two ways described in the Learning Circle; i.e., one information/analysis oriented, the other more engagement/motivation oriented.

Assignment B: In others' workspaces -- focusing first on your group colleagues, but not limiting your attention just to them -- raise questions, give feedback, provide ideas, comment, etc. about their projects; i.e., engage in the kind of constructive conversation that befits a community of collaborators.

April 6 Assignment

Please post feedback, comments, ideas and support in the workspaces of your assigned groupmates, and others as well, by no later than Monday, April 13.

The following template is intended to guide, as noted, and to establish some categories (A-F so far) we can use in assigning where to address other questions that emerge during our conversations.

The illustrative questions provided are intended to prompt and stimulate. Please feel free to create and respond to better, more imaginative questions. Pass over questions that don't speak to your need.

ISSUE / PHASE / TASK	<i>ILLUSTRATIVE GUIDING QUESTIONS</i>
<p><u>A. Organization:</u> What is the organization or “collective system” you are working with?</p>	<p>Describe the organization or system you have chosen as the focus of your project. What do others need to know as context for possible changes in your organization? How do you fit in the organization?</p>
<p><u>B. Change:</u> Frame your change project in two ways -- (a) in a factual/analytical statement that will help collaborators understand and provide support, and (b) in an “elevator speech” statement that will engage and motivate others.</p>	<p>What is the nature and scope of the specific change you are addressing? What can be the significance of this change, and of the process used to introduce and implement the change, for the organization? What, if anything, do you find interesting and exciting about the change and the process?</p>
<p><u>C. Changemaking Roles:</u> What role do you see for yourself in making this change?</p>	<p>Do you see yourself as the lead change agent? Are there other existing or potential change agents present in the system? Can you be a catalyst for change-oriented conversations? Do you want to be an advocate for the change(s) you have identified? Or do you see yourself as a facilitator who does not declare a strong personal position?</p>
<p><u>D. Stakeholders and Collaborators:</u> Who is or might be affected by this change? Who might be actively involved in making the change?</p>	<p>Who are the stakeholders in the organization and for the kind of change(s) you are thinking about? What relationship(s) do they have with the organization? Are there particular stakeholder attributes that make a difference? To what extent is each stakeholder or stakeholder group likely to support or oppose change? How influential are they in the organization? To what extent are they in the communication loop?</p> <p>Which stakeholders should be active participants in the change process? Which are candidates for membership on a team(s) working on the change?</p> <p>What data might you collect from collaborators and other stakeholders to get more information and ideas about your change? Who could you interview, individually or in groups? What questions could you ask? Would a survey be useful?</p>

<p><u>E. Enablers/Obstacles to Making Change:</u> What will determine the success or failure of this change project?</p>	<p>What are the enablers and obstacles that will determine whether this change succeeds or not? What strengths will help you? What weaknesses will hinder your project? What are the “driving” and “restraining” forces at work here</p> <p>What are the biggest obstacles/ weaknesses/ restraining forces that could get in the way of success? How might you deal with those?</p> <p>What could make the change more likely to succeed? How might you leverage that opportunity?</p>
<p><u>F. Strategy & Design:</u> What is your overall strategy and design for creating, introducing and implementing the change?</p>	<p>Do you have creative ideas for defining the change, and/or for the change process, that can stimulate and sustain success? What approaches and methods do you think will work well (a) given this particular organization, and (b) given the particular change you are working on? What is most likely to enable action by the stakeholders whose participation is critical?</p>

THE CHANGE

April 13, 2009

This is a continuation of the guide and assignment for analyzing, interacting about and documenting work on your change and your organization.

The second of the three chunks is, basically, the rest of the Cohen/Change process or your own adaptation. There is also useful thinking in Straus; e.g., about mapping the process you plan to take. I'd like you to comment, in the body of your project work or as a separate response to the topic, about the large group methodologies and their potential application to your project; i.e., are the Appreciative Inquiry, Future Search, Open Space and/or World Cafe methods that you feel would be suitable for your chosen change -- or more broadly, to your organization as it deals with change? (You may choose to discuss the applicability, or not, of all of them, or pick one that interests you and respond for that one.)

A few further thoughts about the template guidance. The G. Introduction set of questions is there for the same reason as the F. Strategy & Design section. It may cause some of the same confusion. Among our books, only the Cohen/Change resource directly addresses the shepherding of a change through an organization. It does so pretty much by assuming that our challenge is implementing a predetermined change through a relatively large, conventional (corporate) hierarchy. I think most of the book's values and sensibilities are in the right place, but it can't help but be an awkward fit for changes like those of our course projects; i.e., changers that cover a very wide range of applications, types of organizations, starting points, etc.

Consequently, in the **Strategy & Design** section I hope that folks will capture the fundamental approach to the change being examined; e.g., is it to communicate it to the whole organization and get everybody at all levels involved at the same time? Or is it to pilot the change in a very controlled environment, and then move it to other parts of the organization in a series of iterations? Or something else?

In the **Introduction** section, I hope project owners and helpers will consider where the change and change process stand at the point where we are now - the project's "present time." Is the change fully specified (often the case in traditional organizational change efforts), or will it evolve and be shaped during the process? When, to whom, and in what form will the initial announcement of the change be made? Or has that happened already? And if it has, was the communication effective or does it need to be reset?

Of the other two sections, the **H. Process Map/Schedule/Plan** section encompasses however many of the Cohen/Change process steps (or modifications) you decide to apply to the implementation of your change. The final **I. Measurement and Evaluation** section often deals with challenging content but I think it is pretty clear.

ISSUE / PHASE / TASK	<u>ILLUSTRATIVE</u> GUIDING QUESTIONS
<p><u>G. Introduction:</u> What will be your first/next steps?</p>	<p>How will you get started? How will you introduce or “launch” your change project to the organization? Or, if the project is in midstream, what will be your next step to take it in the direction you want to move?</p> <p>What is your early communication plan; e.g., what will your press release look like, or your blurb in the organization’s newsletter? (Will it be more like the factual/analytical project description, or the elevator speech?)</p>
<p><u>H. Process Map/Schedule/Plan:</u> What are your change process, timeline and plan? How will you portray, display, communicate it to the stakeholders?</p>	<p>What will happen as the project moves forward (assume less detail further out in time)? How would you map this project on a timeline over the next month/ quarter/ year?</p> <p>Do you have different scenarios for the project that depend on what you learn at the beginning? If so, what are they?</p>
<p><u>I. Measurement & Evaluation:</u> How will you assess progress?</p>	<p>How will you know whether or not the project is working (or has worked)? For example, what information will you seek to determine whether your project plan needs to be modified; i.e., tracking measures and criteria? If you had a “dashboard” for your change project, what would some of the dials be about?</p> <p>What does success look like at the end? What are</p>

	your main indicators for successful completion of the change?
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THE ORGANIZATION

April 28 Assignment

Up to this point we have been dealing with a specific change within a particular organization (or community or other collective entity). Now we are addressing issues at the organizational level, using the same organization.

ISSUE / TASK	<i>ILLUSTRATIVE</i> GUIDING QUESTIONS
<p><u>J. Need & Readiness for Change:</u> Assess this organization’s overall need and readiness for change. This may stem from observations you made earlier, when contemplating the specific change you are addressing. And/or it may reflect what you have learned about the organization as you worked on the specific change.</p>	<p>In what areas – and why -- might this organization or system have opportunities or needs to change? Do you envision your change project opening a gateway or paths to further change? Did the process of thinking through your specific change reveal other needs and opportunities for change in this organization? If so, what are they?</p> <p>In the larger picture of this organization, what are the drivers of change? Internal, within the organization itself? External -- in the customer/ client base, or in other parts of the environment? To what extent does it <u>need</u> to change -- what case can be made for “urgency”? To what extent do you feel the organization is ready to change?</p>
<p><u>K. Creative Possibilities for Change:</u> Speculate about one or more changes that could be highly beneficial to the organization and its stakeholders, besides or in addition to the specific change you have been addressing. Use this as an opportunity to be creative and, especially, to identify how the organization/ stakeholders might be prompted to think collectively in creative ways.</p>	<p>What are the possibilities? What change(s) would make a significant difference in the organization? What small changes might have big effects? How would the organization be different if you succeeded in making these changes? What’s your vision for the changed organization?</p> <p>How do you think the organization should address its prospects for change; e.g., how can this organization – this array of stakeholders – “think” constructively about change? If you were in charge, would you use one of the “large group change processes” in the readings (Future Search, Open Space, World Café, Appreciative Inquiry)? If so, which one do you think would best suit this organization, and why?</p>
<p><u>M. Change Agent Role:</u> Consider how you might be involved as a change agent in this organization’s future.</p>	<p>Going forward, how might you personally be involved in this organization’s evolution? What can you do to inspire change and/or an interest in change in the organization? What part(s) of being a</p>

	change agent are easier or more difficult for you? How would you <i>like to be involved</i> in making the potential future change(s) you have identified?
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REFLECTIONS

May 4 Assignment

Finally, please wrap up your personal engagement in course content and projects by reflecting on a couple of topics. This goes beyond the specific change and organization you have addressed in the course. It asks you to reflect about change in general and your role in making it happen, and about the key themes of creativity, collaboration and change we have explored in the course. Then please capture the essence of these reflections in statements that can be as brief or as lengthy as you wish.

ISSUE / TASK	<i>ILLUSTRATIVE</i> GUIDING QUESTIONS
<u>N. Reflections about Change and Your Role in the Larger Scheme</u>	<p>Do you aspire to “make a difference” or “change the world” in a direct and personal sense (as opposed to living a good life and being supportive of others’ efforts to make a difference/ change the world)?</p> <p>If so, what change or changes would you focus on? What form(s) might your participation take?</p> <p>If not -- if you see your role more as supporting others -- what form might that support take?</p>
<u>O. Closing Reflections on Creativity, Collaboration and Change in Organizations</u>	<p>Stepping way back, how has your thinking about creativity, collaboration and change developed over the semester? What, if anything, surprised you? Note an insight or understanding that you feel is worth carrying into the future.</p>

Grading

The main grading considerations will be participation and contribution within the group (the virtual, collective class learning process) and completion of a project/report on a change situation of your choice. These are interrelated, because we enrich our ideas and issues partly by exploring how they fit and work within the specific change situations you are engaging.

Grading will be based 2/3 on participation in the Learning Center and other modes (frequency of checking-in, volume of posting, quality of posting), and 1/3 on

projects. Obviously, our interactions will cross back and forth from project to reading to topic - so the proportions are a guide, not an algorithm.

I assume you all are taking this course out of interest and desire to learn, not for grades. Grades are not that important, but it is important that they be fair. I will try to make them so. This is not a toughly-graded course. One would have to work at it to earn a low grade – or perhaps that should be “persistently not work at it.”

The course extends through the first full week of May. I’ll keep it open, so to speak, until a few days before grades must be submitted. So you have that time to complete projects or, perhaps in some instances, post “make-up” work. (I recognize that this kind of time extension is a mixed blessing.)

Website Navigation Advice, Communication Norms, etc.

About how this website works, and ideas & lessons learned from the past --

1 -- The Caucus mechanism will send you emails when there is activity anywhere on the Learning Center site. When you go to the site and click on various spaces, you will see "new" icons flagging where the new postings are. You will continue to receive reminders until you "clear" the new postings by opening them. (If you open them without reading them, you will lose a valuable indicator of what you've taken care of and what you haven't - - although you can click to recategorize them as "new" if you want to flag something you want to come back to.)

2 -- Almost always go to the Learning Circle first, both because that's where the most action is and because many important directions and assignments will first appear there.

3 -- When you are posting a response (and we will assume you can figure out how to do that) of any length, pause and enter it from time to time -- and then return in an edit mode. It is easy to lose information with an inadvertent "click". (Take it from your hapless and sometimes furious instructor!)

4 -- Use "rich text" rather than "plain text" in all your work. It gives modest word processing features that are useful and sometimes important.

5 -- Be very clear about whose posting you are commenting on or using as a point of departure. State the person's name and the Item/Response number. It makes it a lot easier to follow the conversation, given that this discussion environment is flat rather than hierarchical/nested.

6 -- When you are opening a reading in the Cybrary, or other links in item responses, you may be able to simply double click on the link. But sometimes that doesn't work. If so, try depressing control while double clicking, or use "right click and open"; i.e., place the mouse over the link, right click on the mouse, and then choose 'open' from the menu.

7 -- Last but certainly not least: the course thrives or trudges depending on the amount and quality of participation. There are not that many of us and asynchronous conversations like this need to develop a sense of pace and momentum. Ideally, I would like everybody to

check in DAILY. It is easy to miss something important, and it is easy to accumulate a lot of unread messages that are hard to deal with. If you can't do daily, then make a point of being online on the site at least every other day.

Other

At the beginning of the course ...

- enter your profile information where specified on the website, including a photo for thumbnail use if you are OK with that (it helps in a virtual environment)**
- order the course books, if you haven't already, and obtain the earphones needed for the WIMBA teleconference sessions**
- go to the Workspace and read the introduction and assignment guidance. Create an Item labeled as yours (e.g., "Wally's Workspace", or some other designation if you like), and introduce yourself as the first "response" under that item.**
- go to the Learning Circle, read the introduction and assignment guidance, and write your responses under the appropriate items.**
- check out your computer and software at the Blackboard/Vista course website, and follow the WIMBA instructions for checking out your system**
- send me (wclausen@comcast.net) any questions you have or problems you encounter, and I'll do what I can to help.**

Anonymous end-of-semester evaluation of CrCrTh 618 Spr '10 online Profile Report

Date Published: 06/17/2010

Response 92772268

Survey Page 0

1. Start with an evaluation of yourself

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

How would you have proceeded differently if you were doing this course again?

What have been your major personal obstacles to learning more from this course?

Yes I achieved my personal goals. My major obstacles were more mental health issues - depression .. I believe i received reasonable accommodation without even asking for it..

1. Self-evaluation (continued)

What have you learned about what you have to do to make an online course about creative thinking, collaboration, and organizational change stimulating and productive?

Consistency

2. General Evaluation of course

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

How did the course meet or not meet your expectations?

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

I really liked the professors personality.. I am not sure that the dynamic of this course could be possible with just ANYONE.. I had FUN in this course!

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?

This course became more than just an academic experience and began to shift into the realm of an emotionally therapeutic crutch for me..

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.

This course explores the creation of change in organizations and other collective entities. We read, think and dialogue together as a learning community on important themes of creativity, collaboration and change. Meanwhile, as individuals we pursue personally relevant workplace or community projects, using those specific cases of change to refine and enrich our general conversations.

I totally agree.. learned to recognize my own role and apply myself within the dynamic and concepts of change in ways I had never really thought of before .. I think we really managed to develop a very intimate online community where we gave each other a lot of useful feedback and different perspectives, that has contributed to my growth.. (and I hope to others?)

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.

Well one thing I thought particularly unique are the "silences" that develop profound integrity in communication.. Posting responses allows people the chance/opportunity to really think what they want to say, Lets face it EVERYONE has something to say and having a forum to say it in is conducive to a productive dialogue.. I almost wish all the worlds problems could be handled in this way because I believe things would get DONE... There was a LOT of Work (Unfortunately I got slowed down by computer problems!).. But having classmates explain some of the concepts often made it a lot easier than dealing with pages of technical jargon.. Once I learned how to navigate the website i was very comfortable wandering around and luxuriating in all the perks.. For future classes it might be helpful to have the first Wimba session a technical orientation. I learn by seeing-doing (hands on), and I think i wasted a lot of time just figuring stuff out..

Anonymous end-of-semester evaluation of CrCrTh 618 Spr '10 online Profile Report

Date Published: 06/17/2010

Response 84889541

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 major obstacle was time. Given a do-over, I would have read the whole texts over a vacation and then again on a per-chapter/assignment basis.

1. Self-evaluation (continued)

What have you learned about what you have to do to make an online course about creative thinking, collaboration, and organizational change stimulating and productive?

That's one heck of a long sentence. Do you mean, "How would you make an online course more stimulating and productive when the topic is creative thinking.... etc.?"

If so, I'd say more short cases, examples, real life stories from others would have been helpful.

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 course changed my view and perceptions about change, so I'd say it was successful.

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?

The course seemed very loose at first. It did tighten and get more structured as the course proceeded. I would recommend this course to others.

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.

This course explores the creation of change in organizations and other collective entities. We read, think and dialogue together as a learning community on important themes of creativity, collaboration and change. Meanwhile, as individuals we pursue

personally relevant workplace or community projects, using those specific cases of change to refine and enrich our general conversations.

My draft of a course description: "The course explores the nature of change organizations, including change drivers, obstacles, and processes. Exploration will occur through dialogue, readings, and a personal organizational change project."

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.

At times, there seemed to be too many conversations going on. I am not sure that the conversations all led to synthesis and conclusions.

The structured component, that is, the organizational change plan was a effective tool.

The readings and texts were useful and interesting.

I wondered if the class might have benefited from a single weekly "tough question" that we would all tackle...like, "Is there ever a rationale for autocratic change, and if so, why and how?" Or, "Should change agents focus on the converted, the undecided middle, or the resistors?"

That being said, the course was enjoyable, interesting, and well structured. It made me think.

Anonymous end-of-semester evaluation of CrCrTh 618 Spr '10 online Profile Report

Date Published: 06/17/2010

Response 93110277

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?

1st on line course ever. It was a major adjustment not to have the class room experience.

1. Self-evaluation (continued)

What have you learned about what you have to do to make an online course about creative thinking, collaboration, and organizational change stimulating and productive?

Picking good texts are critical since they are relied on more heavily. I found three out of the four excellent.

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 was good to have all your classmates seeing your work (once ou got used to the idea) and being able to see all of their work. It supplemented the learning experience. But I think I feel more comortable in a course with a bit more structure and I suspect on line course are likely less structured as a rule.

2. General evaluation (continued)

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

How does it compare with other graduate courses?

What would be your overall recommendation to prospective students?

I think its good to take at least one on line course, if not more, to have the experience. I believe this particular course lent itself well to on line environment as it sought to inspire personal creativity with few constraints and inspired an open dialogue amomng students; i. e., organizational dialogue, itself, being a major concept explored within the course content.

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.

This course explores the creation of change in organizations and other collective entities. We read, think and dialogue together as a learning community on important

themes of creativity, collaboration and change. Meanwhile, as individuals we pursue personally relevant workplace or community projects, using those specific cases of change to refine and enrich our general conversations.

The course met the objective fairly "spot on". It was definiley a combination of personal creativity and shared views and experiences.

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 excellent for those who are self-starters, like to be creative, and are not shy about sharing their thoughts with others. I found it sligtly lacking in stucture. This was good in the sense that it allowed a lot of room, not just to be liberal with your thoughts, but how you present them as well. What may have made this course slightly more comfortable for me would have been topical discussions (during the on-line meetings) being driven a bit more by the instructor, as opposed to predominantly by the students. This is not to suggest that the instructor did not participate in or guide these discussions. Its just a matter of personal taste that I would have prefered if we were pushed a bit to ensure that there were conversations that focused on each of the core concepts. That said, the exchange of written ideas within the "Learning Circle" and "Work Spaces", including many form the instructor, were very helpful in exploring concepts. In addition, I found most of the material in the texts to be interesting, relevant, and inspiring.

Anonymous end-of-semester evaluation of CrCrTh 618 Spr '10 online Profile Report

Date Published: 06/17/2010

Response 95848952

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 felt as though I fulfilled some of my personal goals in taking this course because I did learn more about theories and strategies for creating and maintaining organizational change.

1. Self-evaluation (continued)

What have you learned about what you have to do to make an online course about creative thinking, collaboration, and organizational change stimulating and productive?

I have certainly learned through all of the courses I took online this semester that being an active participant is the key to enjoying a course and benefiting from it.

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 was by far the most frustrating for me of the three I took this semester. I did not like the course website (I preferred using Blackboard and the Ning for my other two courses) and I found the expectations to be unclear. Communication was less consistent than in my other courses and a true sense of "community" was never really achieved.

2. General evaluation (continued)

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

How does it compare with other graduate courses?

What would be your overall recommendation to prospective students?

I think that I became less invested in the course during the semester because I felt more disconnected from the professor and from the other students than I did in my other 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.

This course explores the creation of change in organizations and other collective entities. We read, think and dialogue together as a learning community on important themes of creativity, collaboration and change. Meanwhile, as individuals we pursue

personally relevant workplace or community projects, using those specific cases of change to refine and enrich our general conversations.

While this course does explore organizational change it did not really feel that we "dialogued together as a learning community" despite our comments on each others projects. I think that due to a lack of clarity and feedback throughout the semester, individual participation was inconsistent and often lacked the depth that I found in other CRCRTH courses.

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 presented some very interesting material about creating and maintaining organizational change. I was introduced to some great ideas and resources that I can apply in my own life and work place. The course was often frustrating, however, because expectations were unclear, grades were never given during the semester, and a true sense of online "community" was never fully developed.

CRCRTH619 BIOMEDICAL ETHICS

SUMMER 2010

UMASS | BOSTON

MARK ROBINSON

773.494.5707

Session CE5,

MARKDROBINSON@GMAIL.COM

<<SCHEDULE OFFICE HOURS VIA EMAIL>>

I. Course Description:

This course develops students' critical thinking about dilemmas in medicine and health care policy, such as those that arise around allocation of scarce resources, criteria for organ transplants, informed consent, experimentation on human subjects, AIDS research, embryo research and selective termination of pregnancy, euthanasia, and physician-assisted suicide. Through such cases the course introduces methods in moral reasoning, rights-based reasoning, decision-making under uncertainty, and utilitarianism in classic and contemporary normative reasoning. This course will take an approach towards biomedical ethics that is heavily informed by empirical ethics and situation-based approaches to ethical considerations of biomedicine and technology.

II. Academic Information:*Credits: 3 credit hours**Dates: (3 weeks) Jul 19 - Aug 5 (course dates) Final Assignment Due Date: August 16, 2010***III. Course Objectives:**

Bioethics and biomedical ethics have been the domain of analytical philosophy and to some extent theology and academic medicine. However, critical thinking, creative thinking, and reflective practice are imperative to an invigorated bioethics. This course is both 1) an introduction current bioethical issues as well as 2) an analysis of biomedical ethics itself as a historically situated way of thinking and sense-making. This course invites an overview of the history of bioethics in the West, an analysis of bioethics and its underlying assumptions, and the placement of bioethics in our contemporary society. Using a theoretical overview, a set of case-related exercises and group discussion, this course explores contemporary debates in bioethics with a view towards the ways that classical bioethics succeeds and fails in its attempt to confront a highly complex nexus of problems and opportunities afforded through biomedical and scientific advancements. As opposed to a purely traditional approach, this course takes classical biomedical ethics as a starting point from which to critically and creatively think about alternative approaches towards ethical problems and the importance of reflexivity in biomedical ethics.

1. Students will be able to identify classical concepts, theories and methods in the field of biomedical ethics.
2. Students will be able to analyze the role of social context in the process of ethical decision-making.
3. Students will be able to identify long-standing issues in biomedicine as well as contemporary

debates.

4. Students will be able to articulate the role of science and technology in the emergence of bioethical issue.
5. With a view towards reflexivity, students will be able to develop alternative and creative approaches towards bioethics.

IV. Course Requirements:

The following requirements are in alignment with the specified learning outcomes outlined within this syllabus:

1. Course attendance and participation in the form of active participation of the discussion boards:
2. Assignments:
 1. A minimum of 4 discussion posts each week (a minimum of 12 posts cumulatively)
 2. 1 Short Paper
 3. 1 Collaborative Special Project
3. Completion of Course Readings:

V. Texts:

- (**REQUIRED**) Petryna, A., Lakoff, A., & Kleinman, A. (Eds.). (2006). Global pharmaceuticals. Duke University Press.
- (**OPTIONAL**) DeVries, R., & Subedi, J. (Eds.). (1998). Bioethics and Society: Constructing the Ethical Enterprise. Prentice Hall
- (**REQUIRED**) All additional required readings (articles and text excerpts) are available on the course website.

VI. Guidelines for submitting work:

With the exception of the discussion posts and the special project assignment, all other homework assignments are to be submitted by email to the instructor's email address at the top of this syllabus. See individual assignment requirements in WebCT. All remaining assignments are to be submitted using WebCT. All deadlines refer to Eastern Standard Time.

VII. Academic Integrity

Each student in this course is expected to abide by the University's Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work. For this course, collaboration is allowed in the special project assignment. Students are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. Students can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e mail, an e mail attachment file, a diskette, or a hard copy. Should copying occur, both the student who copied work from another student and the student

who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action. During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

VIII. Accommodations for students with disabilities

Any student with a documented disability needing academic adjustments is requested to notify the instructor as early in the semester as possible, and must do so before the mid-term exam. Verification from disabled Student Support Services is required. All discussions will remain confidential. The Ross Center for Disability Services provides a full range of support services including: note taking, reading on tape, interpreting for students who are deaf, administering exams with accommodation to disability, counseling, and more. All students with disabilities and the entire University community are welcome to visit and inquire about our many services and resources. Online students with disabilities should contact the Ross Center if accommodation is needed. The Ross Center is located in the Campus Center; Tel: 617.287.7430.

IX: Withdrawal Policy:

The last day to withdraw without academic penalty can be found by accessing the webpage associated with the university registrar. Ceasing to attend class or oral notice thereof DOES NOT constitute official withdrawal from the course. Students who simply stop attending classes without officially withdrawing usually are assigned failing grades. Students wishing to withdraw after the scheduled change period (add/drop) must obtain and complete a withdrawal form from the Academic Services Department in the Registrar’s Office.

XV. Grade Breakdown

Grade Points

A 1000 – 900 PASSING GRADE

B 899 -- 800 PASSING GRADE

C 799 – 700 PASSING GRADE (The lowest passing grade for graduate courses at UMB is C.)

D/F 699 or under **FAILING GRADE**

XII. Abbreviated Assignment Descriptions

Assignment	#	Point Values	Description	Assessment Purpose	Assignment Requirements
Discussion Posts	12	50 pts each (600 total)	The posts are responses to module-based discussion board questions. Posts	- I will use these posts to make sure student have a) completed the readings and b)	Each post must - - Contain 400 words or more
All Modules have specific post deadlines.					

are also to be demonstrated (quotations / made in response conceptual paraphrases are to the thoughts understandings. not counted of the other - Posts are - Adhere to the students. At least designed to General Writing one post must be foster interactive Requirements made in response dialogue, student (below) to each module. participation, and- Include a A total of 12 to assess students bibliography posts are 'command over required for the the readings and whole class. concepts.

There will also be 4 synchronous discussion session that will be offered. They will be an opportunity to discuss the material. These sessions are OPTIONAL but important and are likely to be useful to students. The time and date of the sessions will be determined at the beginning of the class in consultation with the course students.

Short Paper	1	200 pts each	These oral presentations present the content of the secondary analysis papers (don't need a copy of the presentation)	- I will use these papers to make sure student have a) completed the readings, b) have understood the concepts, and c) demonstrate critical and Each presentation must - Be at least 1500 words - Draw upon ALL assigned readings
Deadline: August 16th		<i>(200 total)</i>		

creative thinking.- Make use of an image (s)
- Adhere to general writing requirements

<p>Special Project & Report</p> <p>August 16</p>	<p>1</p> <p>200 pts each <i>(200 total)</i></p>	<p>Students must form groups and decide upon an ethics case. After deciding upon the case, students should create a report that outlines their decision and provides a justification for the decision.</p>	<p>- I will use these papers to make sure student have an opportunity to exercise critical thinking skills - I will use these reports to assess the student learning of the course and program objectives.</p>	<p>Each Group Project Report must –</p> <p>- Contain 1000 words or more - Use the assigned course readings in the justification section of the group report.</p>
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General Writing Requirements:

1. All papers must adhere to APA or MLA standards both in formatting and in bibliographic citation.
2. Please double-space all papers, use 1 inch margins and employ one of the following fonts: Times New Roman, Times, Garamond (all 12 point) or Arial (9 point).
3. Students must adhere to academic honesty policies. Students must observe the word-count requirements. Quotations are not counted towards word-count minimums. The word-count (original) should be stated at the top of every written assignment submitted.
4. Cover pages are required for the short paper.

IX. Tentative Course Schedule (*This may change*)

Week	THEMES / MODULES	READINGS TO BE DISCUSSED	ASSIGNMENT / DUE DATE
<p>Week 1 <i>July 19- July 25</i></p>	<p>MODULE 1 1. What is Bioethics? 2. The History of Bioethics</p>	<p><i>-As Time Goes By: An Intellectual Ethnography of Bioethics- Devries, et al</i> <i>-Bioethics and the</i></p>	<p>Module 1 Postings due by Wednesday, July 21</p>

Coming of the Corporation to Medicine – Devries. et al
 - ASPH Tuskegee Syphilis Project

MODULE 2

3. Classical concepts and approaches in bioethics

- Classical Ethical/ Philosophical Theories
- - *Moral Subjectivism- Pollard (optional)*

Module 2 Postings due by, July 23.

MODULE 3

4. Critiques of classical approaches and standard Bioethics

- *On the Social Embeddedness of Bioethics – Devries, et al*
- *Changing Society, Changing Medicine, Changing Bioethics- Devries, etal*
- *Autonomy and Difference: - DeVries, et al*
- *How Rational Should Bioethics be? (optional)*

Module 3 Postings due by, July 25.

- Synchronous Discussion Session 1: (time TBA)

Non-required, video-based discussion session at the end of the week

Week 2
July 26- August 01

MODULE 4
Critiques (continued)

- *The Triumph of Autonomy in American Bioethics- in Devries et, al*

Module 4 Postings due July 28.

		<i>-The Birth of the Empirical Turn in Bioethics – Borry, et al</i> <i>-Gillilgan “Moral Orientation and Moral Development</i>	
	MODULE 5 Case Study 1: End of Life Issues and Organ Transplantation	<i>-The Social Construction of Euthanasia and Medical Ethics in the Netherlands- in Devries, et al</i> <i>Gupta ‘Immigrant Organ Sharing Article’</i> <i>‘Brain Death’ Margaret Lock’ (optional)</i>	Module 5 Postings due July 30.
	MODULE 6 Case Study 2: Pharmaceutical Ethics	<i>- The New Medical Oikumene – Petryna, et al</i> <i>- Pharmaceutical Nexus - Petryna, et al</i> <i>- Globalizing Human Subjects Research - Petryna, et al</i> <i>Synchronous Discussion Session 2: (time tba)</i> <i>Non-required, video-based discussion session at the end of the week</i>	Module 6 Postings due August 01
Week 3 <i>August 01- August 05</i>	MODULE 7 1. Access, Inequality & Bioethics	<i>Whyte, et al – Treating AIDS – Petryna, et al</i> <i>Lexin and Light – Research Article</i>	Module 7 Postings due August 03
	MODULE 8 2. Science, Technology & Bioethics	<i>Abi-Rached – ‘The implications of the new brain Sciences’</i> <i>Good-‘ Biotechnical Embrace’</i>	Module 8 Postings due August 05
	MODULE 9 3. Alternatives ways of bioethical thinking	<i>-To Enrich Bioethics, Add One Part Social to One Part Clinical, - Devries</i> <i>- Critical Bioethics</i>	

August 05

Final Wrap – up

Synchronous Discussion
Session 3,4: **(time tba)**
Non-required,
video-based discussion
session at the end of the
week

1. Special Project
Assignments are Due by
August 08

August 16

1. Final Paper Due

XIII. Detailed Assignment Instructions

+Module Discussion Posts

Each module will have a required, readings-based question posted in the discussion forum. There are 9 modules. Students are responsible for responding to the primary question in each module. Thus, in addition to answering the module-based discussion questions posed to the students at the end of each module, students must also create posts in response to the other students. The aims of this assignment are 1) to assess students' understandings of the readings and digestion of the concepts and 2) to foster learning through deliberation and discussion. Students may post as much as they wish! Students who post more often will get the most out of the course since discussion is central to the teaching of ethics and to ethical deliberation. Thus, students must make at least *four posts per week* in order to receive full credit (responses to the mandatory, module-based questions will comprise part of these four). The expectation is that students will post more than four times per week. Grades will be given according to one's entire week of posts (50 points per post for a total of 200 points). Out of all of students' posts in a given week, at least four must adhere to the following requirements

Requirements

1. Each post must contain at least 400 words or more (not including quotations, paraphrases or bibliography)
2. Must CLEARLY STATE the word count at the top of the post
3. Must possess a bibliography (APA)
4. Must provide incontrovertible evidence that the student has comprehended the readings for the module and is 'thinking with' the readings via the discussion posts
5. These posts can cite only ONE external, non-assigned reading. This rule is designed to minimize Internet searches.

Grading Rubric (200 points per week / 600 points total):

1. (150 points) – The student's post provide incontrovertible evidence that the student has comprehended the readings for the module and is 'thinking with' the readings via the discussion posts.
2. (30 points) – The posts adhere to the general writing requirements, word-count requirements and adhere to standard grammatical rules.

3. (20 points) – The posts draw upon those of other students and other assigned course readings.

+Special Project Assignment and Report

The special project assignment is a case study. Students are to break into groups and “become” a hospital-based ethics committee at a fictional hospital. The purpose of this committee is to deliberate about a specific ethical case that students will be provided. Students must examine the ethics case study provided to them and must come to a decision. The committee’ must write up a decision and a justificatory statement. This five-page statement must be submitted by the deadline.

Requirements

1. Must contain 1000 words (bibliography, cover page, appendices are not included in the word count).
2. Must CLEARLY STATE the word count at the top of the post
3. Must possess a bibliography (APA or MLA)
4. Must make use of the course readings in the justification section (the section whereby the decision is explained).
5. The Report can cite only ONE external, non-assigned reading.

Grading Rubric (200 points total):

1. (150 points) – The statement makes use of the course readings and concepts in ways that demonstrate critical thinking
2. (50 points) – The posts adhere to the general writing requirements, word-count requirements and adhere to standard grammatical rules.

+Short Paper

This final assignment paper draws upon the final weeks of the course, devoted to revising and re-thinking traditional bioethics- especially in light of feminist ethics, considerations of social science and in thinking about the importance of context in ethical deliberation. In this assignment, students are to create their own ethical theory. Using the classical theories as inspiration (Utilitarianism, Rossian Ethics, Feminist Ethics, Natural Law, etc), create a description of this new ethical theory and show how it AVOIDS some of the limits/problems inherent in these classical theories. This is a predominantly creative exercise. Importantly, this is an opportunity to demonstrate critical thinking. Thinking about how theories are constructed (especially after we have de-constructed or critiqued these) will help students in this exercise.

Requirements:

1. Must contain at least 1500 words (bibliography, cover page, appendices are not included in the word count).
2. Must possess a bibliography (APA)
3. These papers can cite only ONE external, non-assigned reading.

Grading Rubric (200 points total):

1. (90 points) – The student’s paper displays understanding of the classical theories..
2. (90 points) – The paper displays real creativity in thinking about new approaches towards ethical decision-making

3. (20 points) – The posts adhere to page-minimum requirements and standard grammatical expectations.

XIV. Statement about Attendance, Class Participation and Scholarly Discourse

Please Students are required and expected to participate in class discussions. Student responses to other students via the message board –serves a participatory function. It is also the case that online ‘attendance’ is both required and also, integral to class success. It is also the case that respect must be shown to others in the online classroom and this means that cell-phones must be silenced and classroom engagement must be courteous and respectful. Students who are not respectful or who express an inability to hear diverse viewpoints will not be able to participate in the class.

XVI. Statement about Late Submissions

All assignments should be submitted on time. The discussion posts, final papers and special project assignment will not be accepted past the deadline. Most of the other assignments are submitted at the discretion of the student. Please consult the instructor about any special circumstances.

XVIII. Contact**

Please contact the instructor with any questions related to the readings, questions that relate to the course or general questions about the assignments.

Anonymous end-of-semester evaluation of CrCrTh 619 Summer '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 class not only offers an innovative way of learning through its completely online sessions, it also challenges individuals to look at moral dilemmas through different lenses therefore leading to creative approaches to solve difficult issues we currently face and will face. The professor also is highly encouraging, gives good guidance/structure and is prompt in responding to student's questions or concerns.

B. This course is very intense in that you will need to have time set aside to get the post discussions finished in a timely manner. The other students will be very friendly and will make the experience enjoyable. Mark, the instructor is very helpfull and the online verbal discussion through skype et al are worthwhile. This was a very thought provoking class.

C. This class moves quickly! There are times when the readings don't take too long, then others in which there is not enough time to reflect upon new information before posting. However, the questions for posting have a very clear point and origin and help in formulating your response. This class will allow you to gain some confidence in your writing and digestion of information. I found it better to not read others posts while wiring my own, instead wanting to ensure that my thoughts were uninfluenced and innate. However others would reference each others posts in their responses and did effectively manage to dive deeper which was great. I think it allows you to figure out what would work best for you. The wiki is extremely well organized and easy to navigate. Posting was easy. And i found later in the class I would use the wiki to revisit work or concepts presented in various posts. It was great. Also the use of chatterous and skype brought us together. We had two synchronized sessions in three weeks!

D. For the course Biomedical Ethics as taught by Mark Robinson , and the fact that this is my second course taken in Critical and Creative Thinking I would highly recommend the class to other prospective students considering this class. I would add that if it was offered in another time span; other than the three week concentrated session, to take it in a longer session. This course is loaded with content that truely develops a student's critical thinking skills and taking it in a longer less concentrated session would give the student more time and opportunity for absorbing and reflecting on the class work. I would also suggest that the student make as much time in their schedule as possible to dedicate to this class and engage in as much group discussion as possible.

E. The course was well designed and effective. The readings were selected thoughtfully. The instructor's discussion post questions were designed in a way that allowed each student a measure of flexibility which was appreciated. The instructor's feedback was excellent. All students could have made a better effort of considering and responding to each other. I should have done a better job of that, myself. The time schedule was fast-paced and demanding, but it is doable. One suggestion could be the inclusion of some podcast mini-lectures. At times, I felt that we were not benefiting 100% from the expert-resource of our instructor. I wonder if there is a way that brief, audio podcasts of the instructor could be incorporated in some meaningful way. All in all, a very good course. Well done.

Anonymous end-of-semester evaluation of CrCrTh 619 Summer '10 online Profile Report

Date Published: 08/31/2010

Response 109883346

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 my personal goal for this class was to gain a better idea of how to dissect ethical dilemmas in medicine and I believed I did achieve this goal. I wish I had more time to not only read the articles but time to process it.

1. Self-evaluation (continued)

What have you learned about what you have to do to make a 3-week online course about biomedical ethics stimulating and productive?

I think being able to comment on other peer's post and being able to interact and "pick their brain" was very helpful and forced me to evaluate my own perspectives.

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 think the fact that the course was completely online was very unique! (in a good way) It met my expectations as the professor gave good guidance/direction and peers challenged/stimulated me.

I would have liked to have seen more detailed case studies and have everyone weight in and explain their rationale to foster critical thinking.

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 excited about the course at the beginning and I think my attitude towards the course improved as I realized despite the intensity of a 3 week course and the highly philosophical readings I was really getting a better grasp on how to approach ethically challenging issues.

It is similar in the amount of work required as compared to my other graduate level courses.

I would highly recommend this course to other prospective students as it offers a novel and unique way to learn and forces one to delve deeply to figure out why one thinks a certain way.

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.

This course develops students' critical thinking about dilemmas in medicine and health care policy, such as those that arise around allocation of scarce resources, criteria for organ transplants, informed consent, experimentation on human subjects, AIDS research, embryo research and selective termination of pregnancy, euthanasia, and physician-assisted suicide. Through such cases the course introduces methods in moral reasoning, rights-based reasoning, decision-making under uncertainty, and utilitarianism in classic and contemporary normative reasoning. This course will take an approach towards biomedical ethics that is heavily informed by empirical ethics and situation-based approaches to ethical considerations of biomedicine and technology.

I think the goals expressed in the syllabus were met from day one; I think if the course had been a little bit longer, we could have generated more detailed dialogue, which would have been beneficial.

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 class not only offers an innovative way of learning through its completely online sessions, it also challenges individuals to look at moral dilemmas through different lenses therefore leading to creative approaches to solve difficult issues we currently face and will face. The professor also is highly encouraging, gives good guidance/structure and is prompt in responding to student's questions or concerns.

Anonymous end-of-semester evaluation of CrCrTh 619 Summer '10 online Profile Report

Date Published: 08/31/2010

Response 110833710

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?

Time constraints were the major obstacle in this course

1. Self-evaluation (continued)

What have you learned about what you have to do to make a 3-week online course about biomedical ethics stimulating and productive?

READ, READ and READ

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 was a positive experience, overall.
The collaborative project could be worked out a little differently -
other students had opposing schedules/timelines to work with

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?

It waned a little toward the final post discussion

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.

This course develops students' critical thinking about dilemmas in medicine and health care policy, such as those that arise around allocation of scarce resources, criteria for organ transplants, informed consent, experimentation on human subjects, AIDS research, embryo research and selective termination of pregnancy, euthanasia, and physician-assisted suicide. Through such cases the course introduces methods in moral reasoning, rights-based reasoning, decision-making under uncertainty, and utilitarianism in classic and contemporary normative reasoning. This course will take an approach towards

biomedical ethics that is heavily informed by empirical ethics and situation-based approached to ethical considerations of biomedicine and technology.

This course gave students a very open forum to discuss their views.

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 is very intense in that you will need to have time set aside to get the post discussions finished in a timely manner. The other students will be very friendly and will make the experience enjoyable. Mark, the instructor is very helpfull and the online verbal discussion through skype et al are worthwhile. This was a very thought provoking class.

Anonymous end-of-semester evaluation of CrCrTh 619 Summer '10 online Profile Report

Date Published: 08/31/2010

Response 110835241

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 was a very intense course for me. I struggled with getting into the biomedical ethics mindset at the beginning - stuck a little more in the philosophy frame. I could have better prepared myself by introducing myself into the concepts for a reminder of the specificity of content.

However my goals were to stretch my thinking, analyze and identify assumptions in my thinking and learn new reference content to different aspects of biomedical ethics. I do feel I reached those goals.

1. Self-evaluation (continued)

What have you learned about what you have to do to make a 3-week online course about biomedical ethics stimulating and productive?

It was actually very stimulating! It was my first online course and I thought it would have been hard to connect with my fellow students without a face:face. However because we posted everything I feel I have a better understanding of thier thoughts and experiences with the topics presented - maybe even more than if I just had a face:face class. I learned a lot from their posts as I read their interpretations of readings.

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?

Special:
sharing of information on the wiki

meet expectations:
organized, well thought out readings

not met:
I think overall my expectations were met. However I would have appreciated more communication around the second synchronous session - I wasn't sure we were on chacterous and would not have gone unless a classmate of mine emailed me as she found out from another. Though that may have been a miscommunication on my part? In the end I got there and all was well.

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 got 'better' as I became comfortable with the content and posting style. It's intimidating to me to have to post originally and share work. And because the wiki shows the number of times a post is viewed - I got even more nervous as some of my posts had many views. However as modules went on, more posts were viewed and I got more comfortable with it.

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.

This course develops students' critical thinking about dilemmas in medicine and health care policy, such as those that arise around allocation of scarce resources, criteria for organ transplants, informed consent, experimentation on human subjects, AIDS research, embryo research and selective termination of pregnancy, euthanasia, and physician-assisted suicide. Through such cases the course introduces methods in moral reasoning, rights-based reasoning, decision-making under uncertainty, and utilitarianism in classic and contemporary normative reasoning. This course will take an approach towards biomedical ethics that is heavily informed by empirical ethics and situation-based approaches to ethical considerations of biomedicine and technology.

The course met the goals.

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 class moves quickly! There are times when the readings don't take too long, then others in which there is not enough time to reflect upon new information before posting. However, the questions for posting have a very clear point and origin and help in formulating your response.

This class will allow you to gain some confidence in your writing and digestion of information. I found it better to not read others posts while writing my own, instead wanting to ensure that my thoughts were uninfluenced and innate. However others would reference each others posts in their responses and did effectively manage to dive deeper which was great. I think it allows you to figure out what would work best for you.

The wiki is extremely well organized and easy to navigate. Posting was easy. And I found later in the class I would use the wiki to revisit work or concepts presented in various posts. It was great. Also the use of chatterous and skype brought us together. We had two synchronized sessions in three weeks!

Anonymous end-of-semester evaluation of CrCrTh 619 Summer '10 online Profile Report

Date Published: 08/31/2010

Response 110959053

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 was my first online course and I was skeptical at first but I quite enjoyed it. Some feedback I would give would be to perhaps do a group walk-through of the wiki and the course information before any of the real work begins as a way of calibrating the group. My only personal obstacle with taking the course was my work life, if I was able to work less hours in my job I feel I could have absorbed and contributed more. In spite of being tardy on some of the due dates, I did achieve my goals and am very appreciative of the fact that the professor was willing to be flexible and work with me due to my work schedule.

1. Self-evaluation (continued)

What have you learned about what you have to do to make a 3-week online course about biomedical ethics stimulating and productive?

Nothing was wrong with the class or the content, it was explained that it was going to be an aggressive schedule and that it would be important to keep up with the readings and postings. The material presented was excellent!

2. General Evaluation of course

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

How did the course meet or not meet your expectations?

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

I really don't see any way for the course to be improved. This was my first online course and I actually like it better than face to face classes. It was great being able to go back and refer to other students and the professors' thoughts and comments. I would comment on the consistency of shared information, there were some discrepancies between syllabus version 6, version 7 and what was on the wiki. Faster replies from the professor in the "ask the teacher" section of the wiki would have been more helpful because of the pace of the class.

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 would recommend this class to other students and thought the professor (Mark Robinson) was excellent. I have only one other class to compare it to but I am very happy with both classes, my attitude changed from skepticism of an on-line course to wishing all courses could be online.

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.

This course develops students' critical thinking about dilemmas in medicine and health care policy, such as those that arise around allocation of scarce resources, criteria for organ transplants, informed consent, experimentation on human subjects, AIDS research, embryo research and selective termination of pregnancy, euthanasia, and physician-assisted suicide. Through such cases the course introduces methods in moral reasoning, rights-based reasoning, decision-making under uncertainty, and utilitarianism in classic and contemporary normative reasoning. This course will take an approach towards biomedical ethics that is heavily informed by empirical ethics and situation-based approaches to ethical considerations of biomedicine and technology.

I really have no constructive criticisms here. The content of the class work the exchanges between to the students and professor more than covered the description and goals of this 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.

For the course Biomedical Ethics as taught by Mark Robinson, and the fact that this is my second course taken in Critical and Creative Thinking I would highly recommend the class to other prospective students considering this class. I would add that if it was offered in another time span; other than the three week concentrated session, to take it in a longer session. This course is loaded with content that truly develops a student's critical thinking skills and taking it in a longer less concentrated session would give the student more time and opportunity for absorbing and reflecting on the class work. I would also suggest that the student make as much time in their schedule as possible to dedicate to this class and engage in as much group discussion as possible.

Anonymous end-of-semester evaluation of CrCrTh 619 Summer '10 online Profile Report

Date Published: 08/31/2010

Response 113565900

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 goals in this course were to explore topics that interested me while developing my creative and critical thinking skills. Yes, I achieved my goals. If I was doing the course again, I would make a stronger effort to provide feedback to all of my classmates. The pace on the course made that difficult, but I regret it because it seems that a good deal of learning and reflecting was "left on the table" for both myself and my classmates.

1. Self-evaluation (continued)

What have you learned about what you have to do to make a 3-week online course about biomedical ethics stimulating and productive?

Well, of course you have to be 100% committed to the class and dive right in without any hesitation. I received the two textbooks one month before the start of the class and read them both. That was a wonderful way to get introduced in a relaxed, non-directed way. The ideas were stirring around in my head when the course began, so I was able to hit the ground running. Then, when I read the assigned readings in the context of the course and the discussion-post questions, I could synthesize my ideas more thoughtfully. I would recommend that strategy to anyone taking a 3-week course.

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 was great. Mark Robinson did a superb job of selecting the readings which complimented each other brilliantly. The modules flowed very nicely in a logical series. Mark did a great job of establishing social presence in the course. His feedback was timely, thoughtful, and valuable in pushing our thinking forward. This course absolutely met my expectations. However, the 3 week time frame is a serious challenge. It was an intense schedule of reading, writing, reflecting, reading classmates posts, and responding to them. Of course, that comes with the territory of an accelerated course, so I'm not complaining. That's what I signed on for. But, I can't help but imagine what those 9 modules could have been if the course was 6 or even 9 weeks long. With more time to reflect and engage the other students, it could have been even better.

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 was positive, engaged, and enthusiastic for the whole time. It was a sprint from start to finish. Invigorating!

Compared to other courses, it was right with the others. This was my fifth CCT course and I have been very pleased with the quality of all of them.

I would recommend this course to anyone without hesitation. It was enjoyable and I learned a lot.

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.

This course develops students' critical thinking about dilemmas in medicine and health care policy, such as those that arise around allocation of scarce resources, criteria for organ transplants, informed consent, experimentation on human subjects, AIDS research, embryo research and selective termination of pregnancy, euthanasia, and physician-assisted suicide. Through such cases the course introduces methods in moral reasoning, rights-based reasoning, decision-making under uncertainty, and utilitarianism in classic and contemporary normative reasoning. This course will take an approach towards biomedical ethics that is heavily informed by empirical ethics and situation-based approaches to ethical considerations of biomedicine and technology.

spot on

4. Synthetic statement (1 or 2 paragraphs)

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

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

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

The course was well designed and effective. The readings were selected thoughtfully. The instructor's discussion post questions were designed in a way that allowed each student a measure of flexibility which was appreciated. The instructor's feedback was excellent. All students could have made a better effort of considering and responding to each other. I should have done a better job of that, myself. The time schedule was fast-paced and demanding, but it is doable. One suggestion could be the inclusion of some podcast mini-lectures. At times, I felt that we were not benefiting 100% from the expert-resource of our instructor. I wonder if there is a way that brief, audio podcasts of the instructor could be incorporated in some meaningful way. All in all, a very good course. Well done.

CCT 620 MORAL EDUCATION

A comprehensive analysis of the basic issues in moral education from an interdisciplinary perspective. Philosophical studies of the nature of morality and the moral life will be integrated with psychological studies of moral development and human motivation and brought to bear on issues in teaching morality. Topics covered will include: rationality, emotion, and the moral development of children; moral education. indoctrination; socialization, the "hidden curriculum," and moral education. Throughout this course theoretical insights will be applied to an examination of materials, programs, and practices in moral education, both in schools and the wider community.

SOME PROJECTED PHILOSOPHICAL ISSUES

Concepts of morality, moral action, and moral life.

Recent ethical theories, especially those concerned with care, justice, virtue, and liberation.

Concepts of pluralism, community, and democracy.

Are moral values absolute? Relative?

What, when it comes to morality, can be taught?

SOME PROJECTED EDUCATIONAL ISSUES

Aims of moral education.

Moral education contrasted with indoctrination.

Socialization, moral development, and moral education.

Affective and cognitive aspects of moral education.

Approaches to moral education: values clarification, cognitive development, care, virtue/character, liberationist.

Fall '10

**CCT 627/EDCG 606: ISSUES AND CONTROVERSIES IN ANTIRACIST
AND MULTICULTURAL EDUCATION**

Larry Blum
Wheatley-5-012

Office hours:

Thursday 2:45-3:45
or by appointment

(I am in another day or two besides Thursday
though it will change from week to week.

Please arrange appointments with me other times if you can not attend office hours)

Phone: 617-287-6532

e-mail: Lawrence.blum@umb.edu

Required to purchase:

1. Arthur Schlesinger, Jr., The Disuniting of America: Reflections on a Multicultural Society, revised and enlarged edition (1998)
2. Theresa Perry, Claude Steele, and Asa Hilliard III, Young, Gifted, and Black: Promoting High Achievement Among African-American Students (2003)
3. Lawrence Levine, The Opening of the American Mind: Canons, Culture, and History (1996)
4. Vivian Gussin Paley, Kwanzaa and Me: A Teacher's Story (1995)

OTHER READINGS will be in the "ERes" (electronic reserve) system at Healey Library (access through "course reserves" on the main site). I have italicized the author's name that appears on the ERes table of contents (under "title") for the course. [The password for this course for the ERes system is "issues."]

Goals of course:

CONTENT AND INTELLECTUAL GROWTH

- Gaining deeper understanding of the complex issues of race, culture, sexual orientation, religion, and education through dispassionate intellectual inquiry and study (including doing assigned reading), combined with empathetic engagement with the views and experiences of your classmates.
- Encouraging dispositions of mind involved in critical thinking, such as questioning assumptions, searching for alternative ways of looking at an issue, and searching for and learning to recognize evidence for and against views held by yourself and others.
- Encouraging self-reflection, humility, and self-criticism: learning and applying critical thinking dispositions to one's own thinking, especially concerning issues of race, culture, religion, sexual orientation, and education. This includes being open to recognizing one's own prejudices, stereotypes, and limitations of understanding—and striving to correct these limitations.
- Recognizing that teachers at the K-12 level should be life-long intellectual inquirers, who will constantly face issues requiring both a deep understanding of value challenges and social processes, yet for which they may not yet learned the "right answers."

CLASSROOM PROCESS

- Learning skills of constructive listening and constructive personal and intellectual exchange, especially with regard to issues of the course that many people find difficult to talk about rationally and productively with others (particularly with those of different races, cultures, sexual orientations, religions, linguistic backgrounds, and so on). That is, learning to be attentive to and respectful of individual fellow students, and of the collective process of learning; learning to listen to others sympathetically and with an assumption that everyone is seriously engaged with the issues at hand; to take personal responsibility for enhancing and participating in the collective enterprise of learning by making one's own attempt to contribute while also allowing others to make their contributions.
- With respect to complex and emotionally charged topics, learning how to engage in productive conversations in which all participants feel that they have learned something, and in which all prepare themselves by doing assigned reading.

PROFESSIONAL IDENTITY

- Learning how to promote productive interchanges on charged topics, such as the ones in this course, among one's students or /and colleagues.
- Encouraging the adopting of a proactive identity as an antiracist educator and professional—and, more generally, being proactive in working toward social justice in whatever domains one chooses to operate.
- Learning to be a helpfully anti-injustice colleague—a cooperative and respectful colleague to others in your workplace and your profession, a colleague who works to find constructive ways to engage your peers in social justice issues.

ACADEMIC HONESTY:

The University of Massachusetts, Boston, recognizes that the quality of its education requires absolute honesty and integrity in all interactions and transactions among members of the community. Work turned in by students must be their own, and when other sources (print publications, internet sources, other authorities, etc.) are utilized, appropriate attribution must be made of those sources in the student's work. Details of the university's "Academic Honesty" policy (including penalties) are spelled out in the "University Regulations and Policies" section at the end of the Student Handbook. Please consult that section, and let me know if you have any questions. I regard a violation of academic honesty as a breach in a student's relation with me, with your fellow students, with your university, and with your own commitment to your education.

SYLLABUS (almost complete):

Sept 8: Introduction and introductions; discussion of Obama's March 18, 2008 speech on race http://www.huffingtonpost.com/2008/03/18/obama-race-speech-read-t_n_92077.html?view=print (or any other source for this speech)

Sept 15: Racism

Reading:

1. A. Hacker, "Being Black in America," from *Two Nations* [1995], 35-54 [ERes]
2. *recommended*: "Implicit Racism": go to www.implicit.harvard.edu (click on "demonstration" and follow the links to take the Implicit Association Test on race (other options available besides race, but I want you to take the race one: about 15 minutes altogether)
3. John Judis, "The Big Race," *The New Republic*, May 28, 2008 [ERes]
4. McIntosh, "White Privilege: Unpacking the Invisible Knapsack," [1988], 79-82 [ERes]

5. M. *Bertrand* and S. Mullainathan, "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination," *American Economics Review*, vol. 94, #4, 2004: 991-1013 [ERes]
6. Melvin Oliver & Thomas Shapiro, from Black Wealth/White Wealth, 11-45 [2006] [ERes]
7. Frank H. *Wu*, "The Model Minority: Asian American 'Success' as a Race Relations Failure, from Yellow: Race in America Beyond Black and White [2002]: 39-77 [ERes]

Sept 22: Black identity and school performance

Reading:

1. Theresa Perry, "Up From Parched Earth: Toward a Theory of African-American Achievement," in Perry, Steele, and Hilliard, Young, Gifted and Black: 1-11, 52-108 (skim 12-51) [2003]
2. Claude Steele, "Stereotype Threat and African-American Student Achievement," in Perry, Steele, and Hilliard, Young, Gifted, and Black: 109-130 [2003]
3. A. *Davidson*, "Johnnie Betts on Recasting the Self," from Making and Molding Identity in School (1996) 161-188 [ERes] [there are 2 articles by Davidson on the syllabus; be sure you read the right one for the right week!!]
4. Stacey Lee, "Reflecting Again on the Model Minority," from Unraveling the 'Model Minority' Stereotype, 2nd edition: 120-142 [2009]

----Reading response #1 due----

Sept 29: Anti-Racist Education

Reading:

1. D. *Boyd* and M. Arnold, "Teachers' Beliefs, Antiracism, and Moral Education: problems of intersection," *Journal of Moral Education*, March 2000: 23-46 [ERes]
2. Dorinda *Carter*, "On Spotlighting and Ignoring Racial Group Members in the Classroom," from Everyday Antiracism [2008], 230-234
3. Lisa *Delpit*, "Education in a Multicultural Society," from Other People's Children [1995]: 167-184 [ERes]
4. Lawrence Blum, "Multicultural Education as Values Education," 1-34 [1997]
http://www.scu.edu/law/socialjustice/File/BlumMEVE.pdf
5. Gloria *Ladson-Billings*, "Making Dreams into Reality" (from The Dreamkeepers [1994]): 127-143 [ERes]

---"BAD RACIAL SITUATION" ASSIGNMENT DUE---

Oct 6: A Critique of Multiculturalism

Reading:

Arthur Schlesinger, Jr., The Disuniting of America: Reflections on a Multicultural Society, revised and enlarged edition (1998), whole book (1-165: easy reading, and not many words per page!!)

---"RESPONSE TO CLASS DISCUSSION" (FIRST INSTALLMENT) DUE---

Oct 13: A Defense of Multiculturalism

Reading:

1. Lawrence Levine, The Opening of the American Mind: Canons, Culture, and History [1996], Part I: 1-34, Part III: 103-174
2. Robert *Fullinwider*, "Patriotic History," in R. Fullinwider, Public Education in a Multicultural Society [1996], 203-222 [ERes]

----Reading response #2 due----

Oct 20: Immigrant, especially Latino, students

Reading:

1. Ann Locke Davidson, "Marbella Sanchez: On Marginalization and Silencing," from L. Weis and M. Sellers, Beyond Black and White, 15-43 [1996] [ERes]
2. Laurie Olsen, "Learning the Language of America," from Made in America: Immigrant Students in Our Public Schools, 90-105 [1997] [ERes]
3. M. and C. Suarez-Orozco, "The Children of Immigration in School," from Children of Immigration [2001]: 124-153 [ERes]
4. P. Kasinitz, J. Mollenkopf, M. Waters, J. Holdaway, "Conclusion: The Second Generation Advantage," from Inheriting the City: The Children of Immigrants Come of Age: 342-369

Oct 27: Unauthorized immigration and education: GUEST SPEAKER: Mickaella Perina
[Reading to be assigned]

Nov 3: [topic and reading to be determined]

----Reading response #3 due [electronically]----

Nov 10: Religious Pluralism as a Multicultural Issue

Reading:

1. Warren Nord, "Religion and Liberal Education," in Religion and American Education: Rethinking a National Dilemma [1995], 199-235 [ERes]
2. Stephen Macedo, "Multiculturalism and the Religious Right," from Diversity and Distrust: Civic Education in a Multicultural Democracy [Cambridge MA: Harvard University Press, 2000]: 153-165 [ERes]
3. Diana Eck, "'Is Our God Listening?'," in Encountering God [1993], 167-199 [ERes]
4. Banerjee, "Survey of Religion in U.S. Finds a Broad Tolerance for Other Faiths," *New York Times*, June 24, 2008 [ERes]
5. Kathleen Sands, "Public, Pubic, and Private: Religion in Political Discourse," ("The Gay Nature Argument"): 64-74, from K. Sands (ed.), God Forbid: Religion and Sex in Public Life [2000] [ERes]

----**final due date of 1-page prospectus for final paper**----

Nov 17: Islam and Muslim identity

Reading:

1. Karen Armstrong, "Islam Agonistes" from Islam: A Short History, 141-189 [ERes]
2. Amartya Sen, "Religious Affiliation and Muslim History," from Identity and Violence: The Illusion of Destiny [2006]
3. Stan Karp, "Arranged Marriages, Rearranged Ideas," *Rethinking Schools Online*, vol. 11, #2, Winter 1996-97: 1-6 [ERes]
http://www.rethinkingschools.org/archive/11_02/Karp.shtml
4. Carol Anway, "American Women Choosing Islam," from Y. Haddad and J. Esposito (eds.), Muslims on the Americanization Path, 145-160 [ERes]
5. 153 *Saudi Intellectuals*, "How We Can Coexist," from D. Blankenhorn et al (ed.), The Islam/West Debate: Documents from a Global Debate on Terrorism, U.S. Policy, and the Middle East [2005]: 65-74 [ERes]
6. Kenan Makiya, "Arab Demons, Arab Dreams," from G. Packer, (ed.), The Fight is for Democracy [2003], 139-163 [ERes]

-----**"BAD DIVERSITY SITUATION AND YOU" DUE**-----

Nov 24: Homophobia and homosexuality

Reading:

1. John *Boswell*, "Introduction" to Christianity, Social Tolerance, and Homosexuality (1980), 3-19 [ERes]
2. P. *Jung* and R. Smith, "Discerning True and False Threats," from Heterosexism: An Ethical Challenge (1993), 90-103 [ERes]
3. *Sullivan*, Mass. Supreme Judicial Court, ruling in *Goodridge v. Dept. of Public Health* (same sex marriage case, 2004), 112-120 [ERes]
4. Helen *Zia*, "Out on the Front Lines," from Asian American Dreams [2000], 230-251 [ERes]
5. *Sadowski*, "Sexual Minority Students Benefit from School-Based Support—Where It Exists," *Harvard Education Letter*, Sept/Oct. 2001, 1-5 [ERes]

----Reading response #4 due----

Dec 1: Anti-homophobia education

Reading:

1. George Chauncey, Why Marriage? The History Shaping Today's Debate Over Gay Equality (2004)
2. *Walsh*, "Districts Ordered to Allow Student's Anti-Gay T-Shirt," *Education Week*, April 30, 2008 [ERes]
3. *Walsh*, "Day of Silence in Schools Brings Unity, Controversy," *Education Week*, April 23, 2008 [ERes]

----5-page draft of final paper due November 29 [electronically]----

Dec 8: Vivian Paley's vision

Reading:

Vivian Gussin Paley, Kwanzaa and Me (entire book {very easy reading!})

Dec 15: wrap-up

Reading:

Lawrence Blum, "Stereotypes and Stereotyping: A Moral Analysis," from *Philosophical Papers*, Nov. 2004: 251-290 [ERes]

*****COMPLETED "RESPONSES TO CLASS DISCUSSION" DUE*****

----Final paper due Dec 17-----

UNIVERSITY OF MASSACHUSETTS/Boston
Graduate College of Education
Curriculum & Instruction Department

Prof. Denise Patmon

CRCRTH 630 Literature & Art – 3 Credits

EDCG 647 – Multicultural Literature for Children and Young Adults - 3 credits

Office – Wheatley, 2/143-10

Office Hours – Thursdays 9:30-11:30 and 3-3:45p.m., and by appointment

Office Phone - 287-7618

Email address – denise.patmon@umb.edu

Fall 2009 Course Syllabus

COURSE DESCRIPTION:

This hybrid course attempts to connect the research and expression of literature and the arts with the practical aspects of teaching multicultural literature in today's classrooms preK-12. Students read a broad range of literature representative of the diverse cultural groups represented in today's society and classrooms. Students will be actively engaged in the analysis and synthesis of literature and art, resulting in a published text of their own at the end of the course. Prof. Patmon's operational framework comes out of her understanding of multiple frames for knowing the word and the world (ala Freire), coupled with her study of Endo Shusaku's creative thought and practice. Field-based observations are required (5-10 hours).

COURSE RELATIONSHIPS TO GCE'S CONCEPTUAL FRAMEWORK:

Pre-service and in-service teachers who learn in a respectful community and whose course work experiences communicate respect and dignity for others are better prepared to ensure the type of classrooms which will promote respect and dignity for humanity now and in the future. Students in this course will:

Investigate the domains of reflective teaching and critical pedagogy in order to constantly analyze their own reading and writing/ teaching and learning;

Deepen their understanding of multiculturalism, race, racism, class, gender, sexism, ageism, linguistic and religious diversity through a thorough investigation of research in order to investigate how these are manifested concretely in children's and young adult literature and the arts;

Examine and alter various models of curriculum development and/or technology/multimedia as effective tools to improve the teaching of reading through authentic multicultural literature;

Examine the range of literary genres on a global context;

Create a multicultural literature text;

Examine ways of promoting vocabulary growth in students through the use of multicultural literature;

Observe and analyze a variety of practices which support and encourage an appreciation of literature and the arts in our society;

Explore and develop evaluation procedures and assessment methodologies that support multicultural literature-based reading programs; and

Explore and develop contexts that support and encourage collegiality and lifelong learning in the domains of writing, social justice and equity using multicultural literature and the arts as vehicles of exchange.

REQUIRED TEXTS:

Botelho, M. & M. Rudman. 2009. Critical Multicultural Analysis of Children's Literature: Mirrors, Windows, and Doors. NY: Routledge

Massachusetts English Language Arts Curriculum Frameworks (EDCG 647 Students Only)

RECOMMENDED TEXTS:

Wood, C. 2007. Yardsticks. Turner Falls, MA: Northeast Foundation for Children, Inc.

REQUIRED LITERATURE:

Adewumi, Oluwatoyin. 2009. Inside Ojo's Shed. booksurge.com

Alexie, S. 2009. The Absolutely True Story of a Part-Time Indian. NY: Little, Brown

Desjardins, Cathie. 2008. With Child: Poems. Minneapolis, MN: Tascara Press/Itasca

Dorris, M. 1999. Morning Girl. NY: Hyperion

Endo, Shusaku. 1958. The Sea and the Poison. Tokyo: Bungei Shunju Co. Ltd.

Lasky, Kathryn. 1997. She's Wearing a Dead Bird on Her Head! NY: Hyperion

Munoz, Ryan. 2002. Esperanza Rising. NY: Scholastic

Namioka, L. (1994). Yang the Youngest and His Terrible Ear. NY: Yearling

Sullivan, Charles (ed). 2001. Children of Promise: African-American Literature and Art for Young People. NY: Abradale Press

LAB FEE: \$30 (cost of children's book production) – Kit Book by Nationwide Learning; Topeka, KS.

REQUIRED WRITTEN ASSIGNMENTS:

Assessment is used to judge student progress, evaluate work, inform teaching and ultimately grade student performance. Each student is strongly encouraged to conference with Dr. Patmon during her office hours. Students will be required to complete the following:

Literature Odyssey/Self Study Paper

Field Work Observation
Curriculum Unit/Literary Critique
Creation of one's own book for children – for publication

COURSE REQUIREMENTS

Attendance/Participation/Presentations/Completion of all Reading and Writing Assignments – 25%
Literature Odyssey Paper – 15%
Fieldwork Observation – 20%
Curriculum Unit – 20%
Children's Book – 20%

Accommodations:

Section 504 of the Rehabilitation Act of 1973 offers guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation and recommendations from the Ross Center (287-7430).

Students are required to adhere to the Code of Student Conduct.

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.

This syllabus is subject to change.

CLASS SESSIONS:

Part I: **MIRRORS** – On Self-Reflection

#1 Welcome/Introductions/Course Overview/Expectations/Data Collection

9/10 Cultural Lens – I am From

Wheatley's Willing to Be Disturbed – Reading/Tea Party
Critical Lens Development

Literature Odyssey Essay – Examining Invisible Assumptions

What is Literature? Why Literature? Cultural Nuances

“Jones” “The First Day” – In Class Reading Activity

Preparing for next week

ASSIGNMENT: Read Adewumi's Inside Ojo's Shed. Prepare questions for the author re: composing process, publishing process, critical and creative thinking process, etc. Book concept proposals. Bring 3 copies of your Literature Odyssey Essay to class.

#2 Finding One's Voice/Finding One's Art

9/17 Oluwatoyin Adewumi – Guest Presenter

Writing Response Groups – Literature Odyssey Essay

ASSIGNMENT: Book Concept Proposals Due 10/1. Read Endo's The Sea and the Poison. Bring 2 copies of revised essay to class on 9/24. Read Botelho & Rudman (B&R) Chapters 3, 5.

#3 Literary Genres – Western/Non-Western Comparative Analyses

9/24 Utilizing Cultural Schemata/Aristotelian Plot Development
Endo's Face Theory – The Sea and the Poison
Multiple Faces of Art
Debriefing Adewumi's Presentation
Book Concept Proposal Review
What's Basic to Teaching Reading?
Literature Based Reading Programs and Cultural Competence
Writing Response Groups II – Literature Odyssey Essay
ASSIGNMENT: Final Essay Draft due 10/1. Book concept proposals due 10/1. Read
Alexie's The Absolute True Story of a Part-Time Indian. Read B&R Chapters 2,4

Part II: **WINDOWS** – Looking at Others

#4 Historical Construction of Children's Literature

10/1 Criteria for Evaluating Multicultural Literature

Alexie's "the Absolute True Story of a Part-Time Indian"

Fieldwork Analysis Expectation/Guidelines

On Critical Pedagogy and Social Justice in the Literature Based Classroom/
Learning Environment

Collect Odyssey Papers – Debriefing

Book Group Work – Proposals Shared and Collected

ASSIGNMENT: Read B&R Chapter 5.

#5 Field Trip – Harvard Art Museum (4p.m.-5p.m. – view collection

10/8 485 Broadway

Cambridge

617 495-9400

www.harvardartmuseum.org

"The Art and Peril of Reconstructing Roman Space"

Bettina Bergmann, Professor of Art

Mount Holyoke College

(Examining different forms of reconstruction which tell us about both the
object of reconstruction and the limit of our knowledge and evolving
historical perspectives.)

Return book proposals

ASSIGNMENT: Read Sullivan's Children of Promise. Conduct fieldwork observation.
Guidelines to be distributed in class. Read Lasky's She's Wearing a Dead Bird on Her
Head. Work on your children's book. Read B&R Chapters 6 & 9.

#6 Literature, Art & Class

10/15 Debrief Field Trip – Western Aesthetic

Discuss children's books – Sullivan and Lasky

African – American Literary Tropes

Social Construction of Gender

Fieldwork Observation Updates

Book Group Work

ASSIGNMENT: Continue to work on your fieldwork observation – DUE 10/29. Read Dorris’ Morning Girl. Read Namioka’s Yang the Youngest and His Terrible Ear.

- #7 Asian – Americans in/and Literature
10/22 Deconstructing Stereotypes/Examining Invisible Assumptions
Asian Aesthetic
Discussion of children’s books by Namioka and Dorris
Book Group Work

ASSIGNMENT: Work on your children’s book. Read Munoz’s Esperanza Rising. Complete your field work observation DUE 10/29. Read Lyon’s “Rhetorical Sovereignty: What Do American Indians Want from Writing?” College Composition and Communication 51.3 (February 2000): 447-468.

- #8 Native Americans in Literature & Art
10/29 Latino/a Americans in Literature & Art
Discussion of children’s book by Munoz
Indian Education for All – Movement
Reviewing Selected Children’s Books for Authenticity
Field work Observation Papers DUE/Debriefing
Organizing the inclusive multicultural literature-based classroom
On Curriculum Development - I

ASSIGNMENT: Compose a curriculum based on a children’s book of your choice. Work on your book. Read B&R Chapter 8. Selected Literature - TBA

- #9 On Language Acquisition and Multicultural Literature
11/5 Caribbean Literature and Eastern European - American Voices (TRANSLATED TEXTS – short stories to be distributed in class

ASSIGNMENT: Work on your curriculum project. Work on your book. Read B&R Chapter 8.

- #10 Book Group Work
11/12 What’s Basic to Writing Children’s Stories? - II
Overview/Modeling
Imani’s Gift at Kwanzaa – Patmon
Carnival – Patmon

Intertextuality of Literature and Art – Exploring Literary Genres
ASSIGNMENT: Read With Child: Poems by Cathie Desjardins. Prepare questions for the author. Bring in book project for review by the author/presenter. Complete your curriculum project.

- #11 On Poetry
11/19 Roethke’s “The Waking”
Cathie Desjardins – Guest Presenter
Collect Curriculum Project - Sharing

ASSIGNMENT: Continue to Craft your Children’s Book. DUE 12/3 OR 12/10.

Part III: Opening **DOORS**

- #12 With Fresh Eyes – Appreciating Children’s Literature & Art
12/3 Children’s Book – Sharing/Publishing Opportunity
Enhancing Creative & Critical Thinking inside and outside of the classroom
Course Evaluation

ASSIGNMENT: Finishing touches to your children’s book – if needed. Revision of any project this semester if desired.

- #13 Book Publishing Celebration
12/10 New England Authors and Illustrators of Children’s Books
Course Debriefing

Final Children’s Book is due no later than Thursday 12/10. All final books will be available in the GCE Curriculum & Instruction Department Office. Prof. Patmon will be on sabbatical during the Spring 2010 academic semester. Please be sure to get your book from her before she leaves on her sabbatical.

WRITTEN ASSIGNMENT DUE DATES:

- Literature Odyssey Paper – DUE 10/1
Book Proposals – DUE 10/1
Field Work Observation Paper – DUE 10/29
Curriculum Project – DUE 11/19
Children’s Book – DUE 12/3 or 12/10

BEST WISHES!!!

Welcome! - to an exciting, special course designed for elementary and secondary teachers interested in integrating the ARTS into academic curricula. This is offered by the Critical and Creative Thinking Graduate Program (CCT), University of Massachusetts Boston, and co-sponsored by the Arts/Learning Program, Natick, MA.

Thinking Critically and Creatively Through the Arts

CRCRTH 630: 3 graduate credits, CCT Program, UMass Boston

(Note: This is an initial syllabus and subject to change.)

Four Saturdays: 8:30-4:30 PM (Mar. 12, April 2, April 27, May 7)

Location: Walnut Hill School for the Arts, Natick, MA.

Instructors

Nina Greenwald, Ph.D., Critical and Creative Thinking
Graduate Program, UMass Boston

John Hooker, MA. Art Department, Bridgewater State University

David Martin, Ph.D., Critical and Creative Thinking
Graduate Program, UMass Boston

Elaine Sisler, MA. Teacher, Dancer & Arts Advocate
Endicott College

Miriam Kronish, special guest presenter, May 7: former elementary school principal (Needham Public Schools); Massachusetts principal of the year; well-known fine arts educator; faculty, Cambridge College and Lesley University

Description

This unique course has two key focuses: 1) to demonstrate how the arts (e.g., art, music, dance, filmmaking, storytelling, screen writing) are powerful vehicles for promoting critical and creative thinking and problem solving across all domains of learning and 2) to demonstrate ways in which the arts can enrich our personal lives and help solve problems

Through experiential learning and opportunities to reflect on this, participants will learn ways to teach thinking, across curriculum, through the arts. This includes instructional strategies and the creation of learning climates that cultivate openness to ideas, original ideas, multiple points of view, perspectives and interpretations, and making considered judgments. This includes specific strategies for responding to and evaluating imaginative works in ways that are both supportive and discriminating.

Goals for Participants

- Understand what is meant by the arts and arts learning
- Experience arts learning and its roles in developing critical and creative thinking and problem solving skills and dispositions
- Practice the skills and disposition (behaviors, habits of mind) of “Artful Thinking”
- Reflect on the literature on teaching thinking through the arts
- Maintain an arts thinking journal
- Develop and field test instructional materials for teaching thinking through the arts

Instructional Contexts

Nina Greenwald: *“Think left and think right, and think low and think high. Oh the THINKS you can think up if only you try!” (Dr. Seuss)* Through engaging “artful think” forays, plus opportunities to reflect on and make our own sense of arts-based literature, we’ll explore the power of the arts to unleash and hone our abilities to think critically and creatively – to think deeply and expansively, to envision unique, effective solutions to problems, to become exciting possibility thinkers, to question the very nature of the relationship between critical and creative thinking - all of which is preparation for the special immersion journeys in art, dance, storytelling and music we’ll take with Elaine, John and David.

John Hooker: *“To draw is to put down your thoughts visually.”*

How does the artist “see”? How does an artist change a way of looking at things and learn *how* “to see”. What thinking processes and habits of mind enable us to represent ideas through drawing, painting, sculpting? What *conditions* enable making a mental shift to a different *mode* of information processing- that slightly altered state of consciousness that enables us to see well? In this context, you’ll discover the artist within and create art that means a good deal more than merely looking with the eye!

David Martin: *“Art forms like stories long outlast the cultures that generated them, just like shark’s teeth long outlast the shark that made them. Art forms and stories are the “teeth” a culture uses to “chew up” experience, into bite-sized chunks of meaning.”*

Three themes of culture (technology, social relationships, and cosmology) will be presented, and participants will reflect on ways our own and other cultures manifest these themes. Storytelling will be one of the major media through which this expression is examined. Visual and auditory experiences of one Inuit culture is used as a contrast case. Storytelling as a literary form is considered, and as an art form that corresponds with music, dance, and visual expression. Sample activities include viewing videotapes to show aspects of a non-Western culture, listening to recordings of stories from a non-Western culture to stimulate reflection on how cultures create and transmit values, and creation of original stories to explain or teach how the world came to be. (Note: Participants will view some aspects of another culture which may make them initially uncomfortable; by confronting these feelings and reactions,

they will deepen their understanding of what it means to be human and as a lens to reflect on one's own culture.)

Elaine Sisler: “*The communication of meaning through movement requires an ability to weave together physical, emotional and intellectual aspects of one’s thinking*” (John-Steiner)

Dance is explored as an art form that promotes critical/creative thinking and problem solving skills and dispositions. Based on the dance standards of the Massachusetts Arts Curriculum Framework, teachers will participate in creative movement and dance activities to develop effective strategies for teaching, learning, community building and artistic expression. They will investigate creative movement as a tool for self-expression, motivation for learning, enrichment and enlivening of subject areas. Through active participation in dance as an art form, teachers will learn to use dance as an alternative expression of ideas and translate this into teaching and learning materials.

Readings: (articles with full citations provided by instructors)

Greenwald (for April 2)

- Davis, G. A. *Barriers, blocks and squelchers: why we are not more creative*, Creativity is Forever, 1992.
- Greenwald, Nina. *Songs the Dinosaurs Sang*, Gifted Child Today, 1998.

**John-Steiner, V. *Visual Thinking and the Languages of Emotion*, Notebooks of the Mind, 1986.

- Lynch, Mervin D., & Harris, Carole R. *Teaching Creative Children with the performing arts problem solving pyramid*, Fostering Creativity in Children, K-8, Allyn and Bacon, 2001

**Tishman, S. and Andrade, A. *Thinking Dispositions: A review of current theories, practice and issues*, Harvard University, 1996

**Tishman, S. *The Artful Thinking Palette* (Harvard Project Zero document)

Greenwald (for May 7): TBA

Martin (for April 2)

- Teacher Manual for Netsilik at the Inland Camps, MAN: A COURSE OF STUDY, 1968. Cambridge, MA: Education Development Center.

- Teacher Manual for Netsilik at the Sea-Ice Camps, MAN: A COURSE OF STUDY, 1968. Cambridge, MA: Education Development Center.

- Songs and Stories. MAN: A COURSE OF STUDY, 1964. Cambridge, MA: Education Development Center.

Optional:

- Segedin, Lauren. *The spirit of ‘place’ transmitted through the arts*, University of Oxford
- Bartel, M. *Creatively Teaching Multicultural Art*. Goshen College

Hooker (TBA)

Sisler (for April 30)

- Carla Hannaford, *Smart Moves: Why Learning Is Not All In Your Head*. Great Ocean Publishers. Arlington, Virginia 1995. ISBN 0-915556-26-X
- Twyla Tharp, *The Creative Habit: Learn It and Use It For Life*. Simon & Schuster Publishers. New York 2003. ISBN 0-7432-3526-6

Assignments

1. Required readings (note: some changes and/or additions are possible)
2. **Arts Thinking** journal and accompanying two-page reflection paper (due April 30: guidelines to be provided)
3. Out of Class “Lab” Assignment:
 - Design and present (teach, facilitate, or direct) a lesson or group activity that integrates critical/creative thinking, problem solving and or the arts into a specific academic curriculum, community project or your own creative/artistic life.
 - Write a short paper (3 pages maximum) describing your project. Include goals, objectives and curricular concepts or themes to be explored.
 - Engage classmates in an activity from your project that demonstrates critical/creative thinking, problem solving and/or arts integration. Share what parts of your implementation plan worked and what you think needs to be changed, modified, or improved.

Projected workshop sessions:

Thinking Critically and Creatively Through the Arts (note: projected workshop sessions subject to modification)

March 12	April 2	April 30	May 7
<p>Morning Nina</p> <p><i>Welcome! “Picture framing” What is critical and creative thinking? What is artful thinking? Two different planets? Part of the same universe?</i></p> <p><i>Let’s play to find out! “Name Game” creative dramatics; “Pictures at an Exhibition”; “Carousel Thinking</i></p>	<p>Morning David</p> <p><i>Ways our own and other cultures manifest technology systems, social relationships, and world view themes - storytelling as a major expressive vehicle; as an art form that correlates with music, dance, and visual expression creating lesson plans using storytelling as means of artistic expression conveying cultural traditions</i></p>	<p>Morning Elaine and special guest educator Miriam Kronish</p> <p><i>Science is questioning: creating musical dance and movement sequences to express questioning and curiosity about how the world works</i></p> <p>Nina <i>posing questions through arts thinking lenses: a <u>Project Zero</u> exercise</i></p>	<p>Morning John and Elaine</p> <p><i>Through play, the artist as problem solver; e artist as playful child; play as the work of art</i></p>

<p>David (previews) <i>What's in a story? Storytelling as a multicultural art form for expressing world views</i></p> <p>John (previews) <i>Art as a way of seeing; the artist as thinker and problem solver; the artist as risk- taker</i></p>			
<p>Afternoon: John and Elaine</p> <p><i>Sculpting ideas: the artist as idea builder "Living Clay: Let's dance a painting!"</i></p>	<p>Afternoon Nina</p> <p><i>Guided imagery and Scribbles: promoting 6 creative thinking traits: perceptual flexibility and sensitivity to problems, fluency, elaboration, "ego-less" non-rational state, elements play, finding forced relationships</i></p> <p><i>Readings: small group "think about"</i></p>	<p>Afternoon David and Elaine</p> <p><i>Multicultural Dancing Stories: whose story is it? Dancing a story with a beginning, middle & an unexpected ending</i></p> <p>Nina <i>Creating "Symbol Stories" through multiple intelligences</i></p>	<p>Afternoon Nina</p> <p><i>The evaluation of creativity: how our responses can be supportive and still be discriminating by being specific</i></p> <p><i>Final Student Presentations and instruction team response</i></p>

CCT 630 Seminar in Creativity
Spring 2006 TH 7 – 9:30 PM
Instructor: Ben Schwendener, Artistic Director
Gravity Arts, Inc.
24 Hampstead Road
Jamaica Plain, MA 02130
Phone/Fax (617) 522-0288
benjami1@comcast.net
<http://gravityarts.org>

Course description

Expression and evaluation, freedom and discipline, creative production and its' critique-how do these dualities relate to visual and verbal imagination as they are demonstrated in literature and the arts? Specific strategies for eliciting imaginative work in these areas are demonstrated, as are specific strategies for evaluating imaginative works. Finally, this course focuses on ways of helping others (including children) to develop these skills and effectively utilize these strategies.

This semester the course will focus on exploring the natural or objective relationships among the elements available in different creative fields. By understanding such relationships you will be better able to develop your own creative abilities and teach others to do so. The instructor's approach to understanding creative thought and practice flows from using George Russell's "**Lydian Chromatic Concept of Tonal Organization**" to teach piano, music theory, and composition to students of all ages and abilities.

Assessment

Class participants graded on:

1. attendance
2. participation
3. project (there will be no "final exam")

Texts

Fritz, Robert, '**The Path of Least Resistance**', NY: Random House, Fawcett Columbine (1989)

Werner, Kenny, '**Effortless Mastery**', New Albany, Indiana: Jamie Aebersold Jazz, Inc. (1996)

Zappa, Frank (with Peter Occiogrosso), '**The Real Frank Zappa Book**', NY: Poseidon Press/ Simon& Schuster (1989)

Makiguchi, Tsunesaburo, '**Education for Creative Living**' (translated by Alfred Birnbaum, Edited by Dayle M. Bethel), Ames, Iowa: Iowa State University Press (1989)

Kelley, Thomas, '**The Art of Innovation**', NY: random House (2001)

Russell, George, **‘George Russell’s Lydian Chromatic Concept of Tonal Organization – volume one: The Art and Science of Tonal Gravity’** Brookline, MA: Concept Publishing Co. (2001) note: available only through georgerussell.com

Texts will be referenced throughout the semester, and discussed as they pertain to the topics below.

Provisional Schedule of Topics

(The final order and subjects for each week, to be arranged in consultation with students, will be specified in handouts/emails as the course progresses)

- I. FINAL PROJECT: "What do **you** want to create, for yourself and for your students?"
 - Ia. Your personal Bio – creating and/or updating.
- II. The history of George Russell and his Lydian Chromatic Concept of Tonal Organization. (handouts supplied). The LCC explains how the elements of music behave; it gives the student a ‘Language’ - a ‘Language behind the music’, or a ‘Language behind your thoughts’. The LCC opens up music possibilities in a new and wholistic way.
- III. Intuitive knowledge and the uncovering of new ideas.
- IV. The understanding of Physical laws and their effect on creative processes; application of the definition of 'Scale' to the various educational and artistic disciplines of class participants.
Objectivity in Art: “What defines objective materials/ components in a given (artistic) discipline?”
- V. ‘Vertical’ and ‘Horizontal’ forces in music and their broader implications.
- VI. 'The Real Frank Zappa'; the Compositional Process.
- VII. Interpretations of 'Customized Education': Discussion of a general definition along with private and corporate models of implementation. Creation by a group through sensitivity to individual strengths and weaknesses.
- VIII. Creative processing challenges in teaching children and adults. Individual diagnostics. Classroom dynamics and the challenges they present.
“How do you inspire ‘Motivation’?”
- IX. Music and the 'Law of Correspondences'. John Coltrane’s ‘Giant Steps’ and the equilateral triangle: “Objective Art” – The Pyramids conveying the message of the Law of Three, active, passive, neutralizing, etc. “What is, or could be termed ‘Objective Art’?”
- X. Defining ‘Aim’. Contributing something uniquely your own.

XI. Presentations on Individual term projects (usually takes at least two entire class sessions)

**University of Massachusetts at Boston
College of Education and Human Development, Critical &
Creative Thinking Program
University Honors Program**

Environment, Science & Society: Critical Thinking

**CrCrTh640/Honors 380-01
Fall 2010
Syllabus**

Instructor: Peter Taylor, Critical & Creative Thinking Program

Email: peter.taylor@umb.edu

Phone: 617-287-7636

Office: Wheatley 2nd floor, room 157

Class meetings: Mondays September 13 -December 13 (exc. Oct. 11)

Honors 380 in W-2-209, 4-6.30pm; CrCrTh640 in McC 2-628C, 6.45-9.15pm, except 4-6.30pm in W-2-209 on 9/13 & 10/4 (and TBA, also 11/1 & 12/6)

Office/phone call hours: Monday 2.40-3.40; Tuesday 3.20-4, 5.30-6.30pm by [sign up](http://ptaylor.wikispaces.umb.edu/PTOfficeHours) (ptaylor.wikispaces.umb.edu/PTOfficeHours) or by arrangement

Websites: www.faculty.umb.edu/pjt/640-10.html and links

Private wikispaces for assignment submission: CCT-xx.wikispaces.umb.edu (where xx is your last name; username & password as for your @umb.edu email)

Course wikipage for additional info & for sharing work for peer commentary: crcrth640.wikispaces.umb.edu

Listserv/discussion forum: Emails sent to cct640@googlegroups.com will go to everyone in the course

Annotated bibliography and WWW bookmarks: groups.diigo.com/group/envscisociety

CATALOG DESCRIPTION

Through current and historical cases, this course explores the diverse influences that shape environmental science and politics and their pedagogical, professional, social, and moral implications for educators, environmental professionals, and concerned citizens.

Overview for 2010

Current and historical cases are used to examine the diverse influences that shape environmental science and politics. This exploration, in turn, leads to new questions and alternative approaches for students and concerned citizens. Such critical thinking is applied to topics such as ideas of nature, conservation and colonialism, systems thinking, population growth, climate modeling, the tragedy of the commons, socioenvironmental analysis, local knowledge & participatory planning, transnational economics, and dystopian futures.

Students are, at the same time, introduced to a range of perspectives and tools for developing research questions, writing, and collaborations that support inquiry and action. Each 2.5 hour, once-per-week course session includes time for students to practice applying the new perspectives and tools to an environmental topic of their own interest. These tools and perspectives include guided freewriting, personal/professional development workbooks, problem-based learning (PBL), annotating and sharing bibliography entries online, diagramming and mapping complex connections, the dialogue process, strategic participatory/ stakeholder planning process, peer commentary and cooperative group work, historical analysis of key terms (e.g., nature, science, environment, society, critical), dialogue around written work (revision in response to comments), and more.

Regular, small writing assignments and revisions are required and a modest amount of reading. Students can expect to spend 5-7 hours/week preparing for the course outside class meetings. An [extended overview](#) and [details about sessions](#) are given on the course wiki.

ACCOMMODATIONS: Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.

This syllabus is subject to change, but workload expectations will not be increased after the semester starts. (Version 3 October 2010; changes after the start of the semester are [marked in blue](#))

TABLE OF CONTENTS

Sections To Follow In Syllabus

Texts and Materials

Electronic organization and competencies

Requirements

Schedule of Sessions, Preparation and related handouts, Assignment due dates

Links to specific Sessions on the web version of the syllabus: Session [9/13](#), [9/20](#), [9/27](#), [10/4](#), [10/18](#), [10/25](#), [11/1](#), [11/8](#), [11/15](#), [11/22](#), [11/29](#), [12/6](#), [12/13](#)

Bibliography

TEXTS and MATERIALS

Required: Taylor, P. (2005). Unruly Complexity: Ecology, Interpretation, Engagement. Chicago: University of Chicago Press.

Recommended to help with writing: Daniel, D., C. Fauske, P. Galeno and D. Mael (2001). Take Charge of Your Writing: Discovering Writing Through Self-Assessment. Boston: Houghton Mifflin ("[new](#)" [copies available](#) well below list price on amazon.com)

Elbow, P. (1981). Writing with Power. New York: Oxford Univ. Press. (old editions are OK)

(See also Conlin; Kanar; Perelman, et al.; Turabian)

Other than Unruly Complexity, most [readings for the course](#) are individual articles and book chapters that can be downloaded through [password protected site](#).

ELECTRONIC ORGANIZATION and COMPETENCIES

All course materials can be accessed via the online version of this syllabus together with your personal [CCT-xx.wikispaces.umb.edu/640checklist](#) wikipage for assignment submission (where xx = your last name). You should create a bookmark to: 1. [the table of contents](#) for this syllabus (<http://www.faculty.umb.edu/pjt/640-10.html#TOC>); and 2. your CCT-xx 640checklist wikipage, then use these as your portals to any other course materials. (It might also help to bookmark [password protected site](#) for readings and additional information to prepare for sessions and follow-up afterward that will be posted during the semester on the course wiki, [cacrth640.wikispaces.umb.edu/640sessions](#)

The specific technological competencies you will need for this course are described at [cacrth640.wikispaces.umb.edu/640Tech](#).)

ASSESSMENT & REQUIREMENTS:

More detail about the assignments and expectations is provided in the [Notes section](#) of the course wiki, and will be supplemented when needed by emails to course listserv. (The same details can also be viewed via links to your CCT-xx 640checklist page and <http://crcrth640.wikispaces.umb.edu/640checklist>.)

A. Written assignments(2/3 of grade)

The course project is a plan for your future research and engagement on a topic that involves environment, science, and their relation to social context. Engagement might range from teaching, to activism, to personal/professional development, and it also means you are engaged--the topic is one you want to learn more about.

The plan should include the topic, review of relevant publications, and steps in the process of research and engagement (1500-2500 words).

Your topic and research plan are developed through a sequence of assignments:

A1. Presentation in session 4 on PBL case, A2. Briefing from PBL case, A3-A8. Thoughtpieces (350-600 words) that contrast your previous view of your topic with new thinking and questions that arise from the session, for sessions 5-10, A9. complete draft research plan, and A10. revised final report on research plan.

Initial submissions of all assignments due on the dates given in the Schedule of sessions below (as well as in your assignment checklist). At least seven should be revised and resubmitted in responses to comments until OK/RNR (=OK/ Reflection-revision-resubmission Not Requested).

If the complete report is not OK/RNR by the date for submission of grades an incomplete may be submitted (see link on assignment check-list for policies about incompletes).

Participation and contribution to the class process (1/3 of grade)

B. Building learning community through prepared participation and attendance at class meetings(=13 items) and B2. "syllabus quiz" submitted in session 2 and B3. Weekly buddy check-ins (see C1, below) (=3 items for 12 check-ins).

C. Personal/Professional Development (PD) Workbook compiled throughout the semester (9 items), including:

- C1. Weekly entries, perused at first conference or before mid-semester break, on a. thoughts and questions about the tools and perspectives introduced in readings, sessions, and other discussions, especially as they relate to your evolving research topic, and b. weekly buddy check-ins (4 items)(see also C3)
- C2. [worksheet](#) on PD workbook submitted in session 6
- C3. Whole PD workbook ready for perusal (in hard copy or on wiki) at the end of the semester (session 13)
- C4. Annotated bookmarks to relevant items on the internet, posted on [diigo](#)(2 items for 6 postings before session 13)
- C5. Process review on the development of your work (due session 13)

D. Minimum of two in-office or phone conferences on your assignments, PD workbook, personal wikipage, and project -- one before session 6; the other by session 10 (=2 items)

E. Peer commentary on your buddy's work in each 4-week period and on another student's draft report (with copy posted on [peer share wiki](#)) (=4 items)

The grading system is simple, but unusual, so ask questions to make sure you have it clear: Students should aim for all writing and presentation assignments submitted on the due date and seven, including the complete report, OK/RNR (=OK/ Reflection-revision-resubmission Not Requested) as well as 26 participation items fulfilled.

If you reach or exceed this amount, you get 80 points (which gives you an automatic B+) and the following rubric is used to add further points.

For each quality "fulfilled very well" you get 2 points or 1 point if you "did an OK job, but there was room for more development/attention." You get 0 points if "to be honest, this still needs serious attention."

1. A sequence of assignments paced more or less as in syllabus (and revisions timely),
2. often revised thoroughly and with new thinking in response to comments.
3. Project innovative, well planned and carried out with considerable initiative, and
4. indicates that you will be able to move to research and engagement on your topic.
5. Project report clear and well structured,
6. with supporting references and detail, and professionally presented.
7. Active contribution to and reflection on process of learning from session activities around semester-long projects
8. Active, prepared participation and building the class as learning community, and
9. supporting buddy partners and other class members.
10. PD workbook, thought-pieces, and process review show:

Consistent work outside sessions,

11. deep reflection on your development through the semester and

12. map of the future directions in which you plan to develop.

If you don't reach the automatic B+ level, your points = 7 for each writing assignment (or presentation) that is marked OK/RNR + 3 for each other writing assignment initially submitted by the due date + 1 for each participation item fulfilled up to a maximum of 80.

Overall course points are converted to letter grades as follows: The minimum grade for A is 95 points, for A- is 87.5, for B+ is 80, for B is 72.5; for B- is 65; for C+ is 57.5; for C is 50; and for undergraduates only: for C- minimum is 47; for D+ is 44; for D is 41; for D- is 38.

(In theory it is possible for a student to earn 104 points, but this would still be awarded an A.)

The difference in expectations for graduate and undergraduate students lies in what will be accepted as OK/RNR for written assignments and what counts as "fulfilled very well," "did an OK job," "still needs serious attention" in the rubric above.

Plagiarism: Using another person's ideas or material you did not write without citing the source is plagiarism and is unacceptable (see [library guide](#) and [Academic Honesty policies](#)).

SCHEDULE OF CLASSES

To prepare for sessions and follow-up afterward consult the additional information that will be posted during the semester on the course wiki, crcrth640.wikispaces.umb.edu/640sessions.

9/13, 1. Introductions

Preparation:

Purchase [course texts](#)

Review instructor's [portfolio and past evaluations](#) for the course

Begin to [get set up technologically](#)

Session:

Typical components of class sessions--Ideas, activities, workshop on application to students' projects--and relation to course goals.

Activity: How do we know if we have a population-environment problem?

Workshop: Introduction to Problem-Based Learning (PBL) case, initial freewriting, student introductions and initial ideas.

Follow-up: B2. Syllabus quiz; Exploration on the internet to find an initial angle related to the PBL scenario that you want to investigate; Email the instructor a progress report on what you have been looking into

9/20, 2. PBL: "Moving beyond global environmental polarization" I

Preparation and Follow-up: [info](#)

Session: Questions about syllabus, requirements, wiki, etc.

Discussion of PBL approach and Workshop on PBL case

[Critical Incident Questionnaire](#)

Work due this session: B2. Syllabus quiz

9/27, 3. PBL: "Moving beyond global environmental polarization" II

Preparation and Follow-up: [info](#)

Session: [Feedback from Critical Incident Questionnaire](#)

Work-in-progress presentations on PBL case

10/4, 4. PBL: "Moving beyond global environmental polarization" III - presentations

Preparation: PBL Presentation & Briefing (see [info](#))

Session: Presentations to Panel

Follow-up: includes read Taylor, "How do we know.."

Work due this session: A1. Presentation & A2. Briefing

No class 10/11 (but see Columbus-day-relevant readings by Cronon, O'Hara, Stevens, Wolf)

10/18, 5. Historical changes and tensions in people's views of nature, including views of ecologists

Read: Williams, "Ideas of Nature," Worster, "Scrambling for a place" ([see info](#))

Session: Mini-lecture: William's history of changing ideas of nature

Review of Worster to identify tensions evident in Darwin (which persist today)

Read and revise a [multi-person conversation](#) about contemporary ideas about nature.

Follow-up: includes items for reflection and possible integration into thought-piece based on additional readings:

Begon, "The influence of predation and disturbance."

Botkin, Chapters 1 & 12 from Discordant Harmonies

Worster, "Science in Arcadia & The empire of reason"

10/25, 6. Diagramming Systems of Humans and Nature

Read Taylor, Unruly Complexity, chap. 3 (see [info](#))

Session: Interactive lecture on interpretation of diagrams, esp. of systems ecologist, H.T. Odum

Examination of diagrams related to students' topics

Follow-up: includes read Odum from Environment, Power & Society

Work due this session: A3. Thought-piece based on session 5; C2. worksheet on PD workbook and research organization; D. First in-office or phone conference before now

11/1, 7. Hidden Complexity of Simple Models

Read: Hardin, "Tragedy of the commons" (see [info](#))

Session: Simulation of Tragedy of the commons

Identification of causal models related to students' projects and their hidden complexities.

Critical Incident Questionnaire 2

Follow-up: includes read Taylor, Unruly Complexity, chap. 6, part A

Work due this session: A4. Thought-piece based on session 6

11/8, 8. What does it take to make "nature" in some time and place?

Read: Haraway, "Teddy bear patriarchy" (see [info](#))

Session: View and comment on Paper Tiger TV, "Donna Haraway reads national geographic"

Identifying historical research needed to interpret what lies behind students' topics

Work due this session: A5. Thought-piece based on session 7

11/15, 9. Mapping the resources mobilized in research

Read Taylor, Unruly Complexity, chap. 5, part B (see [info](#))

Session: Mini-lecture

Mapping the resources mobilized in students' planned research

Work due this session: A6. Thought-piece based on session 8

11/22, 10. Intersecting Ecological and Social Processes

Read: Pearce, "Inventing Africa" (see [info](#))

Session: Case of soil erosion in Oaxaca, Mexico

Tracing the intersecting ecological and social processes in Pearce, then in students' topics

Follow-up: Read Taylor, Unruly Complexity, chap. 5, part C & chap. 6

Work due this session: A7. Thought-piece based on session 9; D. Second in-office or phone conference before now

11/29, 11. Intersecting Processes II

Preparation: Read and trace the intersecting ecological and social processes in Butler's fiction (see [info](#))

Session: [Dialogue Process](#) on the intersecting ecological and social processes in Butler's fiction

Work due this session: A8. Thought-piece based on session 10

12/6, 12. Locally centered positioning in tension with translocal

Read Taylor, Unruly Complexity, Epilogue (see [info](#))

Session: [Strategic Personal Planning](#) in relation to student's research plan

Mini-lecture on Strategic Participatory Planning

Work due this session: A9. Complete draft plan for research

12/13, 13. Taking stock of where we have come and where we could go

Session: Historical scan

CCT course evaluation, followed by official evaluations

Work due this session: C4. Whole PD workbook ready for perusal; C5. Process Review; E. Peer commentary on another student's draft report

Work due 12/20: A10. Plan for research, revised in response to peer and instructor comments

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(Readings used in preparation or follow-up to sessions)

(Other than Unruly Complexity, most readings for the course are individual articles and book chapters that can be downloaded through [password protected site](#).)

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Supplementary Bibliography

(These and other additional readings may be recommended for deeper consideration of the issues raised in both environmental sciences and in interpretation and critical thinking).

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(earlier version)

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Wolf, E. (1982). "Europe, prelude to expansion," in Europe and the People Without History. Berkeley: University of California Press, 101-125.

Spring 09

CRCRTH/SPEG 646: The Gifted Student (Wed. 4-6:30)

Instructor: Nina Greenwald (nlgreenwald@comcast.net)

(617-287-6523) Office hours: Wed. 2-3:30 by appointment

Description:

Gifted and talented students are one of our most underserved populations of learners. This state-of-the-art course is for teachers and others concerned about meeting the needs of high potential learners in the regular and/or special classroom and at home. A broad spectrum of contemporary views on definition, identification and characteristics of high potential learners are explored through lively critical and creative thinking activities and discussion. Examination of further individual differences such as ethnicity, gender, misdiagnoses and dual diagnoses, underachievement and learning disabilities is also addressed.

Creation of learning environments and curriculum and instructional strategies that motivate and challenge high potential learners of any developmental age is also a major focus. This includes problem and inquiry-based learning, creative problem solving, invention, and humor and thinking which are specializations of the instructor. The course culminates with a unique opportunity to practice what has been learned with gifted students who will join us in class for this purpose.

Text: Davis and Rimm, *Education of the Gifted and Talented* (Fifth Ed)

Requirements:

(Individual) Reflective Practitioner's Journal: Educating gifted students is layered with complex but exciting challenges! Especially, it's important for those committed to advancing the field to deeply and continuously reflect on what is known, being learned, needs to be learned, needs to be changed, modified, improved, why and how. Maintaining a weekly journal that reflects on these issues is essential for professional growth and development and for becoming an effective change agent in the field.

(Individual) Exploration of an issue pertaining to the education and psychology of the gifted: Choose something that interests you, whether or not it's covered in the course, for example: how to define and reverse underachievement; what programs are needed for gifted learning disabled

students; a case study analysis and prescription; a survey designed to better understand a specific issue; creative use of resources for cost effective program development; a biographical study of a gifted /talented individual with emphases on “nurture” factors such as the role of parents, siblings, teachers, and mentors.

(Small Group) Development of a unit of study (5-6 lessons):

This is a very creative opportunity to translate theory into practice! Collaboratively, you'll develop a series of lessons that demonstrate your understanding of how to challenge gifted students based on their special learning needs. You're free to develop an exciting course of active, deep learning that will motivate and immerse gifted students in discovery and inquiry-based learning. AND-you'll get to try out some of these ideas with some gifted students who will be your “mini-class” for one session!

Class Sessions:

The topics for class sessions should be considered tentative and flexible. Some topics may take longer than planned and the "flavor" of the course and your interests may warrant modifications as the class progresses. We may want to spend more or less time on pre-selected topics and decide to add or delete certain areas of concern. For each class, please come prepared to contribute your questions, “puzzlements” and perspectives on the readings. Class sessions will be very interactive and comprised of combinations of the following:

- **general discussion** based on reading assignments and supplemental material; make a habit of writing your questions about points that need further clarification or issues with which you agree or disagree
- **unstructured discussion time:** e.g., discussions of your concerns about the course and field as well as the subject matter
- **small group activities** centering on specific problems or issues through simulation exercises, case studies, role-plays and other problem solving activities designed to give your CCT gears a workout!
- **guest presentations** (TBA)
- **small group practice teaching** (based on lesson plan unit)

Jan. 28 **Getting Launched!**

- introductions and course content
- **key question:** what do we know (or think we do) about gifted students?
- important professional organizations and publications

- hw: gifted students/education in the news (bring an article!)
- reading: Chapter 1 (History and Definitions)

Feb. 4 Definitions

- your definition of gifted?
- **key question:** how/ have definitions of giftedness changed over time?
- gifted students/education in the news
- reading: Chapter 2 (characteristics)

Feb. 11 Characteristics

- **key question:** How do we recognize giftedness?
- case study (“Tommy”)
- “different gifts” (characteristic clusters)
- perfectionism (“tip of the iceberg” problem?)
- symbol stories (an exercise in MI ways of thinking)
- teachers of the gifted (generating criteria)
- reading: Chapter 4 ((Identification)

Feb. 18 Identification (guest panel: TBA)

- **key question:** What makes identification of the gifted so complex?
- a simulation
- standard identification procedures: pros and cons
- benefits of identifying gifted students? drawbacks?
- differences between a matrix approach and a talent pool approach?
- reading: Chapters 5/6 (Acceleration, Enrichment, Grouping)

Feb. 25 Acceleration, Enrichment, Grouping (AEG)

- **key question:** What’s myth and what’s reality?
- advantages and disadvantages of AEG
- commonly used enrichment strategies if no program exists
- case study: which option is best and how to know?
- simulation (curriculum compacting: how to find out whether to accelerate a student)
- reading: Chapters 5/6 continued
- reading: Chapter 7 (Curriculum Models)

Mar. 4 Acceleration, Enrichment, Grouping, Curriculum Models

- **key question:** What’s good for the gifted – good for all students?
- reacting to the question (carousel brainstorm exercise)
- types of curriculum models

Renzulli Enrichment Triad and Revolving Door
Renzulli Schoolwide Enrichment
FPS and Odyssey of the Mind
The Parallel Curriculum
Differentiated Curriculum

- reading: Chapters 9, 10, 11 (Critical and Creative Thinking)

Mar. 11 CCT Instructional Strategies (Guest panel: TBA)

- **key question: What is critical and creative thinking? (Aren't gifted students automatically good at this?)**
- doing creative thinking (skills/dispositions)
- doing critical thinking (skills/dispositions)
- doing confluent thinking and problem solving (PBL)
- begin small group unit development
- reading: Chapters 9, 10, 11 (Critical and Creative Thinking)
- unit development meeting
(first reflective practitioner's journal due)

Spring Break: March 14-22

Mar. 25 CCT Instructional Strategies continued

- **key question: What is critical and creative thinking? (Aren't gifted students automatically good at this?)**
- unit development meeting
- hw: bring cartoons!
- reading: Chapter 13 (Underachievement: Diagnosis and Treatment)

April 1 Special Populations (underachievement)

- **key question: Why do gifted students underachieve in school and what can be done to address this?**
- cartoons metaphors
- case study/role-play
- diagnosis and treatment
- unit development meeting
- reading: Chapter 14 (The Cultural Underachievement of Females)

Apr. 8 Special Populations (gifted females)

- **key question: Gifted females have come a long way – or have they?**
- environmental contributors to the underachievement of gifted females

- unit development meeting
- reading: Chapter 15 (Gifted Children with Disabilities)

Apr. 15 Special Populations (misdiagnoses and dual diagnoses)

- **key question: Why do so many of our brightest, most creative children and adults are receiving so many *diagnoses*? (e.g., Asperger's; ADHD; learning disabilities; mood disorders; anger disorders)**
- case study
- differentiating gifted behaviors from pathological behaviors
- types of programs gifted students with disabilities need to achieve
- unit development meeting
- reading: Chapters 3 and 18

Apr. 22 Program Planning and Evaluation

- **key questions: Fundamentals of effective program planning and evaluation criteria?**
- **role-play: GT planning committee meeting**

(second reflective practitioner's journal due)

Apr. 29 Program Planning and Evaluation

May 6 mini-class teaching and group unit plan due

May 13 Taking Stock as reflective Practitioners!

- **key question: What have we learned, what still needs to be learned about educating gifted students?**
- individual projects due and sharing!

Optional Resources:

Renzulli and Reis: *Schoolwide Enrichment Model* (Creative Learning Press, Mansfield, CT)

Piirto, J. *Understanding Those Who Create* (Gifted Psychology Press, 1998)

Miriam Adderholt and Jan Goldberg *Perfectionism: What's Bad About Being Too Good* (1999)

V&M Goertzel: *Cradles of Eminence: Childhoods of More Than 700 Famous Men and Women*

University of Massachusetts at Boston
Public Policy Program, McCormack Graduate School of Policy Studies
Critical & Creative Thinking Program/ Science in a Changing World, Graduate College of Education

Scientific and Political Change

(formerly: Science, Technology & Public Policy)

PPol G 749/ CrCrTh 649 Syllabus, Spring 2010

Instructor: Peter Taylor, Critical & Creative Thinking Program

Email: peter.taylor@umb.edu

Phone: 617-287-7636

Office: Wheatley 2nd flr 157 (on back corridor parallel to main long corridor)

Class meetings: Weds 4-6.30pm

Office/phone call hours: Tuesday 3.20-4, 5.30-6.30pm; Weds 3-3.40pm by [sign up](http://ptaylor.wikispaces.umb.edu/PTOfficeHours) (<http://ptaylor.wikispaces.umb.edu/PTOfficeHours>) or by arrangement

Course Website: <http://www.faculty.umb.edu/pjt/749-10.html>

Course wiki: <http://ppol749.wikispaces.umb.edu>

Class email list: Emails sent to ppol749@googlegroups.com will go to everyone in the course.

Diigo group: <http://groups.diigo.com/group/ppol749> (for evolving annotated bibliography)

Catalog description

Prior to WW II, the American government played a relatively small role in the support of science, especially outside of its own institutions. That situation changed dramatically with the war and the Cold War that followed. We explore how these events transformed the role of science in American life, vastly enhancing the prestige of scientists, and shaping the extent and the nature of federal involvement in science. These and later developments, including the commercialization of academic research, raise important questions about the appropriate role of science and scientists in a democracy. In particular: How can we reconcile the need for scientific and technological expertise on the one hand, and for the democratic control of science on the other? We consider different theoretical approaches to this issue, and illustrate the dilemmas it poses with a number of empirical examples.

Course Overview

After an introductory session in which students identify their personal intellectual and professional interests and are introduced to "Problem-based learning" (PBL), the course consists of four 3-week PBL units. The [PBL approach](#) allows students to shape their own directions of inquiry and develop their skills as investigators and prospective teachers. At the same time the PBL cases engage students' critical faculties as, guided by individualized bibliographies co-constructed with the instructor and by the projects of the other students, they learn about analyses of the political influences on the development of science and technology, and, reciprocally, of influences of such developments on political processes and possibilities.

The broad topics covered by the PBL units are:

1. What science-policy connections are needed to improve responses to extreme climatic events?
2. Science and democracy: Who is included/excluded in shaping research and its applications? In what ways is that made to matter (included and excluded parties)?
3. Addressing uncertainty: Comparatives perspectives -- To whom and in what circumstances is it important to reduce uncertainties in the predictions and applications of research? A comparison of policy development in U.S. and Europe concerning new genetic technologies.
4. Education and civic engagement: How to teach and engage others to participate in questioning and shaping the direction of scientific and social changes?

SECTIONS TO FOLLOW IN SYLLABUS:

[Texts and Materials](#)
[Assessment and Requirements](#)
[Sequence of Classes](#)

(By the end of the semester, the schedule of classes will be fleshed out with links to the PBL units and the projects and bibliography that emerge on the wiki and diigo.)

Additional material on the course wiki includes:

[Notes](#) on assignments, other expectations, grading system
[Evolving Bibliography](#) (extracted from diigo annotations)
[PBL Units](#), with links to student wikipages
[Bibliographies from past courses](#)

PREREQUISITES: Graduate standing or permission of instructor

TEXTS AND MATERIALS

Dickson, D. (1984). The New Politics of Science. New York, Pantheon, reprinted University of Chicago Press, 1988.
Hackett, E., O. Amsterdamska, et al., Eds. (2008). The Handbook of Science and Technology Studies. Cambridge, MA, MIT Press.
Not in bookstore - purchase online

ASSESSMENT & REQUIREMENTS

REQUIREMENTS: A sequence of written assignments (which will average 800 words) and presentations on the PBL cases. As the course evolves more detail about the assignments will be provided by email and on the course wiki.

Participation requirements included active participation based on preparation between classes, interaction between classes through email, conferences on your assignments and projects, commenting on each other's drafts, and adding an annotated reference to the evolving diigo bibliography each week. It is expected that you will spend at least 6 hours per week outside class time reading, researching, and writing.

Grading: An unconventional but simple assessment is used. The written assignments are commented on but not graded. Students receive the full grade for the assignment after they revise thoughtfully and resubmit in response to comments received on the initial submission. This system keeps the focus on interaction around written work and presentations that emerge from participation in the unfolding dynamics of the course. The assessment system also accommodates the contingencies of student's lives by allowing a fraction of assignments to be skipped without penalty. Students keep track of their submissions and revisions on an assignment checklist.

Details on guidelines are given in the [Notes](#) on assignments, other expectations, grading system, but in brief:

Written assignments and presentations (2/3 of grade)

6 points for each assignment submitted and revised in response to comments and for each presentation made up to 54 points max, i.e., 9 of the 12 completed.

Participation and contribution to the class process (1/3 of grade)

1 point each item completed, up to 27 max (i.e., 27 of the 36 items)

- a. Participation in class meetings based on Preparation between classes (14 items)
- b. Syllabus quiz before week 2.
- c. Annotated reference or resource (=person, organization...) added (with annotation) to the evolving diigo bibliography (each week except 1 & 14) (=12 items)
- d. Email contribution to discussion on the course ppol749@googlegroups.com email listserv or exchange with the instructors (at least 5 weeks = 5 items)
- e. Minimum of two in-person or phone conferences on your assignments and projects--one before session 5, the other before session 11 (= 2 items)
- f. Work with another student commenting on each other's last project report
- g. Assignment checklist kept up to date and submitted in week 12 or 13.
- h. EXTRA-Participation in [Changing Science](#), [Changing Society Expo](#) at UMB on 16 April.

Overall course grade

If the points for writing and participation add up to 80 (which gives an automatic B+) the rubric to follow is used at the end of the course to add points (to move above a B+).

For each quality "fulfilled very well" you get 2 additional points. If you "did an OK job, but there was room for more development/attention," you get 1 point.

1. A sequence of assignments paced more or less as in syllabus (and revisions timely),
2. often revised thoroughly and with new thinking in response to comments.
3. Projects innovative, well planned and carried out with considerable initiative, and
4. indicate that you can extend tools and processes from the course to your specific situation so as to engage with "political influences on the development of science and technology, and, reciprocally, ...influences of such developments on political processes and possibilities."
5. Written assignments and project report clear and well structured,
6. with supporting references and detail, and professionally presented.
7. Active, prepared participation and building class as learning community, including
 8. probing of other students' KAQs, maps, and work-in-progress presentations
 9. participation in student-led activities, and
 10. contributions to the email listserv and evolving annotated bibliography.

Overall course points are converted to letter grades as follows: A > 95%, for A- 87.5-94.5, for B+ is 80-87.4, for B is 72.5-79.5; for B- is

65-72.4; for C+ is 57.5-64.5; and C 50-57.4%.

ACCOMMODATIONS: Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. The student must present any adaptation recommendations to the professors within a reasonable period, preferably by the end of the Drop/Add period.

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.

This syllabus is subject to change, but workload expectations will not be increased after the semester starts. (Version 27 Jan. '10)

SEQUENCE OF CLASSES

Classes will begin with sharing of highlights of readings and annotations added to the wiki (except weeks 1, 14, and weeks in which there are presentations).

More details about preparation for the classes and the PBL cases will be provided through links on the wiki and by email.

Week 1, 1/27, Introductions

Instructor and Students identify personal, intellectual, professional interests and introduce themselves:

- a) in relation to the course title and description ([worksheet](#)); and
- b) by formulating questions in response to [audio recording](#) of Boal, "Climate, Globe, Capital."

First look at "KAQ" (Knowledge claims-Actions that follow-Question for inquiry) framework for teasing out diverse inquiries, in this case [inquiries based on students' initial responses](#) to the audio.

Preparation for class 2:

Complete [syllabus treasure hunt](#) to acquaint yourself with, and raise questions about requirements, the wiki, diigo, and the syllabus.

Read [Case 1](#), "Science-policy connections to improve responses to extreme climatic events: Briefings requested-quickly!"

Use KQ part of KAQ to identify questions for inquiry and begin that inquiry ([Assignment 1](#)).

Week 2, 2/3, Case 1. Probing each other's KAQs

Discussion of questions raised about requirements, the wiki, and the syllabus

Check-in (=succinct reports) on findings from any inquiry between classes

Introduction to the A part of KAQ

Workshop on generating questions, inquiring into them, and designing the briefings required by case 1 ([KAQ worksheet](#))

(bring laptop if you have one)

Preparation for class 3: Pursue inquiries based on KAQ worksheet. Mid-week check-in on progress. Prepare work-in-progress presentations (Asmt. 2)

Week 3, 2/10, Case 1 work-in-progress reports and dialogue session

Work-in-progress presentations (Asmt. 2; 10 minutes, including time for questions)

[Dialogue session](#) about the ways we can meet the "[national policy analysis] group's interest in making an informed and informative contribution to public discussion in the aftermath of the Copenhagen summit failing to produce a binding accord." [Not conducted because of snow day]

Preparation for class 4: Prepare briefing and presentation

Week 4, 2/17, Case 1 (completed). Presentation of briefings to members of the "National policy analysis group"

(Presentation=Asmt. 3; Guide = Asmt. 4)

Briefing titles

Peter Taylor, Glantzian approach 20 years on and the science-politics of localized responses to climate change

Felicia Sullivan, Fostering Self-Organization during Extreme Climatic Events

Mike Johns, Multi-modal predictability model for medical responses to extreme climatic events

Pam DiBona, Effective scientist-policymaker exchange: Three case studies

Sheyla Carew, The role of science in FEMA

Antonio Tempesta, Prevention versus crisis responses: The variety of roles of science

Danny García, When the market does not self-correct in response to environmental problems: Towards public awareness of economic ideas

Jeff Hamilton, Truth related to climate change

Preparation for class 5: Read [Case 2](#), "The democratic control of science-A postscript 25 years after to Dickson's New Politics of Science," Mapping of one chapter of Dickson's New Politics of Science (Asmt 5; [worksheet](#))

Week 5, 2/24, History of U.S. science policy/politics: Mapping of intersecting processes

Presentation of maps (Asmt 5) and discussion

Preparation for class 6: Ongoing inquiry into the case. Prepare to bring one example of a citizen-level science and politics initiative into week 6 discussion.

Week 6, 3/3, Rise and decline, hopes and outcomes of various citizen-level science and politics initiatives

Innormal presentations of examples of citizen-level science and politics initiatives, followed by discussion

Preparation for class 7: Prepare postscript contribution and presentation (Asmts. 7 & 6)

Week 7, 3/10, Case 2 (completed). Presentation of postscript contribution to Dickson (to be confirmed) and others

(Presentation=Asmt. 6; Postscript contribution = Asmt. 7)

Postscript contribution titles

(TBA)

Preparation for class 8: Read [Case 3](#), "Research prospectus for collaboration with Europeans on comparative studies of policy related to uncertainty around new genetic technologies," Review Centro de Estudos Sociais (2005). Choose one case from this book, and search for a parallel site of research or policy formation in the United States as it relates to new genetic technologies.

Week 8, 3/24, Comparisons: within Europe; within the U.S.A.; between them

Preparation for class 9: Ongoing inquiry into the case. Prepare to bring one example of contrasting policies around science-based uncertainties into week 9 discussion.

Week 9, 3/31, Discussion of policy around science-based uncertainties

Preparation for class 10: Prepare research prospectus and presentation (Asmts 8 &9). [Submit presentation](#) for uploading by 10am on 4/7

Week 10, 4/7, Case 3 (completed). Presentation of research prospectus to panel of Europeans (by skype)

(Presentation=Asmt. 8; Research prospectus = Asmt. 9)

Research prospectus titles

(TBA)

Preparation for class 11: Read and start work on [Case 4](#), "Professors seek ideas about teaching units or public engagement activities that prepare students and citizens to be informed participants in political debates about science, technology, and social change."

Preparation for class 11-13: Presenters prepare for in-class practice of "Education & civic engagement" units/activities. Other students prepare as requested by presenters in advance.

Week 11, 4/14, Practice "Education & civic engagement" units/activities

Preparation for extra session: Poster or other display of your PBL projects from this course (Asmt. 10)

Extra session, 4/16, 1-5pm, [Changing Science, Changing Society Expo](#) at UMB

Week 12, 4/21, Practice "Education & civic engagement" units/activities

Week 13, 4/28, Practice "Education & civic engagement" units/activities

Unit/activity titles

(TBA)

Preparation for class 14: Work with another student commenting on each other's draft "Education & civic engagement" report

Week 14, 5/5, Taking stock of course: Where have we come & where do we go from here?

Review of initial worksheets on interests and goals for the course

Dialogue Process

CCT-style written evaluation

Formal evaluation

Closing circle

5/12 -- No class, but due date for final revisions of assignments and submission of participation items.

COURSE READINGS

to be developed (2/19 version)

Boal, I. (2009). "Climate, Globe, Capital: The Science and Politics of the Abyss." SUM, in press.

Centro de Estudos Sociais (2005) Identifying Trends in European Medical Space: Contribution of European Social and Human Sciences. Coimbra, Portugal: Centro de Estudos Sociais.

Clarke, A. (2005). Situational Analysis: Grounded Theory after the Postmodern Turn. Thousand Oaks, CA: Sage

Dickson, D. (1984). The New Politics of Science. New York, Pantheon, reprinted University of Chicago Press, 1988.

Hackett, E., O. Amsterdamska, et al., Eds. (2008). The Handbook of Science and Technology Studies. Cambridge, MA, MIT Press.

(See also [2005 syllabus](#) and [supplementary bibliography](#))

John W. McCormack Institute of Public Policy

Course Evaluation Questionnaire

Instructor: **Peter Taylor**

Course: **PPOL-G 749L Scientific and Political Change**

Semester: **Spring 2010**

Numeric Response Questions	1 (Outstanding)	2	3	4	5 (Poor)	N/A	N/R	Valid N	Wtd Avg Numeric Response	Notes
Q 1: The instructor's knowledge of his/her subject and preparation for class is...	5	1	0	0	0	0	0	6	1.17	
Q 2: The instructor's attitude towards his/her subject is...	5	1	0	0	0	0	0	6	1.17	
Q 3: The organization of the course is...	5	0	1	0	0	0	0	6	1.33	
Q 4: The instructor's openness to criticism of his/her ideas is...	5		0	0	0	0	1	5	1.00	
Q 5: The instructor's answers to students' questions are...	4	2	0	0	0	0	0	6	1.33	
Q 6: The instructor's explanations of his/her material are...	4	2	0	0	0	0	0	6	1.33	
Q 7: The instructor's ability to create an atmosphere in which you felt you were learning from other students (as well as from the material and from the instructor) is...	5	0	0	0	0	0	1	5	1.00	
Q 8: The instructor's comments on my written work (including exams) are...	3	2	1	0	0	0	0	6	1.67	
Q 9: The degree in which the instructor encourages you to feel free to ask questions and to express your own ideas is...	6	0	0	0	0	0	0	6	1.00	
Q 11: Overall, how would you rate the instructor?	6	0	0	0	0	0	0	6	1.00	
Q 12: Overall, how would you rate the course?	6	0	0	0	0	0	0	6	1.00	
Numeric Response Questions	Yes	No	N/A	N/R	Valid N	Pct. Yes	Notes			
Q 10: Have you spoken with the instructor outside of class? If so, was this contact helpful?	6	0	0	0	0	0	0	6	1.00	
Q 13: Would you recommend the course to a friend?	6	0			6	100.00%				
Q 16: Did the instructor seem to you to grade fairly?	4	0	1	1	4	100.00%				
Q 18: Did you ever feel uncomfortable in this class because of your race?	0	6			6	0.00%				
Q 19: Did you ever feel uncomfortable in this class because of your sex?	0	6			6	0.00%				

Student Comments

1. The instructor' knowledge of his/her subject and preparation for class...

- I felt he is an authority on the subjects
- Extremely knowledgeable

2. The instructor's attitude towards his/her subject...

- Awesome
- (Provides?) questioning + inquiry

3. The organization of the course...

- Chaotically fantastic
- Instructor & course – great. Web info ok
- Promotes engage learning
- I appreciate the alternative pedagogical methods

4. The instructor's openness to criticism of his/her ideas...

- Very open
- Open to all discussion
- Course is based on it

5. The instructor's answers to students questions are...

- Designed to make you think
- Thoughtful & challenging

6. The instructor's explanations of his/her material...

- No response

7. The instructor's ability to create an atmosphere in which you felt you were learning from other students (as well as from the material and from the instructor) is

- Lots of group work
- This course is a model for mutual learning!
- One of the best learning environment

8. The instructor comments on your written work (including exams) are

- Helpful

9. The degree in which the instructor encourages you to feel free to ask questions and to express your own ideas is...

- Whole class is about inquiry

10. Have you spoken with the instructor outside of class? If so, was this contact helpful?

- Very helpful
- Always

11. Overall, how would you rate the instructor?

- One of the best I've had
- Peter is a fantastic teacher!

12. Overall, how would you rate the course?

- I will never go back to a lecture course again.

13. Would you recommend the course to a friend?

- I think ALL people should take this course

14. Please comment on the readings for the course. Which did you find valuable in the teaching methods use in the course?

- The three texts were outstanding. Some readings were self selected due to PBL method

- The handbook of STS is good for tying all the various self-directed learning together.
- Project- based learning. Readings guided inquiry
- PBL units, discussion, independent work
- An inclusive course that does not use the banking methods (chalk-talk)

15. Please comment on anything that seemed to you particularly valuable in the teaching methods in the course.

- PBL method & Prof. Taylor openness to my exploration & inquiry encouraged my curiosity.
- Problem based learning is how all grad-level courses s/be taught
- Student focused learning

16. Did the instructor seem to you to grade fairly?

- I'm sure he will, the process was more important than the grade

17. Any other comments or suggestions for the course?

- Please repeat for future students

18. Did you ever feel uncomfortable in this class because of your race?

- No response

19. Did you ever feel uncomfortable in this class because of your sex?

- No response

MATHEMATICS THINKING SKILLS
CRITICAL & CREATIVE THINKING 650
FALL 1999

INSTRUCTOR: Joan Lukas, Professor of Mathematics & Computer Science

EMAIL: Joan.Lukas@umb.edu

OFFICE HOURS: TuTh 2-4 PM and Monday after class

OFFICE: Science 3-091

PHONE: 287-6463

CLASS MEETINGS: Wheatley 2-209 M 4-6:30 PM

COURSE DESCRIPTION:

This course examines several types of mathematical thinking in the context of number theory, algebra, geometry, and elementary calculus and relates them to critical and creative thinking skills. Developmental and experiential factors in learning and teaching mathematics are considered, as well as techniques for determining learners' mathematical abilities and learning styles. Readings, discussion, research, and problem-solving are used to provide a historical context, and to suggest connections with other disciplines. Individual and small-group projects are adapted to student interests.

TEXTS AND MATERIALS:

Courant, Richard and Herbert Robbins. What is Mathematics?. New York: Oxford University Press, 2nd edition, revised by Ian Stewart, 1996.

Mason, John with Leone Burton and Kaye Stacey. Thinking Mathematically. Reading, MA: Addison Wesley Publishing Company, 1995.

Handouts for assignments and additional readings will be given out in class. Manipulative materials and graphing calculators will be loaned to you as needed. Other books, journals, and materials for individual projects will be obtained as needed from a variety of sources.

COURSE OBJECTIVES:

Development of students' abilities to reason about mathematics, to solve mathematical problems, to communicate mathematical ideas, and to evaluate approaches to mathematics education.

COURSE REQUIREMENTS AND EVALUATION CRITERIA:

Attendance and class participation: 10%

This class will involve a high degree of discussion and sharing of ideas and approaches. Therefore, class attendance is essential. You cannot be considered for a grade of A if you miss more than one class or B if you miss more than two. More than three absences will necessitate withdrawal from the course.

Written assignments: 14%

Seven assignments concerning readings and class work; each receives 0, 1 or 2 points.

Journal: 11%

Your journal describing activities and ideas related to class and mathematics is to be handed in weekly beginning September 20.

Class presentation and handout: 10%

due September 27.

Take-home mid-semester exam: 25%

Will be assigned October 25 and due November 8

Final presentation and paper: 30%

Presentations (10%) will be given in class December 13 and during final exam period. Papers (20%) due during finals.

ACCOMMODATIONS:

Section 504 of the Rehabilitation Act of 1973 offers guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present and discuss these recommendations with each professor within the first few weeks of class, preferably by the end of the Drop/Add period.

SCHEDULE

<u>DATE</u>	<u>TOPIC(S)</u>	<u>ASSIGNMENT DUE</u>
September 13	Introduction, overview	
September 20	What is Mathematics?	Written Assignment #1 with journal
September 27	Presentations	1-page handout for presentation, and journal
October 4	Number Sense	Written Assignment #2 with journal
October 11	Columbus Day: no class	
October 18	Curriculum Standards & Frameworks	Written Assignment #3 with journal
October 25	Mathematics curricula	Written Assignment #4 with journal; midterm questions given out
November 1	Patterns	Journal
November 8	Geometry	Mid-term Exam
November 15	Probability	Written Assignment #5 with journal
November 22	Technology	Written Assignment #6 with journal
November 29	Evolution of mathematics	Written Assignment #7 with journal
December 6	Integration with other disciplines	Journal
December 13	Final presentations begin	Journal

University of Massachusetts at Boston
Graduate College of Education, Critical and Creative Thinking Program

CHILDREN AND SCIENCE
Critical and Creative Thinking 652
Spring 2005

Instructor: Dr. Carol Smith
Office: McCormack Bldg, 4th floor, Rm 265
Office Hours: Tues/Thurs, 12-1:30 & by Appointment
Telephone & email: 617-287-6359 (with answering machine) Carol.Smith@umb.edu
Course website: <http://psych.umb.edu/faculty/smith/652syll.html>

Class Times: Wednesday 4 - 6:30 PM
Class Meeting Place: W/2/056
Vacation Dates: Spring Vacation: March 12-20

Course Description:

The goal of this course is to understand the interpretive frameworks students of various ages bring to science class and how those frameworks influence their learning of scientific frameworks. We will explore student frameworks for a variety of science domains (e.g., the nature of earth and the movement of heavenly bodies, the human body, the nature of matter, force and motion, groundwater) as well as their more general conceptions of how they learn and do science. In addition, we will explore the teaching conditions which help students (a) bridge between their initial conceptions and scientists' conceptions and (b) deepen their understanding of scientific inquiry. Through the course, you should gain skill (a) in devising, giving, and analyzing clinical interviews designed to uncover student ideas and (b) in planning lesson sequences to promote conceptual understanding, critical thinking, and conceptual change.

Course relationship to the Professional Education Unit's (PEU) conceptual framework:

The course will help you develop a commitment to pursuing life-long learning about science education pedagogy through making you aware of the journals, websites, and professional associations that are forums for exchange of ideas about the nature of students' initial conceptions in science and the pedagogical practices that enable students to transform those conceptions. This course will also help you develop deeper understandings of science content, conceptual change teaching and assessment strategies, and innovative educational software that is designed to help students difficult science topics. This course will help you understand and value student ideas and realize that students can master key ideas in science if they are given the time and space to "reason" their way through to new understanding. Finally, this course will help you develop the knowledge, skills, and dispositions that are required to be a "reflective practitioner": one who continually studies the thinking of students in your classroom, experiments with different teaching approaches, and uses this information to improve instructional practice.

Objectives of the Course:

1. Become aware of the literature on student preconceptions in science (and of the journals and professional meetings where such research is discussed) and acquire knowledge of the important findings of this literature.
2. Develop skill in devising, giving, and analyzing an individual interview that is designed to probe student conceptions about a particular science topic.
3. Become aware of the teaching strategies that allow you to engage students' initial ideas, help them clarify and extend their ideas, help them construct an understanding of new ideas (that were initially unintelligible to them), help them evaluate competing ideas in light of their capacity to explain patterns of evidence, help them revise ideas in light of their ability to account for evidence.
4. Become aware of the research findings about the effectiveness of the above teaching strategies and of the ways that reflective practitioners and science education researchers have studied and assessed the effectiveness of teaching practices.
5. Analyze the discourse practices of exemplary teachers who engage their students in "reflective discourse".
6. Examine innovative educational software and reflect on the ways it can be used as a tool to promote student understanding of inquiry as well as difficult science topics
7. Develop skill in evaluating existing curricular materials in terms of the extent to which they promote inquiry, understanding of inquiry, and conceptual change, as well as devising new lessons (or modifying existing materials) so that they accomplish these goals
8. Develop your own skill at first-hand inquiry: making observations, representing observations, finding patterns of data, creating models to explain the data, using models to make new predictions, revising models in light of further data, etc.

Course Readings:

1. Osborne, R. and Freyberg, P. (1985) Learning in Science: The implications of children's science. New Zealand: Heinemann. (available for purchase in the bookstore)
2. Primary readings: Articles by leading researchers in the field (available on Electronic Reserves for UMB). These articles will be the central readings for the course that are closely discussed in class. You may access and print them from home (on the internet) or from one of the Computer Labs on campus. (see attached handout with password and instructions for how to access these articles).
3. Independent reading for papers. Note: Healey Library has the main journals that have research about student preconceptions (I will provide you will a list of key journals). In addition, you may find articles by searching the ERIC database (<http://www.eduref.org>) or by looking through the files of articles that I keep on student preconceptions. The Curriculum Resource Center (Healey Library 5th floor) has some curriculum materials, including 2 volumes of Tik Liem's book Invitations to Science Inquiry kept on reserve. I also keep of file of innovative curriculum materials and websites of researchers who are developing new curricular materials. Finally, three online links to science lessons are: (a) the ScienceNetlinks website (run by the AAAS) <http://www.sciencelinks.org>; (b) the Eisenhower National Clearinghouse (www.enc.org); and the AskEric website (www.eduref.org).

Required Assignments:

1. **Moon Journal & Reflection paper** (Weekly journal entries; final reflection paper due April 27th, about 7-8 typed pages): Throughout this course you will be engaged in first-hand inquiry about the moon in which you will raise questions and gather information about the patterns of the moon's appearances and disappearances and develop and test models to explain your data. As part of this inquiry you are expected to keep a moon journal in which you record your daily observations about the moon and respond to particular homework assignments on any given week. You are NOT allowed to consult any "expert" sources about the moon during this project. Rather your theorizing should develop in light of your initial knowledge about the moon, the daily observations that you make, and the exchange of ideas that occurs with classmates. At the end of the project you will be asked to write a moon journal reflection paper (approximately 7-8 pages), submitted along with a complete copy of your journal entries, in which you describe the evolution of your thinking during this inquiry and any things that you learned from this experience that would affect your views about inquiry teaching in science. In describing the evolution of your thinking, you should discuss your initial ideas, questions asked, predictions made based on those initial ideas, observations gathered to test predictions, modifications made to initial ideas in light of observations, new rounds of prediction/observation and testing, general patterns noted in observations, explanations of those patterns, etc. Your moon journal papers will be evaluated based on thoughtfulness and engagement with the inquiry process (strength of observations, willingness to consider deeper conjectures, strength of reasoning and argument about conjectures) rather than on the "correctness" of your answers per se.
2. **Rationale and design of an interview paper** (due on March 2nd, about 5 pages, plus interview script appended). In this paper, you will identify a science topic about which you want to probe a student's conceptions, identify and read 2-3 prior research articles that have probed student conceptions in this area, develop some hypotheses about what you expect your students' conceptions will be like based on this prior research, and then devise a script for your student interview that will allow you to probe their understanding in an imaginative and thorough manner. Your paper will be evaluated based on your understanding of the prior literature, your ability to formulate some specific hypotheses about how students may think about the topic and to contrast that way of thinking with the current expert conception, and the appropriateness and richness of your interview design. (Note: it is OK to build on, or use portions of interviews that prior researchers have used. Your interview does not have to be completely original.) Prior to undertaking you interview, I will give you detailed feedback on your proposed interview and you may revise the interview script in light of my feedback.
3. **Analysis of a student interview paper** (due on March 22nd, about 7 pages typed, plus an appended interview transcript). The purpose of this paper is for you to present your analysis of your student interview (after you have conducted the interview), along with a typed transcript of the interview. That way, I can look at the interview myself and offer comments about the extent to which I agree with your analysis. In presenting your analysis, you need to consider what you think students' underlying concepts are in this area, how they are organized, the evidence in your interview that supports your analysis, and the way students' conceptions appear to be similar to/different from an experts'. You should also reflect on the strengths/limitations of your interview and ways that it could be improved. Your paper will be evaluated based on the thoroughness and insightfulness of your interview and analysis as well as on your capacity to constructively criticize yourself as an interviewer

and to suggest improvements.

4. **Teaching project paper** (due on May 11th, about 12 pages typed, with appropriate appendices). The purpose of this final project is for you to demonstrate understanding of the teaching strategies that promote student inquiry, understanding of inquiry, and conceptual change. You may approach this assignment in one of two ways, either (a) describing how you would approach designing a series of lessons that take a conceptual change approach to teaching a topic and that also involve students in inquiry and deepening their understanding of inquiry; or (b) evaluating an existing series of lessons in terms of their ability to promote an understanding of inquiry and conceptual change, and then suggesting ways these lessons can be modified or improved. Note, as part of doing this project you will need to identify interesting curriculum materials that address a science topic that interests you. Your paper will be evaluated based on what it shows about your understanding of teaching strategies that promote inquiry, understanding of inquiry, and conceptual change.

Summary of Course Requirements and Methods of Evaluation:

Requirement	Relevant Objective	Due Date	Percent of Grade
Design of interview paper	1,2	March 2 nd	15%
Interview analysis paper	1,2	March 23 rd	15%
Moon journal	8	April 27 th but kept daily	10%
Moon journal reflection paper	8	April 27 th	15%
Teaching project paper	3,4,7	May 11 ^h	20%
Attendance, participation, and completion of in-class exercises ¹	1,2,3,4,5,6,7,8	All classes	25%

¹It is expected that students will attend class regularly and come to class prepared to take part in discussion. At most, only two classes should be missed if students expect to earn a grade of B or better in Attendance/participation.

Accommodations: Section 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to and discuss them with each professor within a reasonable period, preferably by the end of the Drop/Add period.

Academic honesty: Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, delineated in the University of Massachusetts Boston Graduate Student Bulletin, Undergraduate catalog, and relevant program student handbook(s).

Policy on Incompletes: Incompletes can only be if you have an emergency or exceptional circumstances toward the end of the semester, if only a small portion of the work remains to be completed, and if you meet with me prior to the end of the semester to fill out an incomplete contract.

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, or transfer credit.

TENTATIVE SCHEDULE OF TOPICS AND READINGS
(Readings are to be completed prior to coming to class)

Part 1: Student Conceptions and Models

Week 1 (Jan. 26). Introduction (Classes Cancelled: Snow Day)

Week 2 (Feb. 2). Exploring children's science: models of the earth and heavenly bodies

- Osborne & Freyberg, chap 1 (Children's Science) & 2 (Science Teaching and Science Learning), pp. 1-27.
- Nussbaum, J. (1985). The Earth as a cosmic body. In R. Driver, E. Guesne, & A. Tiberghien, Children's ideas in science (pp. 170-192). Philadelphia, PA: Open University Press.

Week 3 (Feb. 9). Exploring children's science: what's alive?

- Osborne & Feyberg, chap. 3 (Language in the Science Classroom), pp. 29-40.
- Carey, S. (1988) Conceptual differences between children and adults. Mind and Language, 3, 167-181.
- Kuhn, T. (1957). "The heavens in primitive cosmology" and "The apparent motion of the sun" (pp. 4-12) In The Copernican Revolution. Cambridge, MA: Harvard University Press.

Week 4 (Feb. 16): Exploring children's science: models of the human body

- Carey, S. (1985) Chapter 2 "The Human Body" (pp. 41-71). In Conceptual change in childhood. Cambridge: MIT Press.
- Kuhn, T. (1957). "The birth of cosmology--the two-sphere universe" (pp. 25-41). In The Copernican Revolution. Cambridge, MA: Harvard University Press.

Week 5 (Feb. 23): Exploring children's science: models of matter

- Osborne, R. & Freyberg, P. (1985) Appendix A "Finding out what children think", 151-165.
- Carey, S. (1991) Knowledge acquisition: Enrichment or Conceptual Change (read part starting with "The Evidence", pp. 269-287). In S. Carey and R. Gelman, (Eds.) Epigenesis of Mind. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Novick, S. and Nussbaum, J. (1981) Pupils' understanding of the particulate nature of matter: A cross age study. Science Education, 65 (2), 273-281.

Week 6 (March 2): Metacognition: student's conceptions of science and learning

- Carey, S. & Smith, C. (1993). On understanding the nature of scientific knowledge, Educational Psychologist, 28, 235-243, plus Appendix A-C.
- Driver, R. et al. (1995). A framework for characterizing features of students epistemological reasoning in science. In Young people's images of science.
- Rigden, J.S. & Tobias, S. (Jan, 1991). Tune in, turn off, drop out. Sciences, 16-20.
- **Paper 1 (Rationale and Design of Interview) is due**

Part 2: Teaching for Conceptual Change and Understanding

Week 7. (Mar. 9): Teaching for Conceptual Change: Overview of a Framework for Science Teaching

- Roth, K. (1984) Using classroom observations to improve science teaching and curriculum materials (pp. 1-20)
- Strike, K. & Posner, G. (1985). A conceptual change view of learning and understanding. In L. West and A. Pines (Eds.), Cognitive structure and conceptual change (pp. 211-231). New York: Academic Press.
- Osborne, R. & Freyberg, P. (1985) Chapter 7 “Assumptions about teaching and learning” & Chapter 8 “The role of the teacher”, pp. 82 - 99.

SPRING VACATION WEEK: March 12-20

Week 8. (Mar. 23): Classroom dialogues

- Osborne, R. & Freyberg, P. (1985) Chap. 6 “Facing the mismatches in the classroom”, 66-80.
- Minstrell, J. (1982) Explaining the 'at rest' condition of an object, Physics Teacher, 20, 10-14.
- Minstrell, J. (1984) Teaching for the development of understanding of ideas: Forces on moving objects. AETS Yearbook.
- Swift, J. Nathan, Gooding, C. Thomas, & Swift, Patricia R. Using Wait Time to Improve the Quality of Classroom Discussion. In Research Matters...To the Science Teacher.
- Sadker, M. & Sadker, D. (March, 1986). Sexism in the classroom: From grade school to graduate school. Phi Delta Kappan, 512-515.
- **Paper 2 (Analysis of Interview) is due**

Week 9. (March 30): Using metacognition to enhance classroom dialogues and student learning.

- Hennessey, M. & Beeth, M. (1993) Students' reflective thoughts about science content: A relationship to conceptual change learning. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA. (pp. 1-32)
- Beeth, M. and Hewson, P. (1999) Facilitating learning of science content and scientific epistemology: Key elements in teaching for conceptual change. Paper presented at the meeting of the National Association for Research in Science Teaching, Boston, MA.

Week 10. (April 6): Pathways to learning: Using bridging analogies and models to enhance understanding

- Osborne, R. & Freyberg, P. (1985) Chapter 5 “Relating the new to the familiar”, pp. 51 - 65.
- Brown, D. (1992) Using examples and analogies to remediate misconceptions in physics: Factors influencing conceptual change. Journal of Research in Science Teaching, 29, 17-34.
- Smith, C., Maclin, D., Grosslight, L., and Davis (1997) "Part 2: Comparison of the Effectiveness of Two Approaches to Teaching About Matter and Density", pp. 357-369, Cognition & Instruction.
- Waters, B. (1994). The groundwater curriculum. (Introductory excerpts).

Week 11. (April 13). Pathways to learning: Cycles of model evaluation and revision.

- Lehrer, R., Schauble, L., Strom, D., & Pligge, M. (2001). Similarity of form and substance: Modeling material kind. In S. Carver & D. Klahr (Eds.), Cognition and instruction: Twenty-five years of progress. Mahwah, NJ: Erlbaum.
- Passmore, C. and Stewart, J. (2002) A Modeling Approach to Teaching Evolutionary Biology in High Schools, Journal of Research in Science Teaching, 39 (3), 185-204. (Section 1 and 2 of the Natural Selection Curricular Materials at the website: <http://www.wcer.wisc.edu/ncisla/muse>)

Week 12. (April 20) Using technology to enhance science learning

- Perkins, D. & Unger, C. (1994). A new look in representations for mathematics and science learning, Instructional Science, 22, 1-37.

Week 13 (April 27). Moon model presentations/Improving Assessment

- Atkin, J., Black, P. & Coffey, J. (2001). The case for strengthening assessment in the science classroom, pp. 11-22. Washington, D.C.: National Academy Press.
- Donovan, J. (1989) Chapter 4 “Writing in science” in Process writing: A comprehensive methodology for teaching thinking and learning science, (pp. 89-110) Master's thesis, Critical and Creative Thinking Program, University of Massachusetts/Boston
- **Moon Journals and Reflection Paper Due**

Week 14 (May 4) Assessing the adequacy of current science curricula and assessments

- Kesidou, S. and Roseman, J. (2002) How well do middle school science programs measure up? Findings from Project 2061's Curricular Review, Journal of Research in Science Teaching 39 (6), 522-549.
- Stern, L. and Ahlgren, A. (2002) Analysis of Students' Assessments in Middle School Curriculum Materials: Aiming Precisely at Benchmarks and Standards, Journal of Research in Science Teaching, 39 (9), 889-910.
- Massachusetts Department of Education, Science & Technology Exam Questions for Grades 4, 8, and 10. Massachusetts Comprehensive Assessment System.

Week 15 (May 11) Conclusions and course evaluations

- Brief presentations of individual projects
- **Teaching Project Paper is due**

SYLLABUS

METACOGNITION

Jul 13-30, 2009

Course: CrCrTh696

3 credits

Instructor: David S. Martin, Ph.D.; davidmartindr@aol.com

I. Description

The primary goal of education is to stretch the mind, to increase each person's ability to keep on learning on one's own. This goal requires that educators understand theories of the nature and development of human abilities. They need to adopt a conceptual framework that explains the development of the important tools of learning and thinking and recognizes the propensity of all humans to acquire such tools. It also requires that teachers acquire a technology for the application of such theory in the classroom, integrate these practices in the school curriculum, and assess their effectiveness.

This course will make use of the Feuerstein/Vygotsky theoretical model of Mediated Learning (Feuerstein's elaborate cognitive map and his empirically supported program, known as Feuerstein's Instrumental Enrichment) to learn important principles of metacognition as an essential mental tool for becoming an effective problem-solver. Included in the course are techniques and principles relating to: self-awareness, reflection, strategic planning, mental mapping, and inner dialogue.

Texts:

Feuerstein, R. et al.(2006). The Feuerstein Instrumental Enrichment Program. Glencoe (IL): International Renewal Institute, Inc.

Other handout readings on metacognitive processes, as assigned.

II. Objectives

During the course students will:

- A. Become acquainted with theories of human cognitive development.
- B. Become familiar with research on human cognitive development.
- C. Be able to plan for classroom use of samples of the teaching materials or "instruments" of FIE, which will include student strategies for acquiring and applying the strategies of: organization, orientation, comparison, analysis, synthesis, creating precise instructions, time relationships, hierarchies, and logic.
- D. Be able to apply the transfer mechanism.
- E. Be able to identify, analyze, and evaluate cognitive processes.

- F. Be able to analyze tasks according to the cognitive processes they require, according to the Cognitive Map and how it relates to metacognition.
- G. Demonstrate the verbal behaviors needed to encourage students' metacognitive behavior.
- H. Become aware of one's own mental processes and how that awareness can lead to becoming a more effective problem-solver.
- I. Construct and peer-teach model lessons which foster metacognition.

III. Content Outline

A. The theory of Structural Cognitive Modifiability and survey of the research on human cognitive modifiability and metacognition.

Three characteristics of human structural cognitive modifiability will be discussed from both theoretical (Gestalt and constructivist) research and applied points of view. Those include:

- Permanence - endurance across time and space
- Persuasiveness - part affects whole and vice-versa
- Centrality - self-perpetuating, self-regulating

B. Cognitive Developmental and Learning Models

Socio-cultural theories (Vygotsky, Feuerstein) will be compared with the Piagetian model and the behavioral models of cognitive development. The implications for classroom teaching and metacognition will be discussed.

C. The Multidimensional and Multifaceted Nature of Cognition

Five classification models of intellectual abilities will be reviewed. Those include Thurstone, Guilford, Gardner, Steinberg, and Feuerstein. The discussion will include the theoretical, empirical, and applied aspects of these models.

D. Feuerstein's Analysis of Cognitive Functions (emphasis will include functions at the input, elaboration, and output phases).

Cognitive functions concerning the quality and quantity of data gathered by an individual in an attempt to solve problems that will be analyzed. These include: perceptual problems, impulsivity, impaired spatial and temporal orientation, lack of need for precision, deficient organization, and more.

E. Analysis and Hands-on Experience with samples of the Instruments of the Instrumental Enrichment program, including the purpose of metacognition.

F. Develop and practice techniques for the remediation of learners who have challenges with particular cognitive strategies.

G. Develop and practice techniques of metacognition and analyze its place in the problem-solving process.

IV. Evaluation

This course is an intensive, practical graduate course for professional Development.

The following standards apply to all assignments and participation in this course:

Participation in classroom discussions and exercises should demonstrate the acquisition of the course content.

The required papers should demonstrate a high level of integration and reflection.

V. Assignments

Students will be responsible for the following assignments:

1. Read, summarize, critique, and present to the rest of the class a review of one of the books or three of the articles listed in the bibliography. Present the summary orally on Monday, July 27, with written outline to instructor.
2. Prepare a lesson plan which utilizes one of the instruments explained in this course, including topic, objective, activities, materials, adaptations for special-needs learners, and assessment techniques; teach the lesson to the rest of the class; after feedback, include the lesson as part of a professional portfolio. The lesson will include techniques of inducing metacognitive behavior in students, and will be presented to the group on Wednesday, July 29.
3. Write a short paper (3 pages double-spaced, plus references) on the application of Feuerstein theory to the classroom in the context of analysis of a videotape of classroom episodes using Instrumental Enrichment; make reference to the 3 different phases of the Feuerstein Cognitive Functions List. Due Thursday, July 16.
4. Write one long paper (10 pages double-spaced, plus references) on the integration of all of the instruments explicated in this course in relation to the subject matter for which you are responsible in the classroom where you teach. Submit paper by Thursday, July 30.

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Course Schedule:

Session 1—Overview of the need for critical thinking and cognitive development

Review of the theories of cognitive development, with emphasis on Piaget, Vygotsky, and Bruner; key concepts of metacognition

Distribution of materials

Session 2—The theory and characteristics of mediated learned experience; the purposes and techniques of metacognition in the classroom

The history of cognitive mediation in cultural contexts

Strategy 1—projecting virtual relationships and being organized

READ: Feuerstein, chapters 1 and 2

Session 3-- Criteria for selection of a thinking-strategies program for the classroom

The Cognitive Map, with emphasis on phases of cognitive functions

Strategy 2—orientation in personal and geographic space

READ: Feuerstein, chapters 3, 4, 5.

Session 4—Planning a cognitive-education learning episode

Integration of cognitive strategies into the regular subject matter of the curriculum; the place of metacognition in an instructional sequence for problem-solving

Strategy 3—comparison

Developing model lessons and teaching them

DUE: Short Paper about videotape—Thursday, July 16

Session 5—Sharing of First Short Papers

Strategies 4 and 5—Analysis and Creating Instructions

READ: Feuerstein, chapter 6 and pp. 125-275

Session 6—Strategy 6—Understanding Absurdity

Developing and sharing model lesson plans

Session 7-- Strategy 7—Categorization and its pre-requisites; metacognition and its place in categorization processes; Temporal Relations and Progressions.

Applications to all subject matter of the curriculum

READ: Feuerstein, pp. 175-238

Session 8-- Strategy 10—Understanding Hierarchies

Review of all strategies used thus far

Discussion of handouts on Metacognition

Session 9—Strategies 11 and 12—application of Logic

Developing and sharing model lessons

READ: Feuerstein, 248-256

DUE: Oral Summary of separate book reviewed, with written outline to instructor

Session 10—Strategy 13—Synthesis

Understanding how this strategy incorporates all others

World-wide research studies on cognitive mediation and metacognition

READ: Feuerstein, pp. 239-248; chapter 8

Session 11—The role of teacher education; how teaching changes as a result of cognitive education

Evaluating student progress in the acquisition

of cognitive strategies and the promote of students' metacognition

READ: Feuerstein, chapters 9 and 10

DUE: Presentation by groups of Lesson Plans

Session 12—Overview of cognitive education and the place of metacognition

Sharing term papers

Course evaluation

DUE: Final Paper

Thinking, Learning, and Computers

CRCRTH 670 (online)

Syllabus – Fall 2010

Critical and Creative Thinking Program, Graduate College of Education, UMass-Boston

Instructor: Jeremy Szteiter

Jeremy.Szteiter@umb.edu, or szteiter@gmail.com, (781) 696-4898

"Office hours": By appointment, by phone or Skype.

Required materials:

- **headset earphones with a built-in microphone**, for online live-voice communications that will happen occasionally throughout the course; please do not use your computer's built-in microphone with desktop speakers - this will create distracting feedback during these sessions

No books are required. All readings will be distributed electronically through the Blackboard system.

Course Description

This course considers the consequences of using computers to aid our thinking, learning, communication, and action in classrooms, organizations, and social interactions. Class activities acquaint students with specific computer-based tools, the ideas and research behind them, and themes for critical thinking about these ideas and tools.

We will focus on the idea of information literacy in particular, as we seek to understand the growing complexity that is taking place in the way that computers and digital technology influence, and are influenced by, thinking and learning. This includes the need to use critical thinking skills to make sense of the enormous amount of information that becomes accessible through computers, as well as the way that various formats of information and computer-based resources might support thinking and learning. We consider computers in contexts such as collaborative thinking, applications to education and other fields, and understanding ourselves in a digital culture.

Goals and Objectives

- Develop an understanding of how computers may influence critical and creative thinking and learning within professional and personal life
- Establish a framework for defining information literacy within your area of work and defining the role of computers within that framework
- Identify the benefits and limitations of computers in enhancing thinking and learning and consider the balance between using computer-based tools vs. other tools or approaches to developing thinking and learning
- Experience and explore a number of specific personal and collaborative computer-based resources that create new possibilities for understanding information and relationships between ideas, and determine how and when it is appropriate to use them in your own work

Overview of Course Schedule

Generally, we will move through four themes related to thinking, learning, and computers:

Theme 1: Information Literacy

We explore the idea of information literacy as a way to think about the abundant information that becomes accessible through computer-based resources. In particular, we seek to relate critical thinking to information literacy by extending the idea of simply finding and evaluating information to understanding how the information that we find can be used along with other strategies for “knowing”. We’ll consider how information literacy, the media, and our thinking are interconnected when it comes to understanding the world and think about how the information literacy skill influences the roles we play in work and life.

- Session 1: Understanding Information Literacy (Sept. 13-19)
- Session 2: Information Literacy and Popular Media (Sept. 20-26)
- Session 3: Information Literacy and Personal Identity and Roles (Sept. 27-Oct. 3)

Theme 2: Computers and Collaborative Thinking Within Social Contexts

Particularly due to the expansion of the Internet and World Wide Web, computers become powerful resources for connecting with others. We will consider how our thinking and learning are influenced when we can access not only the basic information of the world but also the minds of others through written, verbal, artistic, and other expressions. We will also practice with a number of online and collaborative tools and make observations about how they affect our thinking.

- Session 4: Computers and Collaborative Thinking I (Oct. 4-10)
- Session 5: Computers and Collaborative Thinking II (Oct. 11-17)
- Session 6: Computers, Culture, and Community (Oct. 18-24)

Theme 3: Field-Specific Applications of Thinking, Learning

In addition to the way that computers can support collaborative thinking, they can also be used as specific tools that can shape information in ways that allow us to view it differently and find unique understanding. Computers present information not only in the form of the written word but also through a number of visual representations. Also, many computer applications and resources claim to directly support learning and even enhance critical and creative thinking. We will explore this idea and examine if, why, and how computers try to accomplish this in ways that are not possible in non-computer approaches.

- Session 7: Computers as Educational/Research Tools I (Oct. 25-31)
- Session 8: Computers and Educational/Research Tools II (Nov. 1-7)
- Session 9: Computers and Visualization Tools (Nov. 8-14)
- Session 10: Computers, Thinking, and Writing (Nov. 15-21)
- Session 11: Computers Within Other Fields of Work: Science, Art, Business (Nov. 22-28)

Theme 4: Future Directions of Human and Computer Thinking

Trends and advancements in thinking, learning, and computers often center around the idea of “intelligence”, where computers are designed to mimic the problem-solving and decision-making ability of people, and then go beyond it. We will examine our own thinking through a basic understanding of how computers are designed according to what we believe we know about human thinking. We’ll also imagine how the culture of thinking and learning might change as computer technology becomes more integrated into life and is used to automate more and more processes.

- Session 12: Computers as Representations of Human Thought (Nov. 29-Dec. 5)
- Session 13: Future Directions and Considerations (Dec. 6-12)

Online Course Elements

Please see the CCT program's [Student Guide for Getting Started in Online Courses](#).

This course is offered online through UMass-Boston's division of Corporate, Continuing, and Distance Education (CCDE). We use the UMassOnline web-based system (<http://boston.umassonline.com/>), which uses the software product Blackboard Vista, a content learning management system, to store and present class materials. You will hear this commonly referred to simply as "Blackboard". Each student will receive an account to log in to this system and access the materials (separate from your other UMass accounts), and weekly activities and readings will be located there. Students will also submit assignments through the Blackboard system.

As required by UMass-Boston for fully online courses, our course will have at least 2 live-voice sessions throughout the semester, and participation is required. Most likely, these will be scheduled on Tuesday or Thursday evening, and we will make a strong effort to make sure that they take place when the greatest number of students are available. These sessions take place by using the Blackboard system, which includes a type of online conference call feature where we will have a live-voice, real-time conversation (using headphone microphones). There will be a chance to practice using the Blackboard tools in advance of the scheduled session.

Interactions in our online course depend largely on written communication, primarily by sending messages to each other through the Blackboard system. While we may not have the same opportunity for immediate, highly attentive face-to-face involvement that occurs when sharing the physical space and time of a classroom, we create flexibility by allowing students to decide when and how to complete the work during a week of time. At the same time, we still look to establish a "community" of learners among ourselves, which can be enhanced through some basic principles, such as the following:

- sending messages or posing questions to the whole class whenever appropriate, rather than to individuals, so that all benefit from the discussion and responses
- being timely when responding to messages from others
- being explicit in written communications so that meaning, intentions, and motivations are clear
- following rules of etiquette for online communications

Structure of Each Class Session

Each week, we will participate in some activities that support the topics and themes discussed above. Each session has 3 main segments:

Prereading Activities: These activities serve as an introduction to the week's topic, often involving you directly in using computer-based tools, giving you space to reflect on what you already know and believe, and providing a warm-up to the topic. These activities vary based on the topic and may include a small number of live-voice conversations as a whole class. The Prereading Activities will always total 15 points.

Readings: These are a set of articles that provide research, news on current events, and commentary on the weekly topic. Typically, around 3-4 required articles will be assigned each week, and there may be times when you are asked to choose a few out of several options as they match your particular interest.

Postreading Activities: These activities serve to help you process the readings and engage with others to develop

your understanding of thinking, learning, and computers. These will typically include a 1-2 page written response to the readings, participation in a discussion board with others in the class, and your own identification of another article, web site, project, editorial, or other resource to share with the class that relates to the readings. Later in the course, some other activities might be included, but they will always total 20 points.

The materials for each class session (=weekly period) will be available to students no later than the Monday morning of that session. The entire set of materials for the course, such as readings and activities, are not available to students for all weeks of the course. Just like it would not make sense in a face-to-face classroom to force a whole month of 2-hour class sessions into a single long day, it creates a potential for confusion if all materials were available all of the time. Even in a well-organized online system, everything begins to blend together in a mass of text and links if too much is presented at once. Also, because some assignments involve commenting on the materials, it is helpful to make sure that comments are being made to materials that have already been read by others.

Expectations for Assignments and Grading Structure

Unless otherwise indicated in the specific instructions, please submit all assignments as attachments. Microsoft Word documents (.doc) or Rich Text Format (.rtf) is preferred. Some assignments allow you to interact with or type directly on the course page, but many ask you to submit a document, and you can do this through the Blackboard system.

Instructions for each assignments are included in each one. It is strongly recommended to go through the assignments in the order presented. You will have 1 week to complete all of the assignments for each class session, and all assignments and readings must be completed properly and on time to receive credit. In order for an assignment to be considered “proper”, it must include more than a superficial response or idea. Often, there is a source to which you are responding (like a fellow classmate’s discussion board post, or an editorial article). Use the idea of “value-added” as a rule of thumb. It is not enough to write on a discussion post that you agree or disagree with someone else – explain why and include an example if possible. Anything that you submit must add value to the original source – is it worth someone else’s time to read or view your contribution? Keep in mind that this does not require being completely creative or original, and may include questioning the source,

Each course week runs from Monday to Sunday, as indicated from the weekly schedule above. Generally, all assignments for a previous week will be due at 9:00am on Monday of the current week. Late assignments will not be accepted since many of our assignments involve discussion with and response to messages from other students, with exceptions noted below. Typically in this course, simply completing the assignment properly, as described above, and according to the instructions, provides full credit. For some assignments, the points are indicated as the sum of two values, such as “8 + 2 = 10 points”. This means that the assignment is worth 10 points. You receive 8 points upon submitting the assignment on time. After review, you may receive comments, feedback, or additional questions from the instructor. If you respond and address the comments, you will receive the other 2 points. We do this to allow for an additional type of dialogue to occur, where an assignment is not a product that needs to be submitted in perfect form just to please the instructor, but a way to help yourself to make progress toward new understanding but acknowledge that it may not be your final and unchangeable perspective.

Some work may change based on student interest and emerging innovations that may become apparent in the computer/digital world, but amount of work will not increase once the semester starts. Everyone has lives and responsibilities outside of the course, so we acknowledge that online learning can require both time and patience. Please inform the instructor about any concerns or questions that you may have about completing the work.

Course points and Grading:

- 15 points (prereading) + 20 points (postreading) = 35 points/week x 13 weeks = 455 points
- Mid-term reflection paper = 25 points (see Special Projects below)
- Final project = 75 points (see Special Projects below)
- = 555 TOTAL POINTS

Grading: minimum points for A = 515, A- = 483, B+ = 444, B = 415, B- = 385, C+ = 355, C = 305

Policy on Late Assignments

The assignments in this course are scored by a point system that is weighted based on the expected length of time and level of understanding needed to complete it. See the syllabus for more details. Any assignment worth less than 10 points will not be accepted late. Individual assignments worth 10 points or more will be reduced by 50% if turned in up to two (2) days late and given no points if turned in more than two days late. Please communicate early with the instructor if you have any concerns about completing the work, and keep in mind that the time needed for work in an online course may equal the classroom plus homework time required in the face-to-face course. Having said so, life emergencies do happen, but expressing difficulty after the fact and after assignment due dates can make it impossible to maintain fairness in an online course.

Mutual Teaching and Learning

In this course, we will make an effort to create a community of mutual teaching and learning, and some of the activities require engaging with others in the class, responding in a timely way, and getting feedback. Keep in mind that all of the activities are intended to enhance your understanding of thinking, learning, and computers by providing a variety of hands-on practice and conceptual inspiration. Please consider that we all depend upon each other and benefit from our interactions.

At all times, you are welcome to approach the material with respect to your own field of work and use it to make sense out of issues that are important to you.

In other online courses, we know that some of the logistical challenges of online learning come up – technological, communication, etc., and the instructor and students try to “get around” them to get on with the course work. In this course, I propose that we make any of these issues part of the course – let’s keep track of them and be particularly conscious of how the online environment affects our ability to learn from each other, especially in the face of what we lose from face-to-face contact.

In this course, some of the assignments are intentionally designed to allow for some ambiguity in the instructions or lack of organization in the presentation. This is a part of what it means to understanding thinking and learning with computers. If you feel that this is the case, please bring up the inconsistency, confusion, or ambiguity in our discussions and messages. It is preferred to bring these out in the open as a very real part of online learning rather than assume that you are unsure about something that everyone else understands.

Special Projects

Two special projects will be assigned along with the weekly activities:

Mid-term Reflection Paper (3-4 pages of double-spaced text -- about 1000-1200 words): This assignment will be due at the end of week 7 of the course. You will submit a written paper that reflects upon the first half of the course, including your perspective on the course material and the course itself, questions or challenges that you have faced, and/or further explorations of concepts that you have found particularly meaningful.

Final Project: Expert Teaching and Learning Portfolio (2-3 page essay + exhibits) Throughout the course, you will work toward an expertise of a specific type of resource related to computers and thinking and develop a “Teaching and Learning Portfolio”, which might be used to encapsulate essential details about the resource, suggest best practices for using it, and teach someone else about the resource. Along with an essay describing your project and process, your portfolio might include some (but not necessarily all) of the following exhibits: a lesson plan to be used in a workshop, an instructional video that gives a demonstration of the resource, a wiki page that builds a collection of knowledge about the resource, or a narrative outline that leads a reader through a series of web links that show good examples of the resource in use. You will create the portfolio, share it with others, and have the chance to engage with the portfolio of at least one other student.

Several of the Prereading and Postreading activities directly help you to take steps toward the Expert Portfolio, so you will be creating material along the way that will help you to complete it. These activities are built in to the weekly sessions and are part of the points for that week, they are not “extra work” that you need to do.

Accommodations

Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please contact the Ross Center for Disability Services. The Ross Center for Disability Services is located in the Campus Center, UL 211. You can contact them by calling: 617-287-7430 or sending an email to: ross.center@umb.edu. Once you have received your accommodation letters, please meet with the instructor to discuss the provisions of those accommodations as soon as possible.

Response 55911111

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 would say I achieved more than I expected, but certainly would have been able to spend another month on this course.
 if I had it to do over, I would have created a pick list for each week, maybe printing out the to do list. I missed two or three small items that surprised me when I saw they were missing. I would be more assertive when creating groups.
 Personal obstacles were large - covering a coordinator on leave, training 8 new staff members, dealing with several computer problems at work, as well as new curriculum roll out, all while taking the course. I did not underestimate but had things tossed my way after the semester started. I generally start an online course as soon as it opens and begin assignments, trying to stay a week ahead. Then when I know my job will impose on school, I can keep up. That plan did not work with the way this course ran.

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

I have learned much about it - and so much I can employ now even though I do not teach online per se. My excitement about new tools, toys, etc. was shared with colleagues regularly. They are looking forward to improving our courses along with me. The many collaborative tools, the group engagement and visual enhancements really make a difference in the experiences we have as learners.

2. General Evaluation**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 wide variety of topics covered was very positive. The range of very serious to very playful activities was also positive. Many of the readings will stay with me. I was really worried that the course would be boring for me, but it was not at all.

A reading list at the start would be helpful for someone like me (who works long hours).

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 times I felt left out. I need to develop a better sense of online etiquette (wimba, for example) so I would say I have become more self-aware and reflective than before this course.

It was the most unique grad. course I have taken and was rigorous enough. I was able to draw from other courses I have taken in CCT which enhanced the experience for me.

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.

This course considers the consequences of using computers to aid our thinking, learning, communication, and action in classrooms, organizations, and social interactions. Class activities acquaint students with specific computer-based tools, the ideas and research behind them, and themes for critical thinking about these ideas and tools. We will focus on the idea of information literacy in particular, as we seek to understand the growing complexity that is taking place in the way that computers and digital technology influence, and are influenced by, thinking and learning. This includes the need to use critical thinking skills to make sense of the enormous amount of information that becomes accessible through computers, as well as the way that various formats of information and computer-based resources might support thinking and learning. We consider computers in contexts such as collaborative thinking, applications to education and other fields, and understanding ourselves in a digital culture.

I can say these goals were met. Even though some of the concepts were things we were just beginning to grasp, the process of trying them was so much a part of the learning, we could not help but understand.

Our class spent too much time and effort setting up groups. We learned how not to do it and will likely not forget it.

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.

Learn by doing - with computers it is often the best way to learn. Computers can both make tasks easier and confounding, depending greatly on our skills set and attitude. For those of us who are competent but not confident in our computer skills, this course will be transformative. For those who have achieved mastery level, there is so much more to discover, this course should not be missed. This course is for both the tentative user and especially useful for anyone who might be considering (or is already) teaching online.

Response 55966169

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 did not have any personal goals entering into this course; I am leaving with more awareness of computers and how it affects learning. I would have devoted more time to thoroughly read through all the materials. Personal obstacles have been many unfortunately, family, work, personal relationships have all affected my poor performance this semester.

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

I need to treat online courses like I treat in-class courses. I find it easy to get swept up in life and forget about assignments in online courses. I need to focus more and not have my personal life interfere with my schoolwork.

2. General Evaluation**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 was shocked when I heard that this was the first online course that Professor Szeiter taught. His course was well organized, easy to navigate and instructions were very clear. The only recommendation I would have is to have students choose from a list of research topics and only have 1 or 2 able to do the same research topic.

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?**

It was a very insightful course. I found something new each week in the readings and assignments. I thought that this course was more thorough than some of the other courses I have completed. I enjoyed it. I would recommend taking this course to any student who is interested in technology and how it affects the world and education.

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.**

This course considers the consequences of using computers to aid our thinking, learning, communication, and action in classrooms, organizations, and social interactions. Class activities acquaint students with specific computer-based tools, the ideas and research behind them, and themes for critical thinking about these ideas and tools. We will focus on the idea of information literacy in particular, as we seek to understand the growing complexity that is taking place in the way that computers and digital technology influence, and are influenced by, thinking and learning. This includes the need to use critical thinking skills to make sense of the enormous amount of information that becomes accessible through computers, as well as the way that various formats of information and computer-based resources might support thinking and learning. We consider computers

in contexts such as collaborative thinking, applications to education and other fields, and understanding ourselves in a digital culture.

Based on the course description, I feel that the course met the description very well. Each topic cited in the description above was discussed and compared.

4. Synthetic statement (1 or 2 paragraphs)

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

Please make comments that help the instructor develop the course in the future and that enable some third party appreciate the course's strengths and weaknesses. Among other things you might comment on the overall content and progression of classes, the session activities, and the use of web-based technology to support the learning in the course.

The course was very educational. I enjoyed it and will utilize the knowledge I learned in my personal life and in my work life. As indicated above, the only suggestion I would have is to only have 1 or 2 people sign up for a final project topic at a time. The reason I suggest this is because when the time comes for the presentations, all the hard work that they put into the project could be covered by another student thus not giving them an adequate opportunity to express their findings. Also, the individuals who are in the group listening are not subject to the same topic more than once or twice.

The content was thorough. The articles and readings that were provided covered the topics well and I felt like I had an understanding of what I was supposed to learn.

Professor Szteiter utilized various technologies in this course, technology that I was unaware existed. I truly appreciate that.

Response 55973685

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 goal in taking this course was to re-enter the world of education while still working. I think I did a great job of completing this goal. I think, personally, the next class I take will not be an online course- I think I really wanted the face to face interaction. It was a little tough at first to get into the swing of an online course load, but I think I was able to overcome this and give both the class and my full-time job full attention.

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

I need to be open to all of the different tools that are offered during the course. I tend to want to use things that I already use in my daily life, but by being open I was really able to learn new skills and benefit!

2. General Evaluation**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 have never taken an online course so I don't know how to compare it to anything in that regard. I liked how throughout the course I always felt supported by my professor and my fellow classmates, despite never actually meeting them in person.

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?**

This was also my first graduate level course, as well as being my first online course. I think my attitude stayed pretty much the same throughout the course, because I do consider myself a driven and hardworking person. If it changed at all, it was to learn how to communicate better with my group, how to be more patient and take all opinions for consideration.

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.**

This course considers the consequences of using computers to aid our thinking, learning, communication, and action in classrooms, organizations, and social interactions. Class activities acquaint students with specific computer-based tools, the ideas and research behind them, and themes for critical thinking about these ideas and tools. We will focus on the idea of information literacy in particular, as we seek to understand the growing complexity that is taking place in the way that computers and digital technology influence, and are influenced by, thinking and learning. This includes the need to use critical thinking skills to make sense of the enormous amount of information that becomes accessible through computers, as well as the way that various formats of information and computer-based resources might support thinking and learning. We consider computers

in contexts such as collaborative thinking, applications to education and other fields, and understanding ourselves in a digital culture.

I think that the course did a wonderful job of meeting these goals. Jeremy introduced many new topics to me and did a great job of backing them up with online articles, tools and personal stories. Even though I may not continue on in this particular course work, I really valued this class and everything that was brought to 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 really have no suggestions on how to make this course better. I never felt rushed, like I was doing things 'wrong' when I questioned certain assignments, or felt like because it was an online class that I didn't really know my professor. Jeremy was always so quick to answer emails and provide helpful suggestions. The course work, once getting into the groove of completing it, was a good load and made me push myself to explore more about our topics.

Response 55984267

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 began to learn new and different things that I was never exposed to before. I probably put too much on my plate and reached my personal threshold for accomplishment, however what I was able to take in given this capacity challenge was immeasurable. Time and an inability to move past some of my own technical quirkiness.

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

I need to engage with real people in realtime outside of the virtual classroom to bring the data alive and to experience it first hand. This helps to solidify the learnings for me.

2. General Evaluation**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 was special because I loved the learning activities. Each activity further cemented the idea behind the theories and ideas presented in the readings. I liked pre and post activities, they let me know how much I was growing along the way. I think that hermits likemy self should have alternative activities to linking up with the group online. I think the work load was huge when realizing that most of the students taking the course are working full time. I do not know how you make the class as rigorous and lessen the load but I think their was entirely too much reading and it was interlaced for weeks and that made it virtually impossible to move on with out understanding or completing the work before it. The build-up of assignments eventual led to a slipery slope.

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 loved it in the begining and loved it in the end. I actually think this one oorganically leads to critical thinking. It challenges you on your own reflective lvl so I works with what ever space you are in when you join the course.

3. Evaluation in relation to the course description**Read the course description/goals below.****Comment on how well the goals expressed in the syllabus were met.****Make general and specific suggestions about how these could be better met.**

This course considers the consequences of using computers to aid our thinking, learning, communication, and action in classrooms, organizations, and social interactions. Class activities acquaint students with specific computer-based tools, the ideas and research behind them, and themes for critical thinking about these ideas and tools. We will focus on the idea of information literacy in particular, as we seek to understand the growing complexity that is taking place in the way that computers and digital technology influence, and are influenced by, thinking and learning. This includes the need to use critical thinking skills to make sense of the enormous amount of information that becomes

accessible through computers, as well as the way that various formats of information and computer-based resources might support thinking and learning. We consider computers in contexts such as collaborative thinking, applications to education and other fields, and understanding ourselves in a digital culture.

Maybe one or two assessments could be used to test if the information literacy was comprehended after its initial introduction. Other than that, I think the course goals of using critical thinking for making sense of the enormous amount of information accessible through the digital age was accomplished.

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 is a must take before graduation and should be offered to every student as a gift for graduation with a useful degree to go out into any additional fields of study and or integrate into the working world. There were things I learned in this course that have kind of put my whole academic studies into perspective and I finally feel like I have joined the digital 21st Century. Warning though it is not an easy load. If you are ready to buckle down and grow with the class in real time this class is for you, but if not ready for a huge learning curve than take it with a light load.

Response 56169347

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 goals in taking this course were exceeded. If I were to do this course again, I do not believe that I would proceed differently other than attempt to improve my time on task. The time required to complete this course was more than twice that of any regular graduate course. My major personal obstacle to learning was the impact of technology on my learning curve. As a first time online student, the technology was often more trying, frustrating and time consuming than the collective other aspects of learning.

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

The stimulation and productivity of an online course are dependent upon the organization, design and diversity of the readings and selected activities which consist of opportunities to think, learn and reflect. While collaborative engagement would be more stimulating and potentially elevate thinking, the technologies along with distance and time differences seem to limit the possibilities.

2. General Evaluation**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 instructor's clarity of thought, level of questioning and high level of responsiveness added much value to the course. The course was more self-directed and less collaborative and constructivist in approach than I had anticipated. Providing opportunities to get to know other online students earlier in the course would be helpful as would use of simulations and/or other media.

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?**

As my technology skills improved and my comfort with the online format grew, I became less anxious and more positive. The quantity of work added to the technology challenges rendered the course more difficult to manage relative to time requirements when compared to other graduate courses. My overall recommendation to prospective students would be to take the course in spite of its demands on time.

3. Evaluation in relation to the course description**Read the course description/goals below.****Comment on how well the goals expressed in the syllabus were met.****Make general and specific suggestions about how these could be better met.**

This course considers the consequences of using computers to aid our thinking, learning, communication, and action in classrooms, organizations, and social interactions. Class activities acquaint students with specific computer-based tools, the ideas and research behind them, and themes for critical thinking about these ideas and tools. We will focus on the idea of information literacy in particular, as we seek to understand the

growing complexity that is taking place in the way that computers and digital technology influence, and are influenced by, thinking and learning. This includes the need to use critical thinking skills to make sense of the enormous amount of information that becomes accessible through computers, as well as the way that various formats of information and computer-based resources might support thinking and learning. We consider computers in contexts such as collaborative thinking, applications to education and other fields, and understanding ourselves in a digital culture.

The course goals were certainly more than adequately met. Efforts to provide activities that acquainted students with tools, research and literacy and critical thinking themes were obviously well conceived and thoroughly researched. The collaborative thinking activities were too few and less effective due to the limits of the technologies and the participants' availability.

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.

Thinking, Learning and Computers is an integrated, well researched web- based and demanding online course that makes effective use of cutting edge web tools and software to provide students with relevant opportunities to explore the influence of technologies on thinking and learning and learning through them. The course is well organized into weekly sessions with clearly stated objectives, a variety of pertinent readings and pre and post activities including guiding questions to scaffold reflections of the students' thinking and learning. The instructor facilitates the course work with depth of knowledge, supportive encouragement and stimulating feedback. The workload is text drive and heavy particularly if this is a first online course and the student has limited technology skills. Students who do not enjoy self-directed learning, reading online and measured structured assignments should not enroll in the course. Students seeking more open ended collaborative and personal engagements will not find the online environment satisfactory. On the other hand, if students who wish to be challenged to think and learn through a variety of new tools and reflective activities should not miss the opportunity to enroll.

Response 57161654

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 wanted to get comfortable with an online learning environment because it was my first online class. More generally, I wanted to improve my computer/technology skills and increase my confidence with unfamiliar web resources/tools. Yes, I achieved those goals. The biggest challenge was the lack of verbal interaction/discussion. I could not evaluate my own learning as effectively without the benefit of classroom discussions and listening to the instructor.

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

One must be proactive and initiate interaction with classmates. If you just go along and do as little as possible, you may feel isolated and alienated from the group. Your learning will suffer. It's important to stay on top of things.

2. General Evaluation**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 content of this course was very well selected and presented. All of the topics were interesting and valuable. The class met my expectations, maybe even surpassed them. I would have liked more Wimba sessions to discuss the readings. Or, used the article discussion board or class wiki to create a forum to discuss the readings. We had so many great readings and I rarely was able to benefit from the perspectives/thoughts of others, or share my own thoughts. That was disappointing.

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 apprehensive at first. Over the course of the semester I got very comfortable and enjoyed the online format. This class was very different from other graduate courses. In other courses, I may go 2 or 3 weeks in which my only work is class attendance/participation and reading. In an online class, there is always something to do. It takes a different approach to time management. I feel that the workload was appropriate. Any less and it would have felt like we were "getting off easy." Any more and I probably would have been annoyed as my most valuable learning was self-directed. When you take into consideration the time that would have been spent in class (not to mention the commute) the online format was comparable to other graduate courses. Actually, I was impressed at how appropriate the workload was. Just challenging enough and the activities and assignments were valuable. I never felt like I was doing "busy work."

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.

This course considers the consequences of using computers to aid our thinking, learning, communication, and action in classrooms, organizations, and social interactions. Class activities acquaint students with specific computer-based tools, the ideas and research behind them, and themes for critical thinking about these ideas and tools. We will focus on the idea of information literacy in particular, as we seek to understand the growing complexity that is taking place in the way that computers and digital technology influence, and are influenced by, thinking and learning. This includes the need to use critical thinking skills to make sense of the enormous amount of information that becomes accessible through computers, as well as the way that various formats of information and computer-based resources might support thinking and learning. We consider computers in contexts such as collaborative thinking, applications to education and other fields, and understanding ourselves in a digital culture.

Goals accomplished!

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.

A valuable course. Worth taking. The inherent limitations of the online format must be considered and anticipated. I recommend this course and instructor. I enjoyed the class and learned a lot. The goals set forth in the course description were systematically addressed and accomplished. A job well done.

University of Massachusetts at Boston
Graduate College of Education
Critical & Creative Thinking Program

Reflective Practice (Fall 2009)

CrCrTh688 (1-3 credits)

Syllabus

Instructor (fall 2009): Jeremy Szteiter

email: Jeremy.Szteiter@umb.edu

Phone: 781-696-4898

Classes: class sessions correspond with the events of the CCT Network (<http://cct.wikispaces.umb.edu/CCTNetwork>) and vary by topic and time and place each semester

Schedule of Sessions

5 Total events, including

1. Thursday, September 10, 2009
6:30-9:00pm, Wheatley 4-148 (4th floor lounge)
Reflecting and Connecting for Lifelong Learning"
2. Thursday, October 8, 2009, 6:30-9:00pm
6:30-9:00pm, Wheatley 4-148 (4th floor lounge)
Our Lives and Other Worlds: Workplace Innovation, Leadership, and Organizational Development
3. Monday, November 9, 2009
6:30-9:00pm, Wheatley 4-148 (4th floor lounge)
CCT Deep Exploration and Dialogue: Critical and Creative Thinking in Families
4. Thursday, December 10, 2009
6:30-9:00pm, Wheatley 4-148 (4th floor lounge)
Reflective Practice Presentations (includes winter Synthesis presentations as needed)
5. One additional session to be scheduled at a later time and based on student availability.

Office/phone call hours: contact the instructor for an appointment
Syllabus Website with links: <http://www.cct.umb.edu/688-09.html>

Course wiki: <http://cct.wikispaces.umb.edu/RefPrac>

General email: Emails sent to RefPrac@googlegroups.com go to everyone in the course.

Course Descriptions

Reflective practitioners in any profession pilot new practices, take stock of outcomes and reflect on possible directions, and make plans to revise their practice accordingly. They also make connections with colleagues who model new practices and support the experimenting and practice of others. Students in this course gain experiences and exposure to tools for reflective practice through presentations, interactive and experiential sessions, and, optionally, supervised pilot activities in schools, workplaces, and communities.

Overview

Each semester that the course is offered, it can be taken for 1-3 credits, and can be repeated for up to 6 credits total.

1 credit option: Students participate in five 2.5-hour sessions (which primarily include attendance and participation at CCT Network events but may also include smaller meetings depending on availability of the participants)

2 credit option: Participation in sessions above plusstudents undertake 20 hours of supervised preparation and piloting of new practices in their schools, workplaces, or communities

3 credit option: Same as 2 credit option, except 40 hours of supervised practice, not 20.

Students undertaking supervised practice will have a consultation with the instructor outside of the scheduled sessions to discuss and initiate a proposal for their supervised practice. Please note that even if a student has previously taken the 1-credit option, there is no option to undertake supervised practice only; that is, supervised practice students must also participate the same semester in the five scheduled sessions.

During the five scheduled sessions:

- a) guest presenters reflect on their own personal and professional development and/or introduce tools and practices that the students may adopt and adapt to their own work and lives; and
- b) supervised-practice students report on their progress and plans.

Between sessions: students submit reflection papers on the sessions; build a community of support for each other through an email bulletin board; develop and revise their plans for experimenting with and adopting new practices; and, in the case of students piloting new practices, meet regularly with the instructor.

A distinctive feature of this course is the involvement of graduates of CCT as guest presenters and participants in the sessions. The graduates model to current students a commitment to personal and professional development, community building, and educational-innovation beyond the formal CCT program of studies. (The involvement of graduates is made possible by collaboration with the CCT (alum) Network, <http://cct.wikispaces.umb.edu/CCTNetwork>.) It is hoped that students from the course return as guest presenters at a future date.

The contribution of the course to producing Thoughtful and Responsive Educators (which has been the overarching goal of the Professional Education Unit and the Graduate College of Education) centers on the Commitments of Ethical behavior, Lifelong learning, Dedication, and Modeling and mentoring; the Practices of Caring, Collaboration, Reflection; and Understandings about Pedagogy in the broad sense of instruction and facilitation. In addition to its role in the field of school and college education, the course is intended to serve the range of practitioners who study in CCT (such as adult educators, artists, musicians, science educators, and group facilitators) as well as interested professionals from other graduate programs at UMass Boston.

Objectives

Students in this course will:

1. gain experiences and up-to-date tools for reflective practice and, for supervised practice students, pilot new practices in their schools, communities and workplaces;
2. learn ways of forming a community of learning, by making connections with colleagues who model new practices and supporting the experimenting and practice of others;
3. practice taking stock of experiences and outcomes and reflecting on possible directions that build on such evaluation; and
4. make plans to revise their practice so as to incorporate new tools they learn about (objective 1) and their reflections (objective 3).

Assessment and Requirements

1. Attendance and participation in each session of this course (5 sessions x 6 points = 30 points). [related to objective 1]
2. At least one weekly email submitted to refprac@googlegroups.com (for 10 weeks of the semester). help contribute to building a community of learning and support during the course (at least 1 email per week x 10 weeks x 1 points each = 10 points) [related to objective 2]

Emails may include the following types of :

- Commentary on, and and reactions to, the most recent reflective practice session
- Responses to the commentary and reactions of fellow students

- Offering suggestions or information about resources that support reflective practice and workplace change.
- Responses to questions posed by the instructor
- Stories or brief descriptions of specific scenarios that you encounter within your own workplace or life that relate to challenges and successes of supporting change as a reflective practitioner

3. Reflection papers, after each presenter sessions, 500 words each, due 2 weeks after the session. (4 papers x 10 points = 40 points). [related to objective 3]

Specific guidelines and assessment rubrics will be distributed for each session, but the general themes will include:

- What did you learn? What parts resonated for you? What new insights do you have? How were you challenged?
- Based on the speakers and their presentations, what successes and challenges were apparent with respect to creating workplace and other change?
- Connections you see among the sessions, and possible applications to your work, personal life, studies, and community involvements.

4. Plan for Practice (2000-3000 words), building on reflection papers (and, for supervised-practice students, their briefings/updates), demonstrating:

- a) how and when the student plans to put into practice the skills and tools from all sessions of the course - in their work, personal life, studies, and community involvements, and/or how they could adapt and practice using those tools for opportunities in the future. (The plan should include a process for evaluating the outcome so the student learns from experience and practice);
- b), for supervised students, how their plans builds on their experience preparing for and piloting new practices.

Guidelines and examples will be distributed to assist in developing a Plan for Practice.) Students will make brief presentations of their plans for practice at the last session. (20 points) [related to objective 4]

Supervised piloting of new practices

(for 2- and 3-credit option only; 20 hour option (about 1.5 extra hrs/week) [the first figure] or 40 hour option (about 3 extra hrs/week) [the second figure])

1. Log of hours in meetings, practice sessions, and piloting of new practices, adding up to 20 or 40 hours. (2 points for each hour = 40 or 80 points) [related to objective 1]

2. Supervisory meetings, 3 or 5 during the semester (3 or 5 meetings x 10 points = 30 or 50 points). [related to objectives 1-4]

3. Email progress reports, submitted to instructor (for at least 3 or 8 weeks during the semester), providing plans and reports on preparation for piloting of new practices and reflection on progress, setbacks, and outcomes (3 or 8 emails x 5 points = 15 or 40 points) [related to objective 1, 3, 4]

4. Briefings/updates to fellow students, distributed at sessions 2 to 4, 200 or 400 words. (3 briefings x 5 or 10 points = 15 or 30 points) [related to objectives 2 & 3]

Total course points are divided by the number of credits taken, then converted to letter grades as follows: the minimum grade for A is 95 points, for A- is 87.5, for B+ is 80, for B is 72.5; for B- is 65; for C+ is 57.5; and for C is 50.

THE CODE OF STUDENT CONDUCT governing students' rights and responsibilities, including academic honesty, is given in the Graduate Bulletin.

NO PREREQUISITES: Students from outside CCT should consult with the instructor before signing up for the supervised practice credits.

ACCOMMODATIONS: Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.

This syllabus is subject to change, but workload expectations will not be increased after the semester starts. (Version 18 August 2009)

Schedule of Supervision

(for 2- and 3-credit option only)

The schedule depends on the specific project of the student. An initial prospectus (300-400 words describing the practices, site(s)/location(s), collaborators, timeline) must be brought to the first supervisory meeting, which takes place during the first or second week of the semester. This prospectus may, of course, end up being substantially developed and revised through conversation with the instructor.

Examples of Reflective Practice Tools Used in Past Sessions

Past sessions have included activities, discussions, presentations, and experimentation with tools. These may be developed through the semester based on student interest and types of supervised practice for those taking the 2 or 3 credit option.

- online social networking
- reflective practice portfolios
- research and writing tools and techniques
- dialogue process
- small-group sharing and discussion
- storytelling
- collaborative knowledge building, including online tools such as wikis
- student and alum presentations and discussion

Suggested Readings

(To be supplemented each semester with readings specific to the sessions, as illustrated above.)

Eyler, J., and D. E. Giles (1999). Where's the learning in service learning? San Francisco, Jossey Bass. Horton, M. and B. Moyers (1983). "The adventures of a radical hillbilly: An interview with Myles Horton." *Appalachian Journal* 9(4): 248-285.

Jenkins, M. (2000). "Action learning: Taking the time it takes." Presented to the International Association of Facilitators, Toronto, April 27 2000.

Rokovich, M. A., M. Stevens, et al. (2000). "Implementing change at SJUSD: An unfinished case study." Presented to the International Association of Facilitators, Toronto, April 27 2000.

Schon, D. and Agyris, C. (1996). *Organizational learning II*. Reading, MA, Addison Wesley

Schuman, S., Ed. (2006). *Creating a Culture of Collaboration: The International Association of Facilitators Handbook*. San Francisco, Jossey-Bass.

Senge, P., A. Kleiner, et al. (1994). *The Fifth Discipline Fieldbook*. New York, Currency.

Stanfield, R. B. (2002). *The Workshop Book: From Individual Creativity to Group Action*. Toronto, Canadian Institute of Cultural Affairs.

Taylor, P. J. (2008). *Developing Critical Thinking is Like a Journey. Teachers and Teaching Strategies, Problems and Innovations*. G. F. Ollington. Hauppauge, NY, Nova Science Publishers.

Taylor, P. J., S. J. Fifield, et al. (2008). "Cultivating Collaborators: Concepts and Questions Emerging Interactively From An Evolving, Interdisciplinary Workshop." Manuscript.

CrCrTh688, Fall '09

Profile Report

Date Published: 01/06/2010

Response 57063299

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 didn't have any clear personal goals. I'm always interested in doing a better job of integrating reflection into my life, and I thought the course would help, but I didn't lay out any goals more specific than that.

I think the biggest obstacle for me concerning reflection is always the same; making the time and focus to really do it well.

If I was taking the course again I would try to make better use of the community in the class, and connect more with the other students earlier in the semester.

1. Self-evaluation (continued)

What have you learned about what you have to do to make stimulating and productive a course that combines sessions, sharing reflections, and (for some of you) outside activities?

This seems like a very challenging course because each student is engaged in it in very different ways, depending on the number of credits they're taking and their plan for practice. The lack of regular meetings makes it especially difficult to build community among 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?**

Having a course that specifically focuses on integrating reflective practice into my personal and professional life feels very meaningful, even something of a luxury! It is a special opportunity, and I learned a lot. I really appreciate CCT for making it available.

The course completely exceeded any expectations I had, and was a truly educational and meaningful experience.

The major improvement I can think of would be to find ways to build a stronger sense of community. But (as I mentioned above), I know there's no easy way to do that. But when we did get to connect as a small group it was great.

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?**

The impact of the course kind of "snuck up" on me over the course of the semester. In various little ways the concept of integrating reflection into my life became more important, and I began feeling the affect of that change.

It's hard to compare to other courses, since the model is so different. I think the specific focus on reflective practice makes this course a unique learning opportunity. I've told everyone in the program they should take the course! I think it really enriches the CCT curriculum. I would even make a case that it should be a required course for the degree.

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.

Reflective practitioners in any profession pilot new practices, take stock of outcomes and reflect on possible directions, and make plans to revise their practice accordingly. They also make connections with colleagues who model new practices and support the experimenting and practice of others. Students in this course gain experiences and exposure to tools for reflective practice through presentations, interactive and experiential sessions, and, optionally, supervised pilot activities in schools, workplaces, and communities.

I think the description is accurate, and the course meets the stated goals. The only disconnect is that the description doesn't capture the full impact and meaning of the course, and the depth of the potential learning. But I suppose that's hard to capture in "syllabus" language, and you don't want to make promises that might not come true for every student.

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.

Over the course of the semester this class had a subtle, cumulative effect that I didn't recognize initially. I felt myself taking reflective practice more and more seriously, and that increased focus was incredibly rewarding, as I felt myself gaining new insights into both the personal and professional areas of my life.

I think the biggest area of possible improvement for the course would be finding a way to develop more community between the students involved. When we had a chance to interact it was very meaningful and contributed a lot to my experience of the course. But I also know the unique structure of the course makes that difficult.

**University of Massachusetts at Boston
Graduate College of Education
Critical and Creative Thinking Program**

Processes of Research & Engagement

**CCT 692
Spring 2010 Syllabus**

Instructor: Peter Taylor, Critical & Creative Thinking Program

Email: peter.taylor@umb.edu

Phone: 617-287-7636

Office: Wheatley 2nd floor, room 157

Class meetings: Tuesdays 6.45-9.15pm, January 26 - May 11 in TBA

Office/phone call hours: Tuesday 3.20-4, 5.30-6.30pm; Weds 3-3.40pm by [sign up](http://ptaylor.wikispaces.umb.edu/PTOfficeHours) (<http://ptaylor.wikispaces.umb.edu/PTOfficeHours>) or by arrangement

Websites: <http://www.faculty.umb.edu/pjt/692-10.html> and links

Private wikispace for assignment submission: CCT-xx.wikispaces.umb.edu (where xx is your last name)

Course wikipage for sharing work for peer commentary: cacrth692.wikispaces.umb.edu/692PeerShare

Listserv/discussion forum: Emails sent to cct692@googlegroups.com will go to everyone in the course

Course description and overview

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.

If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for--or well underway in--your synthesis project. Students from other graduate programs and the honors program will find this course helpful for development of dissertation/research proposals and initial writing about their topics.

SECTIONS TO FOLLOW IN SYLLABUS

[Course Objectives](#)

[Texts and Materials](#)

[Overview of Assessment and Requirements](#), incl. [Project Options](#)
[Schedule of Classes](#) (with information about preparation & follow-up)

Additional materials on the web

use [this link](#) to report glitches in online materials, thanks

- [Phases of Research and Engagement](#), with links to the tools/processes introduced during course sessions.
- Annotated examples of previous students' assignments (Phases [A](#), [B](#), [C](#), [D](#), [E](#), [F](#), [G](#), [H](#), [I](#), [J](#))

Additional materials on the web only include:

- Personal wikipages to submit assignments and to keep track of participation items completed (a replica of [assignment check-list](#))-watch your email for steps to get set up with such a wiki
- [Sign up sheet to bring refreshments and to present preliminary work in front of class](#)
- [Briefings](#) on issues in research and engagement (some of which are included in the examples for Phase I).
- [A compilation of Research and Study Competencies](#) (<http://www.cct.umb.edu/competencies.html>)
- [Book manuscript \(in development\)](#), using materials from CCT692 and 693.

Bookmark the preceding [table of contents](#) of key online materials, <http://www.faculty.umb.edu/pjt/692-10.html#TOC>

A pdf [compilation](#) of course materials can be downloaded (after Jan 25) and referred to when you are off-line. If you prefer to work with a hard copy, print out the lengthy pdf, then organize it with dividers or post-its in a binder. When the printed text is a different color (or fainter in a black-and-white printout), then it's a live link on the web version. Unless the URL is given, the link is generally to somewhere in the pdf compilation.

Course Objectives

By the end of the semester, for each of the goals listed below, students will be able to identify

- a) things that reflect what you have achieved well related to this goal, and
- b) things you have struggled with/ need more help on/ want to work further on.

These goals are divided into two sets:

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

- A. I can convey who I want to influence/affect concerning what (Subject, Audience, Purpose).
- B. I know what others have done before, either in the form of writing or action, that informs and connects with my project, and I know what others are doing now.
- C. I have teased out my vision, so as to expand my view of issues associated with the project, expose possible new directions, clarify direction/scope within the larger set of issues, and decide the most important direction.
- D. I have identified the premises and propositions that my project depends on, and can state counter-propositions. I have taken stock of the thinking and research I need to do to counter those counter-propositions or to revise my own propositions.
- E. I have clear objectives with respect to product, both written and practice, and process, including personal development as a reflective practitioner. I have arranged my work in a sequence (with realistic deadlines) to realize these objectives.
- F. I have gained direct information, models, and experience not readily available from other sources.
- G. I have clarified the overall progression or argument underlying my research and the written reports.
- H. My writing and other products Grab the attention of the readers/audience, Orient them, move them along in Steps, so they appreciate the Position I've led them to.
- I. I have facilitated new avenues of classroom, workplace, and public participation.
- J. To feed into my future learning and other work, I have taken stock of what has been working well and what needs changing.

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

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

10. I have approached the course and the program I am a student in as works-in-progress, which means that, instead of harboring criticisms to submit after the fact, I have found opportunities to affirm what is working well and to suggest directions for further development.

TEXTS AND MATERIALS

Required:

Elbow, P. (1981 or later reprints). Writing with Power. New York: Oxford University Press.

Hacker, D. (2000) A Pocket Style Manual. Boston: Bedford/St. Martins - OR equivalent pocket manual on writing.

You also need:

- i) a workbook/journal to carry with you at all times;
- ii) an organized system to store handouts and loose research materials (e.g., a 3 ring binder with dividers and pockets, an accordion file, or file folders); and
- iii) an organized system to file and backup material on your computer and synchronize with your flash drive.

Recommended:

- as guides to writing: Daniel, D., C. Fauske, P. Galeno, and D. Mael. (2001). Take Charge of Your Writing: Discovering Writing Through Self-Assessment. Boston: Houghton Mifflin.
- as a more detailed guide on technical matters of writing scholarly papers: Turabian, K. L. (1996). A Manual For Writers of Term papers, Theses, and Dissertations. Chicago: University of Chicago Press (also in library's reference section).
- bibliographic software for references (e.g., [Endnote](#), or for free [RefWorks](#))

Overview of ASSESSMENT & REQUIREMENTS

Project Options

Options for the course project include: A Literature Review of what other people have written or done in the area you intend for your Synthesis or other Research Project

A Grant, Research or Project Proposal

Short versions of the options for the CCT Synthesis Project, namely,

- Long essay/paper;
- Case Study/Practitioner's Narratives;
- Curriculum Unit/ Professional Development Workshop Series;
- Original Products (with documentation); and
- Arts Option (Performance) (also with documentation)

In contrast to the CCT Synthesis Project, the Final Report or Documentation of this project is shorter--10-20 pages (2250-4500 words) as against 20-40 pages--and it is typically more open, indicating where further work is planned or needed. (If

the report presents an activity for a class, organization, or your own personal development, you may have fewer words for the same number of pages.) The project should not be seen as producing a "term paper," but as a process of development that involves:

- dialogue with the instructor and other students; and
- revision (re-seeing) in light of that dialogue.

A sequence of 14 assignments, participation items, and tasks facilitate that development. Provided you submit an initial version of the assignment on the due date, the instructor's responses will be designed to help you develop your project. Detail about the assignments and expectations is provided on the [assignment check-list](#) and links. In brief:

Written assignments and presentations, 2/3 of course grade: Initial attempts for at least 11 of 14 assignments, however sketchy or minimal, must be submitted by the due dates. (Substitutions are possible--consult with the instructor.)

At least 7 of the assignments should be revised and resubmitted in response to instructor's comments until "OK/RNR" (=OK/ Reflection-revision-resubmission Not Requested) is received. The work in progress presentation and the complete report must be in the 7.

Participation and contribution to the class process, 1/3 of course grade. At least 21 of the 26 items should be fulfilled.

Overall course grade: The system is simple, but unusual. It is designed to keep the attention off grades and on teaching/ learning interactions. Read the [Rationale](#) and ask questions to make sure you have it clear.

80 points or a B+ is earned automatically for 7 Written items marked OK/RNR (=OK/ Reflection-revision-resubmission Not Requested) plus 21 Participation items fulfilled. (Not requiring every assignment or item allows you to make choices based on your other commitments about which participation items and revisions to skip.)

If you reach that level, a simple [rubric](#) is used at the end of the course to add further points.

If you don't reach the automatic B+ level, your points = 3 for each writing assignment submitted on the due date + an additional 4.5 for each writing assignments OK/RNR + 1.25 for each participation item fulfilled, up to a maximum of 80 points. Overall points are converted to letter grades as follows: The minimum grade for A is 95 points, for A- is 87.5, for B+ is 80, for B is 72.5; for B- is 65; for C+ is 57.5; and for C is 50 points.

ACCOMMODATIONS: Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.

Students are advised to retain a copy of this syllabus in their personal files.

This syllabus is subject to change, but workload expectations will not be increased after the semester starts.

Version 18 January '10

SCHEDULE of CLASSES

Overview

Session 1 ([1/26](#)) Getting oriented, orienting oneself: a. The course as a process; b. Initial ideas about individual projects

- Session 2 (2/2) Initial sources of information and informants
- Session 3 (2/9) a. Models of engagement; b. Organizing and processing research materials
- Session 4 (2/16) Initial formulations -> Governing Question
- Session 5 (2/23) Propositions, Counter-propositions,...
- Session 6 (3/2) Design of Research and Engagement Process.
- Session 7 (3/9) Interviewing
- No session 3/16
- Session 8 (3/23) Preparation for Public Presentations on Work-in-Progress
- Session 9 (3/30) Practice Presentations on Work-in-Progress
- Session 10 (4/6) Presentations on Work-in-Progress, open to Public
- Session 11 (4/13) Getting and Using Feedback on Writing
- Session 12 (4/20) Direct Writing & Quick Revising
- Session 13 (4/27) Peer commenting on drafts
- Session 14 (5/4) Taking Stock of the Course: Where to go from here?
- 5/11. No 692 class, but (to be confirmed) First meeting for Fall CCT Synthesis students

The Sessions are structured to introduce ten **phases of research and engagement**. Preparation for each session, assignments (each one identified by the letter of the Phase), and recommended tasks are intended to keep you moving through the phases. The order and timing of the phases for your project may vary according to the opportunities that arise, especially if your project centers on new teaching practices, workshops in the community, or other kinds of engagement as an intern or volunteer. In any case these phases are overlapping and iterative, that is, you revisit the "earlier" phases in light of

- a) other people's responses to what you share with them, and
- b) what you learn in the "later" phases.

(Refer to **assignment check-list** and links for details about the assignments and expectations and to the **chart** for a guide to how to pace and prepare assignments and tasks for the appropriate session.

Session 1 (1/26)

Getting oriented, orienting oneself

Preparation:

Think about what current social or educational issue concerns you, e.g., you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on.

Preview **Phase A**. Overall vision; Goal: "I can convey who I want to influence/affect concerning what (Subject, Audience, Purpose)."

Session:

a. The course as a process

Intro remarks on Developing as a Reflective Practitioner--including Taking Initiative in & through Relationships--and on Phases of Research and Engagement

Interview an alum of this course, Alyssa Hinkell, about experience of doing the course

Free writing on your prior experiences (good and bad) in the areas of research, writing, engagement, and/or reflective practice.

b. Initial ideas about individual projects

In-session exercises on Proposed investigation--Who do you want to reach? What do you want to convey to them? Why do you want to address them about that? What obstacles do you see ahead? (Individual brainstorming, discussion in pairs, first stab at Governing question and Overview paragraph of proposed project, and verbal reports on Governing question to the group) (a variant of **Think-Pair-Share**)

Follow-up:

Read Elbow, chaps. 1-3 on writing, freewriting, and sharing

Practice using **freewriting** and using your workbook/journal.

Syllabus Quiz or Treasure hunt, to get acquainted with course materials and arrangements

Preview previous years' reports (online thru password protected site) to get a sense of the scope of previous projects and reports

Submit **information sheet**

Sign up to bring light refreshments and to volunteer to have your work discussed in front of session for certain assignments, session 4, 6, 9, or 11 (=extra participation item i)

Review previous years' evaluations (linked to Peter Taylor's **portfolio**)

Review **briefings**, decide if you want to add one (=extra participation item h), and submit a topic by session 3.

Look ahead to what work is due in the next session.

Session 2 (2/2)

Initial sources of information and informants

Preparation:

Preview **Phase B**. Background information; Goal: "I know what others have done before, either in the form of writing or action, that informs and connects with my project, and I know what others are doing now."

Read one student's **reflection on his resistance to finding out what others have done**

Establish off-campus connection to **UMass library**

Get barcode for your student ID card from the library (alternative for **online students**)

Read "**What is plagiarism?**"

Session:

Meet in Healey Library Center for Library Instruction, room 4-015 for a session on Reference material available through the library.

(See also **on-line tutorial** and **library wikipage**)

Use the **catalogs or databases** to locate articles or sections in books for your research. Look especially for scholarly articles (i. e., ones having extended bibliographies) that **review** the range of things that others have said and done, or discuss the state of some **active controversy** that exposes the range of research on the issue.

Follow-up:

Establish off-campus connection to UMass library

Initiate your bibliographic and note-taking systems

Towards asmt. B2: Identify an initial informant, make contact, make appointment for a conversation before session 4, prepare verbal report on conversation with informant to be given during session 4.

See **first page of a well-chosen review article** (for a project on teaching creativity)

Look ahead to what work is due in the next session.

Work due this session:

Participation item b, Syllabus Quiz

Session 3 (2/9)

Preparation (for part b of session):

Make a copy of [research organization worksheet](#)

Preview <http://www.cct.umb.edu/competencies.html> and <http://www.faculty.umb.edu/pjt/virtualoffice.html>. Record items you need to pursue in your own practice on your copy of the research organization worksheet.

Session:

a. Models of engagement (see [Phase F](#) and [I](#))

Presentation by alum, Jeremy Szteiter, showing how one person built on their Processes of Research & Engagement project into a CCT synthesis and beyond

b. Organizing and processing research materials (see phases B and C)

Share ideas about organizing and processing research materials

Record items you might bring into your own practice on your copy of the research organization worksheet.

Organizing one's computer

Note-taking (including discussion of [example](#) of active "dialogue" with what you're reading), summarizing, and annotating references

Follow-up:

Review previous years' alum presentations (if interested): [Presentation1](#), [Presentation2](#), [Presentation 3](#)

Begin to implement a system to organize your research. Have this system perused during the first office hours conference (due by session 5-bring your journal/workbook with any material and notes derived from research to date, and your laptop, backup/storage medium, or printout of the system of directories/folders on your computer)

Look ahead to what work is due in the next session.

Work due this session:

A. Governing Question and Revised single paragraph overview of your subject, audience, purpose, B1. Sense-making digestion of relevant article

Session 4 (2/16)

From Initial formulations -> Governing Question

Preparation:

Preview [Phase C](#). Possible directions and priorities; Goal: "I have teased out my vision, so as to expand my view of issues associated with the project, expose possible new directions, clarify direction/scope within the larger set of issues, decide most important direction expressed in revised Governing Question."

Re-read the first two pages of *Elbow*, chapter 3, on sharing and giving.

Session:

From phase B: Verbal report on conversation with initial informant

For all phases: Discussion of sharing one's work with others and getting support over other concerns that arise during research.

For phase C:

Creative and critical aspects of any phase of research and writing ("opening-wide, focusing & formulating")

Discovering/inventing/defining subject-purpose-audience

Mapping--student presentation, with instructor probing
Exercise: Initial map-making, then probed by another student

Follow-up:

Complete [support survey](#)

Complete initial map

Look ahead to what work is due in the next session.

Work due this session:

B2. Review or controversy article w/ paragraph OR Report on conversation with initial informant [verbally in session 4. If meeting hasn't happened by session 4, submit a brief written report after the meeting happens describing how it moved you towards fulfilling goal B.]

Session 5 (2/23)

Component Propositions

Preparation:

Preview [Phase D](#). Propositions, Counter-Propositions, Counter-Counter-Propositions... ; Goal: "I have identified the premises and propositions that my project depends on, and can state counter-propositions. I have taken stock of the thinking and research I need to do to counter those counter-propositions or to revise my own propositions."

Session: For all phases: Discussion based on support survey.

For phase D: Identify component propositions, counter-propositions, etc. and formulate research tasks that follow. Discuss in pairs, then in whole group.

Follow-up:

Continue propositions -> research task exercise

Participation item c: Sign-up for second conference (to be held before session 11)

Look ahead to what work is due in the next session.

Work due this session:

B3. Annotated bibliography of reading completed or planned, C. Revised map (incl. updated Governing Question), c. first in-office or phone conferences on your projects before this session, d. Research workbook & organization perused during conference before this session, g. support survey

Session 6 (3/2)

Design of Research and Engagement Process

Preparation:

Preview [Phase E](#). Design of (further) research and engagement; Goal: "I have clear objectives with respect to product, both written and practice, and process, including personal development as a reflective practitioner. I have arranged my work in a sequence to realize these objectives."

Session:

[Strategic personal planning](#)

Translating strategic personal planning into research design (incl. sequence and timeline).

Follow-up:

Complete Strategic personal planning process and translation into Research design

Look ahead to what work is due in the next session.

Work due this session:

D. Summarize the different component propositions/arguments for your topic

Session 7 (3/9)

Interviewing

Preparation:

Preview **Phase F**. Direct information, models & experience; Goal: "I have gained direct information, models, and experience not readily available from other sources."

Write down your top 5 questions you would like someone to talk to you about because you can't easily get answers from published literature

Session:

Getting people to speak about/explain what they usually don't; dealing with experts; effective questions. 5 question activity. Prepare **interview guide** and practice interviewing

For phases E & J: Discussion of **Mid-project self-assessment/** (gap between where you are and would like to be), plus (time permitting) competencies and evolving research organization.

Follow-up:

Revise/refine interview guide

Review **Notes and assignments** from a 1998 sociology course on qualitative research (incl. Interviewing, observing, etc.)

Review **briefing**: "Interviewing is not just asking questions and receiving informative answers"

Adapt **release form**, if needed

Look ahead to what work is due in the next session.

Work due this session:

e. Mid-semester self-assessment of project, competency list, and research organization, h. Draft of briefing (=optional extra participation item)

No class 3/16

Session 8 (3/23)

Preparation for Public Presentations on Work-in-Progress

Preparation:

Preview **Phase G**. Clarification through communication; Goal: "I have clarified the overall progression or argument underlying my research and the written reports I am starting to prepare."

Session:

Analyze overall arguments implicated in a **previous student's research**.

Clarification of the overall structure of your argument.

Visual aids, and their use in aiding this clarification.

Draft sequence of visual aids that highlight your overall argument.

Supply working title for your presentation that conveys what is distinctive about your project.

Follow-up:

Complete in-session exercises

Look ahead to what work is due in the next session.

Work due this session:

E. Research & engagement design, B4. Updated annotated bibliography, F1. Interview guide

Session 9 (3/30)

Practice Presentations on Work-in-Progress (Phase G continued)

Preparation:

Prepare Practice Presentations on Work-in-Progress

Prepare printouts of powerpoints, notes, or other materials for your practice presentation

Session:

Presentations (10 minutes) to whole class (one person) and to small groups (each other student) with peer **plus-delta** evaluations, plus an additional tips.

Follow-up:

Digest peer and instructor comments on practice presentation

Look ahead to what work is due in the next session.

Work due this session:

G1. Practice Presentations (equivalent of initial submission for G1), h. revised Briefing (=optional extra participation item)

Session 10 (4/6)

Presentations on Work-in-Progress, open to Public(Phase G cont.) *Preparation:*

Practice your Presentations on Work-in-Progress

Submit (at least two hours before session, on your personal CCT wiki) powerpoints or other visual aids

Submit updated title for your presentation that conveys what is distinctive about your project

Session:

Presentations on Work-in-Progress, open to Public

Titles of current students' projects can be viewed on the course **website** when available.

Follow-up:

Digest peer and instructor comments on presentations

Look ahead to what work is due in the next session.

Work due this session:

G1. Work-in-Progress Presentations (equivalent of OK/RNR for G1)

Session 11 (4/13)

Getting and Using Feedback on Writing (Phase G continued)

Preparation:

Read **Legendre**, "Exploring your writing preferences" and identify strengths and issues to work on

Read Elbow, chap. 13; re-read chap. 3

Session:

Varieties of ways to respond

Peer review of narrative outlines or overall arguments, in the class as a whole (one person) and then in pairs

Writing Preferences-assemble for the class as a whole, then discuss

Follow-up:

Read, or at least dip into, Elbow, sections III-VI

Look ahead to what work is due in the next session.

Work due this session:

F2. Brief written report on interview conducted, participant observation, or workshop attended, G2. Narrative Outline, c. second in-office or phone conferences on your projects before this session

Session 12 (4/20)

Direct Writing & Quick Revising

Preparation:

Preview **Phase H**. Compelling communication; Goal: "My writing and other products Grab the attention of the readers/ audience, Orient them, move them along in Steps, so they appreciate the Position I've led them to."

Read Elbow, chaps. 4-6; reread chapters 1-3

Session:

Direct Writing & Quick Revising (to produce narrative draft)

Journal/workbook/research system perused by instructor: bring all materials to class, either this week or next.

Follow-up:

Write and revise

Look ahead to what work is due in the next session.

Work due this session:

d. Research workbook & organization perused during session 12 [or 13] for changes made in response to comments

Session 13 (4/27)

Peer commenting on drafts (Phase H continued)

Preparation:

Complete your draft report. (To count as complete, a draft must get to the end, even if some sections along the way are only sketches.) Bring one copy to class.

Preview **Phase I**. Engagement with others; Goal: "I have facilitated new avenues of classroom, workplace, and public participation."

Review **briefings** on grant-seeking, participatory action research, facilitation of group process, writing a business plan, video resources, volunteering, and others of interest to you)

Bring relevant materials to the session so journal/workbook/research system can be perused by instructor

Session:

Drafts commented on by other students.

For all phases: Journal/workbook/research system perused by instructor

For phase I: Discussion of engagement beyond the course

You should be ready by this point to practice/present what you've developed/discovered in, e.g., next semester's **CCTNetwork series**.

Open question: What is the means of best presenting the group's work to the wider public, and of supporting each other in doing so?

Follow-up:

Revise in response to peer comments

Look ahead to what work is due in the next session.

Work due this session:

H. Draft Complete Report, f. Last peer commentary, given during the session on one or more students' drafts

Session 14 (5/4)

Taking Stock of the Course: Where to go from here?

Preparation:

Keep writing and revising (Phase H cont.)

Preview **Phase J**. Taking stock; Goal: "To feed into my future learning and other work, I have taken stock of what has been working well and what needs changing."

Session:

Taking stock in multiple ways with the aim of:

- a) feeding into your future learning (and other work), you take stock of your process(es) over the semester;
- b) feeding into instructor's future teaching (and future learning about how students learn), instructor takes stock of how you, the students, have been learning.

CCT evaluation process, including **Sense of Place Map** and **evaluation** that starts with a self-evaluation.

College of Ed. course evaluation

Closing circle (**plus-delta**)

Follow-up:

Revise in response to instructor's comments and complete report

Look ahead to what work is due in the next session.

Work due this session:

Completion contract (if needed; see **policies**)

5/11. No class. **First meeting for Spring Synthesis students**, 6.30-7.30pm (provisional)

Work due 5/14:

H. Report, J. Self-assessment in relation to goals

Titles of Student Projects

TBA

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

Date Published: 06/17/2010

Response 85679004

Survey Page 0

1. Start with an evaluation of yourself

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

How would you have proceeded differently if you were doing this course again?

What have been your major personal obstacles to learning more from this course?

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

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

1. Self-evaluation (continued)

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

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

2. General Evaluation of course

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

How did the course meet or not meet your expectations?

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

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

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

2. General evaluation (continued)

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

How does it compare with other graduate courses?

What would be your overall recommendation to prospective students?

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

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

3. Evaluation in relation to the course description

Read the course description/goals below.

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

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

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

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

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

4. Synthetic statement (1 or 2 paragraphs)

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

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

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

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

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

Date Published: 06/17/2010

Response 85679235

Survey Page 0

1. Start with an evaluation of yourself

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

How would you have proceeded differently if you were doing this course again?

What have been your major personal obstacles to learning more from this course?

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

1. Self-evaluation (continued)

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

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

2. General Evaluation of course

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

How did the course meet or not meet your expectations?

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

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

2. General evaluation (continued)

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

How does it compare with other graduate courses?

What would be your overall recommendation to prospective students?

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

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

3. Evaluation in relation to the course description

Read the course description/goals below.

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

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

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

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

4. Synthetic statement (1 or 2 paragraphs)

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

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

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

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

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

Date Published: 06/17/2010

Response 85679284

Survey Page 0

1. Start with an evaluation of yourself

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

How would you have proceeded differently if you were doing this course again?

What have been your major personal obstacles to learning more from this course?

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

1. Self-evaluation (continued)

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

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

2. General Evaluation of course

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

How did the course meet or not meet your expectations?

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

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

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

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

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

2. General evaluation (continued)

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

How does it compare with other graduate courses?

What would be your overall recommendation to prospective students?

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

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

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

3. Evaluation in relation to the course description

Read the course description/goals below.

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

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

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

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

4. Synthetic statement (1 or 2 paragraphs)

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

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

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

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

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

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

Date Published: 06/17/2010

Response 85679578

Survey Page 0

1. Start with an evaluation of yourself

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

How would you have proceeded differently if you were doing this course again?

What have been your major personal obstacles to learning more from this course?

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

1. Self-evaluation (continued)

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

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

2. General Evaluation of course

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

How did the course meet or not meet your expectations?

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

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

2. General evaluation (continued)

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

How does it compare with other graduate courses?

What would be your overall recommendation to prospective students?

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

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

3. Evaluation in relation to the course description

Read the course description/goals below.

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

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

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

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

4. Synthetic statement (1 or 2 paragraphs)

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

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

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

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

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

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

Date Published: 06/17/2010

Response 85679895

Survey Page 0

1. Start with an evaluation of yourself

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

How would you have proceeded differently if you were doing this course again?

What have been your major personal obstacles to learning more from this course?

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

1. Self-evaluation (continued)

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

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

2. General Evaluation of course

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

How did the course meet or not meet your expectations?

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

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

2. General evaluation (continued)

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

How does it compare with other graduate courses?

What would be your overall recommendation to prospective students?

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

3. Evaluation in relation to the course description

Read the course description/goals below.

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

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

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

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

4. Synthetic statement (1 or 2 paragraphs)

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

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

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

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

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

Date Published: 06/17/2010

Response 85679957

Survey Page 0

1. Start with an evaluation of yourself

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

How would you have proceeded differently if you were doing this course again?

What have been your major personal obstacles to learning more from this course?

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

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

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

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

1. Self-evaluation (continued)

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

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

2. General Evaluation of course

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

How did the course meet or not meet your expectations?

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

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

2. General evaluation (continued)

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

How does it compare with other graduate courses?

What would be your overall recommendation to prospective students?

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

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

3. Evaluation in relation to the course description

Read the course description/goals below.

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

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

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

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

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

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

4. Synthetic statement (1 or 2 paragraphs)

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

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

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

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

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

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

Part II

Write out neatly a synthetic statement (1 or 2 paragraphs) evaluating this course. (You might build on/build in your comments from the other side.) Please make comments both to help the instructor develop the course in the future and to enable some third party appreciate the course's strengths and weaknesses. (Imagine a reader who may not be willing to wade through all the notes on the other side, but is willing to do more than look at numerical averages.) Among other things you might comment on the overall content and progression of classes, the phases of research & engagement, and the in-class activities.

① This course helps an individual to focus in on issues he/she may want to explore for future or current work. It strengthens skills such as research tools (eg ref works) and provides an environment where ideas and presentations can be shared and built upon.

This course is more for growth as a person or professional than just credit. It requires time and drive from the individual in order for it to be beneficial. Some of the earlier assignments built on anxiety. I would have preferred some of the later assignments to come earlier eg. maps,

Part II

Write out neatly a synthetic statement (1 or 2 paragraphs) evaluating this course. (You might build on/build in your comments from the other side.) Please make comments both to help the instructor develop the course in the future and to enable some third party appreciate the course's strengths and weaknesses. (Imagine a reader who may not be willing to wade through all the notes on the other side, but is willing to do more than look at numerical averages.) Among other things you might comment on the overall content and progression of classes, the phases of research & engagement, and the in-class activities.

② This course met my expectations, but proved to be a lot more challenging than I had originally envisioned. At times I found myself caught up in each individual assignment and their associated deadlines, and not as aware of the flow or natural progression. While others in the class had completely different topics, I found myself comparing my progress to others and feeling as though I could have done more (if only I had more time, less distractions, etc.) Sometimes I felt as though there was only one set of right answers, and my ideas were leaning more towards wrong. In these cases, I felt discouraged.

This course was beneficial to me as a way to re-visit the concept of doing a research project. It helped me use the reflection I've developed in CCT and find the research to support it. The skills and techniques were valuable to me as I begin my synthesis journey. I feel more confident in my research gathering and the process of developing a project over the course of a semester. I would have liked a little more help in finding effective ways to combine the reflection and research in my final paper, but I think this may happen in 693 and with the synthesis.

Part II

Write out neatly a synthetic statement (1 or 2 paragraphs) evaluating this course. (You might build on/build in your comments from the other side.) Please make comments both to help the instructor develop the course in the future and to enable some third party appreciate the course's strengths and weaknesses. (Imagine a reader who may not be willing to wade through all the notes on the other side, but is willing to do more than look at numerical averages.) Among other things you might comment on the overall content and progression of classes, the phases of research & engagement, and the in-class activities.

③ This is a class that every graduate student should take. It is rich with the process of growing + building upon what has come before. As people in the working world it is an articulate + well thought through glimpse at how to begin with nothing or a seed of an idea + take it through to a point where the roots take hold + the idea takes a life of its own. It puts you in the seat of the creator of the concept (idea) + then the gardener of the growing process.

"Process" that explains this class in a nutshell and it is constructed to guide you through the steps in a very personal way so that you get to ^{personally} glow in the process of creating something from nothing. Just the skills you need to self manage or to manage others in the workplace.

To the instructor: The syllabus + material feel so incredibly overwhelming and you do such a great job of gently leading us through the process. I wonder if there would be less muddling around that first month + therefore less exhaustion from the experience if something was added that felt (even subconsciously) more reassuring.

What that would be exactly - I am not sure yet.

But when it comes to me I will share it,

Part II

Write out neatly a synthetic statement (1 or 2 paragraphs) evaluating this course. (You might build on/build in your comments from the other side.) Please make comments both to help the instructor develop the course in the future and to enable some third party appreciate the course's strengths and weaknesses. (Imagine a reader who may not be willing to wade through all the notes on the other side, but is willing to do more than look at numerical averages.) Among other things you might comment on the overall content and progression of classes, the phases of research & engagement, and the in-class activities.

④ For those of us who are new to CCT this class has been an interesting yet sometimes foggy journey. How do we catch up with the understanding of the work & self journey involved in CCT style without some reading or activity to ground us. For those who are very used to the tradition style right answer nature of course this was a refreshing breath of air.

2. Positives: my group & our Fri mtgs, the sharing the allowance for doing your own thing but to Peter's beat ♪, the syllabus

Negative: the ^{late} hour, the workload, the syllabus compared to other classes - it doesn't we rarely think only regurgitate

Recom: Take it. It's strange but you find out more about yourself.

The workshop model could be more supported by groups or consecutive circles or ... a bit more task oriented

↑
completed

Part II

Write out neatly a synthetic statement (1 or 2 paragraphs) evaluating this course. (You might build on/build in your comments from the other side.) Please make comments both to help the instructor develop the course in the future and to enable some third party appreciate the course's strengths and weaknesses. (Imagine a reader who may not be willing to wade through all the notes on the other side, but is willing to do more than look at numerical averages.) Among other things you might comment on the overall content and progression of classes, the phases of research & engagement, and the in-class activities.

5 Dear Future 692'er -

First, let me tell you at this time, ending the class, how completely liberating the syllabus & materials have become! This class moves in a standardized format that is completely narrated through the syllabus. I use the word narrate because I found when I read out loud the words on the paper, I could then hear what is being said. It's a story - a story of how the class runs, a story about a process of research - and ultimately in the end it is the story of how I (and as will you) made it through. Get overwhelmed, get frustrated and get a little angry - BUT keep reading it! It will live in some layer of your thoughts and help you when you need it.

Second, be prepared for a quick, deep dive into cold water of information and inquiry. Then, be prepared for exhaustive moments in the beginning of work & assignments... and just when you think you're unsure of the stamina required to continue, your mental current + waves start to carry you. The writing is the last thing you'll do - and don't cheat yourself and start early!! Live in each phase, and I think you should do the assignments - all of them - and the writing is easy. My favorite phases were in the middle - where the real engagement begins. Go & talk to participants in your class - be inspired that you are all together in the process, but quietly enjoy the solitude of your own process. Enjoy the process!!

Part II

Write out neatly a synthetic statement (1 or 2 paragraphs) evaluating this course. (You might build on/build in your comments from the other side.) Please make comments both to help the instructor develop the course in the future and to enable some third party appreciate the course's strengths and weaknesses. (Imagine a reader who may not be willing to wade through all the notes on the other side, but is willing to do more than look at numerical averages.) Among other things you might comment on the overall content and progression of classes, the phases of research & engagement, and the in-class activities.

⑥ This course like any other course is design to educate students on certain ideas and topics. It's up to the student on actually how much you learn and how you engage in the course activities.

Part II

Write out neatly a synthetic statement (1 or 2 paragraphs) evaluating this course. (You might build on/build in your comments from the other side.) Please make comments both to help the instructor develop the course in the future and to enable some third party appreciate the course's strengths and weaknesses. (Imagine a reader who may not be willing to wade through all the notes on the other side, but is willing to do more than look at numerical averages.) Among other things you might comment on the overall content and progression of classes, the phases of research & engagement, and the in-class activities.

⑦ This course was a demanding and very worthwhile journey in pursuit of a research project of my choosing and although the content seems like it could have easily filled two semesters, it was delivered and received superbly because of the phased layout of the workshops and because of the way the professor consistently guided me (us) through every phase.

Consistent constructive feedback from the professor and peers provided enormous amounts of feedback all along the research path, allowing for modification and reflection on my own understanding of the process as well as its applicability to my project. Bringing in two former graduates of this class in the early weeks of the course, as well as spending a class in the research library with Peter and the research librarian were an enormous help.

Appendix 7: 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.

Open Text Responses:

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

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

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

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

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

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

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

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

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

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

Part I -- The primary goal here is to make notes as preparation for Part II, a synthetic statement. Nevertheless, try to be legible because some reviewers might read these as well.

1. **Start with a self-evaluation:** Did you achieve your personal goals? 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 major obstacle has been time. This course wasn't the problem my personal life, work and other courses were often given priority. I wish I had jumped around the syllabus and did some of the heavier assignments first.

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

In preparation for this course I think it important to cut back on other responsibilities eg take time off from work or take less classes if possible. I would also suggest joining a group for support, it keeps you engaged in the class and work that need to be done.

2. **General evaluation:** How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

I didn't have any expectations for this course because I wasn't sure what the format was going to be before the 1st day of class. In the beginning I felt overwhelmed because I wasn't sure how I was going to survive all of the organizational components over time that changed to concern for completing my assignments. I was more confident about my project by the middle of the semester.

3. **Re-read the course description (from the syllabus).** Comment on how well the goals expressed there were met and 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—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. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

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 of this course were met. The wording seems intimidating (as if one has to be an "pseudo-expert" on a particular issue or seriously engaged in a particular field of work. The class is less intimidating and more encouraging. I'm not sure how to change the wording. I think it may have been what I read into it.

Part I -- The primary goal here is to make notes as preparation for Part II, a synthetic statement. Nevertheless, try to be legible because some reviewers might read these as well.

1. **Start with a self-evaluation:** Did you achieve your personal goals? 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 have achieved some goals, but I feel like I could have done more than I did. I feel like if I were to do this course again, I would prefer to do it without the distractions (personal, work-related, other courses) than I had this semester. I had a hard time balancing everything this semester, and I would have liked to have given this course more of my time and commitment.

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

I have learned that a workshop format class is stimulating when we are actively applying principles while learning them. Though the project is very personal and independent, it is helpful to check-in with others that are going through the same process. My advice to prospective students would be to remain present and not get intimidated by the final project. Allow the learning to come more from the process, and the product will come naturally.

2. **General evaluation:** How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students? This course met my expectations by giving me new tools and skills to pursue research. It also prepared me to think about my synthesis. My attitude changed throughout the semester, because I was high anxiety at first, settled into a rhythm towards the middle, and now I'm at medium anxiety towards the end. My attitude has fluctuated between negative (frustration) to positive (fulfillment of goals). I think the syllabus was a big obstacle for me, and it heightened my anxiety. I feel that its complexity was almost unnecessary at times. I really liked that the topic of our project was based on our interests.

3. **Re-read the course description (from the syllabus).** Comment on how well the goals expressed there were met and 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—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. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

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 that the "current social or educational issue that concerns you" could be phrased differently to be something that you've questioned and would like to learn more about. I felt caught up in that it needed to be a concern, which leads me to believe it's something negative that needs to be changed.

Part I -- The primary goal here is to make notes as preparation for Part II, a synthetic statement. Nevertheless, try to be legible because some reviewers might read these as well.

1. **Start with a self-evaluation:** Did you achieve your personal goals? How would you have proceeded differently if you were doing this course again? What have been your major personal obstacles to learning more from this course? Yes. I knew this was the beginning of writing the synthesis and had been thinking about it during the months leading up to the class. I knew I wanted the synthesis to be interesting and useful to my long term goals of knowing & understanding global environmental issues in order to make a career change to help facilitate/negotiate solutions. Yes. Knowing what I knew now I wouldn't have let the process feel so overwhelming. Just the stress of that feeling was exhausting. My major personal obstacles has been my lack of know-how with regard to using technology & using it right/efficiently/well. What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this? I was amazed at how many learning processes/approaches were embedded in the course. The psychological benefit from actions & activities was more valuable than I ~~still~~ ~~to~~ even knew still. Don't be so worried or overwhelmed by what appears to be an overwhelming amount of content. Just take it one week at a time.

2. **General evaluation:** How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

I think, in the end, it far surpassed my expectations because of the little skill of the professor to provide so many benefits from the exercises he asked us to do. My attitude towards the course changed several times through the semester. I wanted + wanted through the fog + ~~clear~~ clear moments. The sense of being lost + feeling overwhelmed to moments of feeling more empowered, stronger + "I am getting it". I think the greatest thing that made it special was how the professor melded together multiple benefits + teaching moments into a task or discussion. Compared to other courses ~~there~~ there was a lot of learning done in very subtle ways. Relax, enjoy, steady wins the race, don't worry too much.

3. **Re-read the course description (from the syllabus).** Comment on how well the goals expressed there were met and 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—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. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

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 couldn't have said it better. It really does describe the course experience.

Part I -- The primary goal here is to make notes as preparation for Part II, a synthetic statement. Nevertheless, try to be legible because some reviewers might read these as well.

1. **Start with a self-evaluation:** Did you achieve your personal goals? 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 a sense I achieved my goal. I went through the process of writing a research paper and came out with better skills and more confidence. Now that I know I would be so much better about time and writing practice.

My personal obstacles were all related to the computer. What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

I have learned to allow a place for individuals to express themselves in a safe environment where there is no hangup about right or wrong.

My advice would be to put more effort into each step of the process in order to get more out in the end.

2. **General evaluation:** How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

meet - I had no idea what to expect so there was no issue there. I had hoped that I would change and I did. I grumbled all through this course because of the amount of work + how it did or did not fit into my life but each step was a "Aha! Now I understand why we did that!"

+Positives: the people, Peter's casual yet direct nature,
3. **Re-read the course description (from the syllabus). Comment on how well the goals expressed there were met and 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—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. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

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.

When I read this I still had no idea what all that meant. It was ragtime to me. Having gone through them all (mostly) it makes sense now. I think I got more from my Fri group feedback because there I discovered if what I was writing made any sense. TX

Part I -- The primary goal here is to make notes as preparation for Part II, a synthetic statement. Nevertheless, try to be legible because some reviewers might read these as well.

1. Start with a self-evaluation: Did you achieve your personal goals? 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 major goals included "just the process, and the product will follow" - to this end, I did achieve the goal. Doing research in a new way allowed me to still have a product @ the end that I feel is uniquely me. Other personal goals included "upping" my reflection - which I have achieved, although not in the same manner as I may have expected. If I repeated the course - the only thing I can think of is I may have a different topic? I can't think of any obstacles.

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

Table setting, circle formation was great. Allow for student-student interaction without professor/facilitator intervention. The check-in was great and even a part - I can see that being useful. Advice -> Start early and go deep. Get overwhelmed initially and then it will get clear by mid-way through the course.

2. General evaluation: How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

How met -> PT's conversational review format challenged (in a good way) my thinking. Attitude changed from "oh no... to "on my!". Improved future - mix up the check-in groups. The class doesn't allow for much exchange as a group, and a few small groups over the course = exposure to all. Special -> (+) = personal journey feeling (I liked this course more than others) bc I felt challenged, could feel growth.

3. Re-read the course description (from the syllabus). Comment on how well the goals expressed there were met and 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—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. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

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.

If members of your group have not done the work - do you probe them + get "I'm Busy" -> it can be relating + feels limiting. you could encourage = support other effective way

Goals are very clear & can be met.

Part I -- The primary goal here is to make notes as preparation for Part II, a synthetic statement. Nevertheless, try to be legible because some reviewers might read these as well.

1. Start with a self-evaluation: Did you achieve your personal goals? 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 am happy to say that I have achieved my goals. One of ~~the~~ my personal goals was to complete this class and all of the assignments even though I struggled through some assignments I completed the majority. What I would differ is

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

My advice to prospective students about how to get the most from a course like this is the engage in peer sharing this will allow students to not only get feedback from fellow students but help students keep up with the assignments.

not allow my self to slack

2. General evaluation: How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

I began to really enjoy downloading my assignments of Wiki. I also enjoy scan the syllabus compilation online. At the beginning of the course using wiki and view the syllabus was not something I enjoyed doing. One thing that was special about the course is the time governing question. Ever course I have taken has something special about it.

3. Re-read the course description (from the syllabus). Comment on how well the goals expressed there were met and 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—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. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

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.

Just reading the course description and reflective on my ~~previous~~ ^{current} experience in the course I will say that the course goals were met.

Part I -- The primary goal here is to make notes as preparation for Part II, a synthetic statement. Nevertheless, try to be legible because some reviewers might read these as well.

1. **Start with a self-evaluation:** Did you achieve your personal goals? 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 did achieve my personal goals of learning & developing new research techniques that will be helpful to me in helping others. Time and work related problems have been my major obstacle. I feel like I learned best in this course when I trusted the process and didn't worry about the research product & would recommend this to others.

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

The course has been stimulating because of the challenge, the wide variety of research & presentation tools and the topic and direction was of our choosing; I would use this form in setting up a course. My recommendation would be to sit the time consistently, trust the process, don't get discouraged, be persistent and keep being driven by curiosity.

2. **General evaluation:** How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

The course met all my expectations and my attitude improved when I had reworks, & syllabus & wiki sharing tackled. Even though the course was very challenging in the beginning and frustrating at first due to time constraints & overcommitments, I only have positive thoughts of it. This course was about motivating me to take charge of my learning and research, as all courses should be. Thank you Peter.

3. **Re-read the course description (from the syllabus).** Comment on how well the goals expressed there were met and 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—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. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

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.

All goals were met.

Part I -- The primary goal here is to make notes as preparation for Part II, a synthetic statement. Nevertheless, try to be legible because some reviewers might read these as well.

1. **Start with a self-evaluation:** Did you achieve your personal goals? 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 and no. I was more organized than usual which surprised me but I could have been more disciplined → wish I took this course ALONE w/no other courses this semester. Wish I did not take the courses because I could have dedicated all of my available weekly time to this course which would have helped me. I learned a great deal, only obstacle was dedicating enough time to ensure digestion & learning.

What have you learned about making a workshop format class stimulating and productive? What would your advice be to prospective students about how to get the most from a course like this?

Attend each session. I did not miss one, and I am grateful for being present. Each phase came alive by hearing from the professor, hearing from peers and discussing. I absolutely would have misunderstood many phases if I had only read the syllabus. Attendance = crucial.

2. **General evaluation:** How did the course meet or not meet your expectations? How did your attitude to doing the course change through the semester? How do you think the course could be improved? What was special about this course (+positive & -negative)? How does it compare with other courses? What would be your overall recommendation to prospective students?

Attitude improved throughout semester, initially, syllabus = overwhelming!
 Student guinea pigs helped to understand expectations.
 workshop structure, each class = part lecture, part discussion, part work time
 part peer checkin etc.
 bit too much emphasis on peer feedback

3. **Re-read the course description (from the syllabus). Comment on how well the goals expressed there were met and 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—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. If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for—or well underway in—your synthesis project.

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.

Good description, very accurate.

Response Summary Report

July 26, 2010

Appendix 2: 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?

Open Text Responses:

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

I'm not sure that my goals were clear entering into the course. They certainly became clear shortly into the course though. If I were doing this course again, I might set a goal for myself, with the understanding that it is allowed to change. My major personal obstacles to learning more included keeping up momentum- I had periods where I lost my momentum and focus when we had individual assignments to do in addition to research.

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

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

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

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

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

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

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

Appendix 3: 1. Self-evaluation (continued)

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

Open Text Responses:

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

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

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

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

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

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

Appendix 4: 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?

Open Text Responses:

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

+ the facilitation of sharing with groups

+ the emphasis on the project as a "work in progress"

+ the assignments, though hard to stay on top of at times, kept me on my toes and kept me IN the process.

+ the periodic check-ins with the instructor

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

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

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

I would suggest the draft be due a week earlier to allow for more peer review and teacher feedback. I would suggest creating peer groups earlier in the semester.

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

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

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

Appendix 5: 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?

Open Text Responses:

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

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

At the start of the semester, I was overwhelmed by the syllabus and the uncertainty. The instructor and my peers quickly helped me get over that. The coursework was laid out so that it kept you in the process, if you were committed, and the check-ins with instructor and peers reinforced that. So if you were ever lost you could find your way, if determined to do so. That's what I would say to prospective students about this course- you have to be independent in your hunger for research, but the support system of the class is wonderful if you return the support (sort of like karma ;)

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

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

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

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

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

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

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

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

Appendix 6: 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.

Open Text Responses:

The syllabus description perfectly described what the course entailed. The only suggestion I have is to create work teams. I think the description is very realistic. The one thing I experienced during the course that I would infuse into the description is what I write above- that the instructor acts as a facilitator who fosters a support system in the class. Perhaps yet another thing that could be infused is the idea that you leave this class with an "open book," a body of work that allows for future exploration and growth.

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

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

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

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

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

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

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 accomodating 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. The content and preparation 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 intimidatating 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 definitely 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 because 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 from 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 learned 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 loved 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 me 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 benefited 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.

University of Massachusetts at Boston
College of Education and Human Development
Critical & Creative Thinking Program

Action Research for Educational, Professional, and Personal Change

CrCrTh693
Fall 2010
Syllabus

Instructor: Peter Taylor, Critical & Creative Thinking Program

Email: peter.taylor@umb.edu

Phone: 617-287-7636

Office: Wheatley 2nd floor, room 157

Class meetings: Tuesdays 6.45-9.15pm, September 7 -December 7 (exc. Oct. 12) in Sc 4-64

Office/phone call hours: Monday 2.40-3.40; Tuesday 3.20-4, 5.30-6.30pm by [sign up](#) or by arrangement

Listserv/discussion forum: Emails sent to cct693@googlegroups.com will go to everyone in the course

Essential portals to course materials (*bookmark these on the browser of each computer you use*):

- [Syllabus](http://www.faculty.umb.edu/pjt/693-10.html), www.faculty.umb.edu/pjt/693-10.html, including [Table of Contents](#) with links to specific Sessions.
- Private wikispace for assignment submission: CCT-xx.wikispaces.umb.edu (where xx is generally your last name; username & password as for your @umb.edu email)
with links to course-related notes on the assignments and examples of previous students' assignments. The notes link to more detailed (and publicly-accessible) guidesheets on using the tools, including templates where relevant. *Be prepared to click through to the notes and read the guidesheets before getting to the to-do part of any assignment.* Students who prefer to stay in one "realm" can access course materials through a single [pdf compilation](#), www.faculty.umb.edu/pjt/693-10.pdf, which can also be printed out and referred to in hard copy.
- [Technological competencies](#) needed for this course.

Non-technological alternatives to the wiki and diigo can be arranged if you find the technologies to be consuming time and attention that would be better used for the engaging with the central learning activities of the course.

([Graphic overview](#) of these essential materials and their relationships)

Additional sites (*which you may choose to bookmark separately*):

[Peer share](#) wiki page for peer commentary: crcrth693.wikispaces.umb.edu/peershare

[Annotated WWW bookmarks](#): groups.diigo.com/group/actionresearch

[Password-protected access page](#): <http://www.faculty.umb.edu/pjt/pp.html> (for password-protected readings and copies of previous reports)

[Action Research Cycles and Epicycles](#) framework: http://www.faculty.umb.edu/pjt/ActionResearchEpi_Cycles.html

[Office hours sign up](#): ptaylor.wikispaces.umb.edu/PTOfficeHours

[Class breaks and refreshment arrangements](#): crcrth693.wikispaces.umb.edu/693SignUp

[Archived materials from previous years](#): cct.wikispaces.umb.edu/693Archives

Table of Contents-sections to follow in syllabus:

[Course description and Overview](#)

[Texts and Materials](#)

[Requirements](#)

[Schedule of Sessions, Preparation and related handouts, Assignment due dates](#)

Links to specific Sessions on the web version of the syllabus:

Session [9/7](#), [9/14](#), [9/21](#), [9/28](#), [10/5](#), [10/19](#), [10/26](#), [11/2](#), [11/9](#),

[11/16](#), [11/23](#), [11/30](#), [12/7](#)

[Bibliography](#)

COURSE DESCRIPTION

This course covers techniques for and critical thinking about the evaluation of changes in educational practices and policies in schools, organizations, and informal contexts. Topics include quantitative and qualitative methods for design and analysis, participatory design of practices and policies in a framework of action research, institutional learning, the wider reception or discounting of evaluations, and selected case studies, including those arising from semester-long student projects.

- Consider the central motivation for the course in the CCT curriculum: "If you have good ideas how do you get others to adopt and/or adapt them?" -- in other words, how do you build a constituency around your idea? This concern can lead you into evaluating how good the ideas actually are (with respect to some defined objectives) so you can demonstrate this to others. It can also lead you to work with others to develop the idea so it becomes theirs as well and thus something they're invested in. Action Research, in the "Cycles & Epicycles" framework taught in this course, involves group facilitation, participatory planning, and reflective practice, as well as systematic evaluation.
- In this spirit, in this course you:
 - experience, learn, and practice various ways to promote participation and reflective practice (including your own participation);
 - examine critically the evaluations of others (or the lack of the appropriate evaluations); and
 - undertake a project in an area of your particular concern in which you design (and, optionally, carry out) an Action Research process.
- Students from a variety of programs should find this course a suitable vehicle to enhance your interests in educational, professional, or personal change.

PREREQUISITES: Nothing formal; only an interest in some aspect of Educational, Professional, and Personal Change. **For CCT students, this course is best taken after Processes of Research and Engagement,** but this sequence is not mandatory.

ACCOMMODATIONS: Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.

This syllabus is subject to change, but workload expectations will not be increased after the semester starts. (Version 20 December 2010 [after reorganizing links so they all appear at the start]; changes after the start of the semester are **marked in blue)**

TEXTS and MATERIALS

Required: Calhoun, E. F. (1994). How to Use Action Research in the Self-Renewing School. Alexandria, VA: ASCD.

Schmuck, R. (either 1997 or 2006). Practical Action Research for Change. Arlington Heights, IL: Skylight. (Used copies of old editions may be available via amazon.com)

Recommended to help with writing: Daniel, D., C. Fauske, P. Galeno and D. Mael (2001). Take Charge of Your Writing: Discovering Writing Through Self-Assessment. Boston: Houghton Mifflin ("new" copies available well below list price on amazon.com)

(See also Conlin; Elbow; Kanar; Perelman, et al.)

Recommended if you are interested in the larger approach to research and engagement that informs this course: Taylor, P, J. Szteiter (2010ms.)

Taking Yourself Seriously: A Fieldbook of Processes of Research and Engagement, <http://cct.wikispaces.umb.edu/TYS3>, viewed 10 July '10

Recommended if you are interested in facilitating group process: Schuman, S., Ed. (2006). Creating a Culture of Collaboration: The International Association of Facilitators Handbook. San Francisco, Jossey-Bass.

Readings for the course consist primarily of individual articles and book chapters, most of which can be downloaded from [password protected site](#).

REQUIREMENTS

Your 693checklist wikipage (and links to it) provide details about the assignments, expectations, and rationale. (The same details can also be viewed via <http://crcrth693.wikispaces.umb.edu/693checklist> (and links to it).)

Written A. Action Research written assignments and work-in-progress presentations (2/3 of grade)

Project = Design and report on (1500-2500 words) an Action Research Process related to an action or intervention in a specific classroom, workplace or personal teaching/learning practice, an educational policy, an educational institution, or a social policy. Your design should include all the aspects of the [Action Research Cycles and Epicycles](#) (ARcycling2.html), including:

- how you will learn from evaluations of past changes or interventions like yours,
- how you would facilitate the reflective and/or collaborative process in which a constituency comes to join with you in shaping a change or intervention (or at least supporting your efforts), and
- how you would evaluate the outcome with a view to expanding further

the constituency for adopting/adapting the change or intervention.

Carrying out the design is applauded, but not required. If you carry out the design (or some of it), you should report on what you have actually done and how you would proceed differently if you were to do it over. It is important that you do not let implementing your action/intervention eclipse attention to designing the other aspects of the Action Research.

The project is developed through a sequence of assignments:

A1. reflection on introductory action research in sessions 1&2, A2. initial description (based on strategic personal planning), A3. KAQ, A4. evaluation clock, A5. initial work-in-progress presentation with notes on research and planning, A6. narrative outline, A5revised. updated work-in-progress presentation (taking into account comments on initial version and notes), A7. complete draft report, and A7revised. final (1500-2500 words) report.

Initial submissions of all assignments due on the dates given in the Schedule of sessions below (as well as in your assignment checklist). At least five, including the complete report, should be revised and resubmitted in responses to comments until OK/RNR (=OK/ Reflection-revision-resubmission Not Requested).

If the complete report is not OK/RNR by the date for submission of grades an incomplete may be submitted (see link on assignment check-list for policies about incompletes).

Participation and contribution to the class process (1/3 of grade)

B. Building learning community through prepared participation and attendance at class meetings(=13 items) and B2. "syllabus quiz" submitted in session 2 and B3. Weekly buddy check-ins (see D1, below) (=3 items for 12 check-ins).

C. Summaries on [diigo](#) (or revisions to existing summaries) of readings for sessions 9, 10, and 12 (=3 items)

D. Personal/Professional Development (PD) Workbook compiled throughout the semester (7 items), including:

D1. Weekly entries, perused at first conference or before mid-semester break, on a. possible application of tools to your project and b. weekly buddy check-ins (2 items)(see also D3)

D2. [worksheet](#) on PD workbook and research organization submitted in session 6

D3. Whole PD workbook ready for perusal (in hard copy or on wiki) at the end of the semester (session 13)

D4. Annotated bookmarks to "Clippings" on [diigo](#)(2 items for 6

postings before session 13)

D5. Process review on the development of your work (due session 13)

E. Minimum of two in-office or phone conferences on your assignments, PD workbook, personal wikipeage, and project -- one before session 6; the other by session 10 (=2 items)

F. Peer commentary on your buddy's work in each 4-week period and on another student's draft report (with copy posted on [peer share wiki](#)) (=4 items)

Students should aim for all writing and presentation assignments submitted on the due date and 5 OK/RNR (=OK/ Reflection-revision-resubmission Not Requested), including the complete report, as well as 27 participation items fulfilled.

If you reach or exceed this amount, you get 80 points (which gives you an automatic B+) and the following rubric is used to add further points.

For each quality "fulfilled very well" you get 2 points or 1 point if you "did an OK job, but there was room for more development/attention." You get 0 points if "to be honest, this still needs serious attention."

1. A sequence of assignments paced more or less as in syllabus (and revisions timely),
2. often revised thoroughly and with new thinking in response to comments.
3. Project innovative, well planned and carried out with considerable initiative, and
4. indicates that you will be able to move from design to implementation in your specific situation.
5. Project report clear and well structured,
6. with supporting references and detail, and professionally presented.
7. Active contribution to and reflection on process of learning from session activities around Action Research and semester-long projects.
8. Ability to shift between opening out and focusing in as required to complete full Evaluation clock
9. Active, prepared participation and building the class as learning community.
10. PD workbook shows: Consistent work outside sessions,
11. deep reflection on your development through the semester and
12. map of the future directions in which you plan to develop.

If you don't reach the automatic B+ level, your points = 10 for each writing assignment (or presentation) that is marked OK/RNR + 3 for each other writing assignment initially submitted by the due date + 1 for each participation item fulfilled up to a maximum of 80.

Overall course points are converted to letter grades as follows: The

minimum grade for A is 95 points, for A- is 87.5, for B+ is 80, for B is 72.5; for B- is 65; for C+ is 57.5; and for C is 50.

(In theory it is possible for a student to earn 104 points, but this would still be awarded an A.)

Plagiarism: Using another person's ideas or material you did not write without citing the source is plagiarism and is unacceptable (see [library guide](#) and [Academic Honesty policies](#)).

SCHEDULE OF SESSIONS

Session 1 (9/7) Introduction to Action Research Cycles and Epicycles, I

Preparation:

Purchase [course texts](#)

View [video introduction](#)

Review instructor's [portfolio and past evaluations](#) for the course

Begin to [get set up technologically](#)

Session:

The framework of [Action Research Cycles and Epicycles](#) is introduced through a compressed example performed by the class members during this session (following this [guidesheet](#)).

[Critical Incident Questionnaire](#)

Follow-up:

Read and make notes on the [Action Research Cycles and Epicycles](#) framework, which you will need to revisit several times over the course of the semester to appreciate fully.

[Set up tasks](#), a.k.a. "Syllabus quiz"

[Sign up for buddy](#) for each of the 4-week periods

Buddy check-in before session 2 should involve peer assistance in items on the Syllabus Quiz, especially [getting set-up technologically](#), finding your way around the course materials, and articulating questions to get the help you need.

Set up your [PD workbook](#).

[Sign up](#) for first conference (to which you should bring your PD workbook).

Send questions to the [course email listserv](#) if you need help. In particular, don't spend more than about 5 minutes confused by the wikis.

Look ahead to what preparation is needed for the next session.

Look ahead to what work is due in the next session.

Session 2 (9/14) Introduction to Action Research Cycles and Epicycles, II

Preparation:

Read Schmuck, 1997, p. vii-29; 2006, p. ix-29. Think about the relationship

between his systematic treatment of the topic and your experience in session 1.

Read one or two **final projects** by alums of the course: Jan Coe, Alyssa Hinkell, Marie Levey-Pabst, John Quirk

Session:

Feedback on Critical Incident Questionnaire I

Questions on Syllabus, course mechanics, uploading assignments to wikis and other technological competencies

Use AR cycles & epicycles framework and **guidesheet** to:

- Interview an alum of the course, Marie Levey-Pabst, about her experience developing an Action Research process.
- Review and analyze final projects by alums of the course, Jan Coe, Alyssa Hinkell, Marie Levey-Pabst, John Quirk

Focused Conversation on Action Research experience to date (**handout**)

Follow-up:

Reading on Focused Conversations: Stanfield, 6-29; (optional) Nelson, ..
Focused Conversation for Schools

Look ahead to what work is due in the next session.

Work due this session:

B2. Syllabus quiz (uploaded to your CCT-xx 693 checklist wikipage)

Session 3 (9/21) Strategic Personal Planning,

applied to initial formulation of a course action research design project so it incorporates your wider personal and life concerns (and thus recruits you firmly into your constituency)

Preparation:

Read Spencer, chaps. 5 & 7, Weissglass, "Constructivist Listening,"
Review Project reports from previous semesters (online using **password protected site**.)

For a preview of clustering and naming of clusters (which is part of Strategic planning), peruse **vision charts** from the course as a whole.

Session:

Supportive Listening (a variant of constructivist listening) on one's hopes/fears/ideas/questions re: educational, professional, and/or personal change
Strategic personal planning workshop (about the educational/organizational/personal change you want to facilitate/promote)

In-Session drafting of initial description of AR design project

Follow-up:

(for those interested in Strategic Participatory Planning, of which Strategic Personal Planning is a variant) Materials from ICA Facilitators Manual, CEDAC, Our Economy, Taylor, "Epilogue," 204-210, Schmuck on "cooperative" action research

Look ahead to what work is due in the next session.

Work due this session:

A Asmt. A1: 1st Reflection on your Experience as Novice Action Researchers in relation to the Considered Formulations from Other Sources (in this case, the prescribed readings so far from Schmuck)

Session 4 (9/28) Examining the background and evaluations of previous actions before pressing forward,

using tools and interactions with others to open up problems and focus in on needed inquiry

Preparation:

Read Entin, "Reflective Practitioner," Greenwald, "Learning from Problems."

Session:

Use of **KAQ framework**.

Follow-up:

Look ahead to what work is due in the next session.

Work due this session:

A Asmt. A2: Initial Paragraph Overview of Project (revised in response to PT's comments by email on in-Session draft)

Session 5 (10/5) Formulating informative comparisons as a basis for evaluations, I

Preparation:

Arrange new buddy for the next 4-week period

Read Goode Clipping on the effects of a smoking ban; **Overview** of relationship of evaluation to facilitation of change; Guide to the **Evaluation clock**

Session:

Guided by **audio recording**, use the Comparison steps (2-4) of the evaluation clock to

- analyze published evaluations of past actions (e.g., smoking ban clipping), then
- design evaluations that may be part of students' projects

Follow-up:

Re-read guide to the **Evaluation clock**

Look ahead to what work is due in the next session.

Work due this session:

A Asmt. A3: KAQ assignment

10/12 No Session

Session 6 (10/19) Formulating informative comparisons as a basis for evaluations, II

Preparation:

Topic for buddy check-in: Using the comparison steps (2-4) in the evaluation clock to design evaluation as part of your project (Asmt. 4a)

Session:

Introduction to statistical formulations of comparisons and background assumptions

Peer coaching on Evaluation clock assignment and its extension to students' Projects, wiki use, KAQ, and PD workbooks.

Follow-up:

Schedule second conference by session 10 to discuss your projects and use of evaluation clock

Look ahead to what work is due in the next session.

Work due this session:

A Asmt. A4a. Use the comparison steps (2-4) in the evaluation clock to design evaluation as part of your project

A E1. First conference must be completed before session 6 to discuss your Action Research ideas, the course thus far, and your PD workbook (bring to conference)

A D2. Submit **worksheet** on PD workbook and research organization

Session 7 (10/26) Work-in-progress presentations, I

Preparation:

Work-in-progress Presentation I on Project

Session:

Work-in-progress Presentation I on Project

Follow-up:

Look ahead to what work is due in the next session.

Work due this session:

A Asmt. A5a, initial: Work-in-progress Presentation I on Project and A5b. Notes on Research and Planning for Student Projects

Session 8 (11/2) Reflection on your Experience as Novice Action Researchers with the Considered Formulations from Other Sources, II

Preparation:

Read Schmuck, pages 29-146, Calhoun, How to Use Action Research (especially chapters 1-3), Weiss, chapter 1, and (optional) Weiss, chapters 2 &4.

Preview **Small group work** roles.

Session:

Video on work in heterogeneous groups.

Small group work on **two activities**: a) guidelines for small group work with adults and b) comparison of PT's and Calhoun's frameworks for Action Research

Critical Incident Questionnaire II on course to date

Follow-up:

Submit to course listserv your guidelines from session activity a) and comparison from activity b).

(optional) Read other accounts of Action Research: Madison Metropolitan School District, "Classroom action research," Spina, "Six key principles," Winter, [Learning from Experience](#)

Look ahead to what work is due in the next session.

Work due this session:

A Asmt. A4b due: Use the full evaluation clock to design the evaluation part of your project.

Session 9 (11/9) Reflection on your Experience as Novice Action Researchers with the Considered Formulations from Other Sources, I

Preparation:

Arrange new buddy for the next 4-week period

Read at least three from Hitchcock & Hughes, Chap. 3, "Access, ethics, and objectivity," Chapter 5, "Designing, planning and evaluating Research"; Greenwood & Levin, Chaps. 8 & 11, "Action research cases," & "Action science and organizational learning"; Rokovich, et al., "Implementing change"; Jenkins, "Action learning"; CEDAC, [Our Economy](#); Greenwald, Learning from problems, Madison Metropolitan School District, "Classroom action research" (and [linked pages](#)), [study of CIT](#)

Session:

[Feedback on Critical Incident Questionnaire II](#)

[Dialogue Process session](#) on engagement and ethics in Action Research

Follow-up:

Look ahead to what work is due in the next session.

Work due this session:

Nothing (so catch up on any overdue submissions)

Session 10 (11/16) Influences of Political Context on Evaluation and Educational Research

Although it is not expected that your projects tackle the larger political context of making changes in education (broadly construed) or draw on sophisticated theories about evaluation and educational change, this Session put these areas on your maps.

Preparation:

Read at least one of:

Woodhead, "When psychology," Hunt, "The dilemma," Metcalf, "Reading between the lines." Muir, "Science rules OK," Rokovich, San Jose School District

Session:

"Jig-saw" digestion and discussion of readings

Follow-up:

Look ahead to what work is due in the next session.

Work due this session:

A Asmt. A6: Narrative Outline for Project Report

Session 11 (11/23) Work-in-progress presentations, II (taking into account comments on previous presentation & notes on research & planning)

Preparation:

Work-in-progress presentation (taking into account comments on previous presentation & notes on research & planning)

Session:

Work-in-progress presentations

Titles of Projects

Roberta Bersani, "Becoming an Educational Coach"

Aimee Blaquiére, "Work, Meet Play: Finding Ways to Introduce and Assess Play in my Work"

Renessa Ciampa Brewer, "The Application of CCT in the Graphic Designer's Concept Development Process: A Self-reflective and Evaluative Action Plan"

Kendra Bucklin, "xx"

Gina Dillon Podolsky, "Developing an Online Program that Increases the Use of the LARC through the use of Social Media and Critical and Creative Thinking in the 18-29 Population"

Carl Ericson, "Xx"

Jeff Hamilton, "My professional development: Design, communication, action research"

MaryLu Horn, "Building a Curriculum Design Team: How Small Changes Affect Instructor Satisfaction"

Michael Johns, " Dialogue to bring veterans into the community "

Julie Johnstone, "Community Service or Service Learning: Evaluating the service program at CSW"

Susie Kallon, "Create Training/Workshop: How to become a Effective Mentor"

Alison Palmucci, "Outside the Classroom: Creating a public forum for sharing the work of artists who teach and teachers who create"

Jeremy Poehnert, "How can I become a reflective practitioner?"

Lisa Williams, "To Create a High Performing Team by Modifying My Leadership Skills and Incorporating the Concept of 'Team'"

Follow-up:

Look ahead to what work is due in the next session.

Work due this session:

A Asmt A5, updated: Work-in-progress Presentation II on Project

Session 12 (11/30) Generating politics from below in relation to Educational and Action Research

Preparation:

Read at least two of:

Carr & Kemmis, Becoming Critical, CEDAC, Our Economy, Couto, " The

promise," Greenwood, "Action science and organizational learning," Taylor, "Epilogue," McLeod, et al., "Changing how we work," Senge et al., "Fostering communities"

Session:

Video segment on Myles Horton and the Highlander Center, a longterm source of educational and social change, followed by reflective exercise. **Dialogue Process session** on participatory action research and theory in relation to action (incl. reflective practice)

Follow-up:

Look ahead to what work is due in the next session.

Work due this session:

A Asmt. A7: Complete Draft of Design Project (on peer share wikipage as well as your CCT-xx 693 checklist wikipage)

Session 13 (12/7) Taking stock of course & of change: Where have we come & where do we go from here?

Preparation:

Read Cashin, "Student ratings of teaching"

Review **samples from previous years**)

Read (selections TBA and optional): Stanfield, Courage to Learn, Stanfield, The Workshop Book, Tuecke, "Creating a wall of wonder,"

Session:

Selected taking stock activity, either **Historical Scan** (aka Wall of Wonder) or Process Review or Practical Vision of Future Personal and Professional Development (TBA)

CCT course evaluation

College of Ed. course evaluation

Follow-up:

Review **previous semesters' evaluations** **Work due this session:**

A D3. PD workbook brought to session (hard copy or on wiki) for perusal, including D5. Process review

A F. Make comments on draft design project of another student (not necessarily your buddy); upload comments back to the peershare wikipage and email the author that you have done so.

One week after session 13

Work due:

A Asmt. A7 revised: Final Project report

BIBLIOGRAPHY

(readings [except those marked not PPR] online using **password protected site**.)

indicates additional texts on evaluation, action research, or facilitating group process (to be borrowed from the library, interlibrary loan, or

instructor).

indicates useful readings to help in writing and revising.

Backer, T., J. Chang, A. Crawford, T. Ferraguto, D. Tioseco and N. Woodson (2002). "Case study and analysis: The Center for the Improvement of Teaching, University of Massachusetts, Boston."

Brookfield, S. D. (1995). Becoming a Critically Reflective Teacher. San Francisco: Jossey-Bass Publishers # (not PPR)

Calhoun, E. F. (1994). How to Use Action Research in the Self-Renewing School. Alexandria, VA: ASCD. (not PPR)

Carr, W. and S. Kemmis (1986). Becoming Critical: Education, Knowledge and Action Research. Geelong: Deakin University Press., chapters 6 & 7 (up to p. 200)

Cashin, W. E. (1995) "Student Ratings of Teaching: The Research Revisited." IDEA Paper No. 32

CEDAC (Community Economic Development Advisory Committee) (1995). Our Economy: Our Future, Final Report. York, Ontario: City of York.

Conlin, M. L. (2002). "The basics of writing: Process and strategies," in Patterns Plus: A Short Prose Reader with Argumentation. Boston: Houghton Mifflin, 1-11. ##

Couto, R. A. (2001). "The promise of a scholarship of engagement." The Academic Workplace 12(2): 4, 6; http://www.nerche.org/images/stories/publications/The_Academic_Workplace_-_Vol._12_No._2_Spring_2001.pdf (viewed 8 July '10)

Daniel, D., C. Fauske, P. Galeno and D. Mael (2001). Take Charge of Your Writing: Discovering Writing Through Self-Assessment. Boston: Houghton Mifflin.## (not PPR)

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Entin, D. (2001). "Review of The Reflective Practitioner: How Professionals Think in Action." The Academic Workplace 12(2): 13, 18; http://www.nerche.org/images/stories/publications/The_Academic_Workplace_-_Vol._12_No._2_Spring_2001.pdf (viewed 8 July '10)

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Greenwood, D. J. and M. Levin (1998). Introduction To Action Research: Social Research For Social Change. Thousand Oaks, CA: Sage. (pp. 187-202 on PPR)

Hitchcock, G. and D. Hughes (1995). Research and the Teacher: A Qualitative Introduction to School-based Research. New York: Routledge. (pp. 39-58 on PPR; pp. 77-112 on PPR)

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Institute of Cultural Affairs, n.d., Facilitators Manual (excerpts on Strategic Participatory Planning). Toronto: Canadian Institute of Cultural Affairs.

Isaacs W. (1999) Dialogue and the Art of Thinking Together. New York: Currency.# (not PPR)

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McLeod, M., P. Senge and M. Wheatley (2001). "Changing how we work." Shambhala Sun(January): 29-33.

Metcalf, S. (2002). "Reading between the lines." The Nation(Jan. 28): 18-22.

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Spencer, L. J. (1989). Winning Through Participation. Dubuque, Iowa: Kendall/Hunt (Ch. 5; chap. 7)

Spina, S. U. (2002). "Six key principles of action research."

Stanfield, B. (Ed.) (1997). The Art of Focused Conversation. Toronto: Canadian Institute of Cultural Affairs. (pp. 6-29; pp.30-37

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**University of Massachusetts at Boston
College of Education and Human Development
Critical & Creative Thinking Program**

Synthesis of Theory & Practice

CCT 694 Spring 2011

Syllabus (version 14 Dec '10)

Instructor: Peter Taylor, Critical & Creative Thinking Program
Email: peter.taylor@umb.edu; Phone: 617-287-7636
Office: Wheatley 2nd flr 157
Office/phone call hours: TBA (signup via <http://ptaylor.wikispaces.umb.edu/ptofficehours>), or during class, or by arrangement
Class Time: M 6.45-9.15—day and time subject to change by mutual agreement
Classroom: W-2-157
Course websites: <http://www.faculty.umb.edu/pjt/694-11.html>
<http://www.cct.umb.edu/synthinfo.html> (includes all forms and handouts)
Prerequisites: Completion of CCT 692, Processes of Research and Engagement; No more than one incomplete left and not on academic probation; Synthesis proposal submitted with advisors arranged before the semester starts.

Course Overview

This "Capstone experience" is an opportunity for you to synthesize your practical and theoretical learning in Critical & Creative Thinking through a project in an area of your special interest. There are many specific options for the Synthesis project, from the development of a traditional theoretical paper to a curriculum or professional development series, to the creation of a web site. One component of each option is a 20-40 page (4500-9000 word) paper or "Synthesis." Through the meetings, activities, and tasks of the Synthesis seminar the instructor coaches you along towards completing the "Synthesis" and you get input and support from other students.

Your advisor should be the primary person with whom you work on conceptualizing the topic, identifying appropriate scope and approach, and revising drafts. Unless you specifically arrange otherwise, the seminar instructor will be your advisor. If not, s/he will serve as a second reader. Readers can be drawn from a wide range of part-timers and faculty from other departments, <http://www.cct.umb.edu/synthadvisors.html> ** See **Notes on/for Advisors and Readers** appended to the syllabus.

You should spend the winter break before the synthesis semester doing reading and research on your project in consultation with your advisor and other readers. Once the semester starts, each CrCrTh 694 class meeting will include a check-in on your progress, your buddy check-ins, and your concrete goals for the coming week. **You should be aiming for 5 pages or 1000-1200 words of new or revised material each week.** We will spend time on the theme for the week, which will include reviewing the work you have been doing in light of the "phases of research and engagement" introduced in CCT692 (<http://www.faculty.umb.edu/pjt/Phases.html>). (In the synthesis you plan your work using the tools and practices you have been introduced to. The idea is NOT that you pick up the theme/phase only when it appears in the schedule.) This review may lead you to revise what you thought was "finished," but openness to revision is one of the goals of reflective practitioners. In any case, the review of the different tools and practices of research and engagement will help prepare you to coach/teach/support students and/or

colleagues. We will also spend time in student-instructor conferences and working with other students in "buddy" pairs or small groups. Students should bring printouts of their latest work to class to facilitate revising. You will have internet connections for your laptop or access to computers for research and writing.

Outside class you will be submitting drafts to your advisor and other reader(s) and meeting with them according to schedules/sub-deadlines that you arrange. Allow two weeks for comments on what you submit. Attach earlier commented-on drafts for comparison. Given the teaching and advising load of faculty members, you should not rely on your advisor or reader(s) to do detailed copy-editing of your writing. Moreover, a copy-editing relationship between student and teacher usually gets in the way of dialogue around the content and overall organization of your synthesis. **Assistance from some outside party, skilled in manuscript editing, should be arranged by each student. This is well worth the expense.**

If you do not finish your synthesis during the synthesis course, you should still complete the draft self-assessment for your grade (see below), and then:

- a) complete the synthesis completion contract (<http://www.cct.umb.edu/incomplete694.doc>).
- b) register for a one-credit independent study each semester (including the summer) to continue your relationship with your advisor; and
- c) participate in relevant activities, such as buddy support and work-in-progress presentations, with future cohorts of synthesizers.

SECTIONS TO FOLLOW IN SYLLABUS

Requirements

Grading

Texts and Materials

Schedule of Classes

Summary of Tasks, Target Dates and Deadlines

Notes on/for Advisors and Readers

Goals for Synthesis of Theory and Practice

Combined Practitioner's Narrative and other Synthesis options

Additional Material (Forms and Handouts) are available online via <http://www.cct.umb.edu/synthinfo.html>.

Requirements

1. The final Synthesis should be 20-40 pages (4500-9000 words), depending on the option selected, and ready for submission to the CCT Program following Graduate School Guidelines as distilled and illustrated in M. Liblanc's Guidelines for Preparation of a Synthesis, and handouts distributed from time to time (and linked to <http://www.cct.umb.edu/synthinfo.html>).

Options for the Synthesis Project include:

- Long essay/paper;
- Case Study/Practitioner's Narratives;
- Curriculum Unit/ Professional Development Workshop Series;
- Original Products (with documentation); and
- Arts Option (Performance) (also with documentation).

See the Graduate Bulletin and CCT Handbook for further description of these options.

Theses and syntheses from previous years can be viewed in the CCT Office (W-2-157). Abstracts can be viewed on CCT website (<http://www.cct.umb.edu/abstracts-TOC.html>).

As part of your Synthesis Project, the following are required:

- 1Ai. an electronic version in Word format in a single file that incorporates front matter and scanned diagrams, pictures and material you are using from other sources. (Less desirable alternative to electronic version: Submit one loose-leaf, single-sided original of your entire synthesis on archival paper.)
- 1Aii. two copies bound at Central Reprographics with black tape binding and red front and back covers on firmer stock. (See <http://www.cct.umb.edu/binding.html> for further instructions.)
- 1Bi. A 45 minute Public Presentation based on your synthesis project once it is almost complete;
OR
- 1Bii. 60-90 minute workshop to engage people in CCT in Practice (by advance arrangement)
2. An exit Self-Assessment that allows you to review your CCT experience in relation to the twenty goals listed at the end of the syllabus. A copy will be kept in your CCT file to help document the Program's effect on students.

Grading

At the end of the Synthesis seminar, wherever you are in your project, complete a draft of the self-assessment, but focus on your synthesis work (in contrast to the exit self-assessment for the program, which can encompass the whole CCT experience). Then mark in the left margin beside each goal either

** [= "fulfilled very well"],

OK [= "did a reasonable job, but room for more development"], or

-> [= "to be honest, this still needs serious attention"]

You can then calculate your grade as follows:

Start with 80 points. For each OK add 1/2 point; for each ** add 1 point. Subtract 2 points for each class you missed over two; 1 point for each week you missed doing a check-in with your buddy; and 1 point for each target date you missed. If you are only a point below a higher grade, the instructor will talk with you about whether you were too hard on yourself for some goals and you will decide together whether to bump your grade up.

The minimum grade for A is 95, for A- is 87.5, for B+ is 80, for B is 72.5; for B- is 65; for C+ is 57.5; and for C is 50. Below 50 points you must repeat the course.

Texts and Materials

Required:

Liblanc, M. and P. J. Taylor (2002). Guidelines for Preparation of a Synthesis: Critical and Creative Thinking Program (<http://www.cct.umb.edu/synthguidelines.rtf>)

Recommended as guides to writing and revising:

Elbow, P. (1981). Writing with Power. New York: Oxford University Press.

Fulwiler, T. and A. R. Hayakawa (2002). Pocket Reference for Writers. Upper Saddle River, NJ, Prentice Hall.

Turabian, K. L. (1996). A Manual For Writers of Term papers, Theses, and Dissertations. Chicago: University of Chicago Press.

American Psychological Association (2000). Publication Manual.

**** SCHEDULE OF CLASSES ****

Class 0 (12/14/10)

Vision for your projects

Phase A. Overall vision; Goal: "I can convey who I want to influence/affect concerning what (Subject, Audience, Purpose)."

Topics & Activities:

Free writing (Who do you want to reach? What do you want to convey to them? Why do you want to address them about that? What obstacles do you see ahead?)

In class exercise: Governing question for project

Verbal report on scope of intended project

Establish initial buddy for winter re: plans, progress, or lack thereof (<http://www.cct.umb.edu/synthbuddy.doc>).

Recommended tasks for phase A:

After class 0: Review Elbow, chaps. 1-3 & 13 on writing, freewriting, and sharing

By 1/20: Submit proposal (or else you will be deregistered from the course)

For class 1: Bring revised project title and single paragraph overview (2 copies)

Other tasks:

During winter break

Set up tasks

Read and digest syllabus and requirements, etc.

Download Synthesis Guidelines

Download template file for your synthesis chapters, make a copy, review and practice the following: insert your own words; print out specific pages; insert page breaks; add a reference in consistent style; insert lesson plans & workshop text as single-spaced "figures" -- get peer assistance if needed.

Brush up on computer and other competencies (<http://www.cct.umb.edu/competencies.html>).

Get an overview of the other files on synthinfo webpage and download where applicable.

By 1/20

Arrange advisor if this is to be someone other than the seminar instructor and arrange reader if this is to be someone other than the other seminar instructor.

Supplement your sources of information and informants

Phase B. Background information; Goal: "I know what others have done before, either in the form of writing or action, that informs and connects with my project, and I know what others are doing now."

Phase F. Direct information, models & experience; Goal: "I have gained direct information, models, and experience not readily available from other sources."

Recommended tasks for phase B:

Establish/practice connection to <http://www.lib.umb.edu> and use of reference databases (see on-line library tutorial)

Establish your system of recording references/citations (e.g., <http://www.cct.umb.edu/citation.doc>)

For class 2: Bibliography of reading completed or planned, formatted as for final synthesis.

Recommended tasks for phase F:

Write down your top 5 questions for which you haven't got answers from published literature and so would like someone to answer directly

Arrange interview or other observation; prepare your interview/observation guide; conduct interview/observation

Reflective Practitioner's Portfolio of CCT experience brought up to date (especially for those planning a Practitioner's Narrative or a Combined Practitioner's Narrative and other Synthesis options)

Phase J. Taking stock; Goal: "To feed into my future learning and other work, I have taken stock of what has been working well and what needs changing."

Recommended tasks for phase J:

Collect exhibits that convey key passages of your process of development during your CCT studies.

Draft the narrative that connects/weaves these exhibits into a story.

Upload or link this material to the Reflective Practitioner's Portfolio wiki, <http://ctrpp.wikispaces.umb.edu>

Class 1 (1/24)

Checking your vision for the project

(Phase A continued)

Topics & Activities:

Verbal reports on progress during winter break

Peer exchange on project title, Governing question and Paragraph overview of project (Check that it's clear: Who do you want to reach? What do you want to convey to them? Why do you want to address them about that? What steps are needed to do so? How will you set the stage for readers to understand why you have chosen this topic?)

Other tasks:

Arrange sub-deadlines with advisor and reader(s) & submit schedule in class 4. (See target dates later in syllabus.) Preferably meet with all parties at the one time.

Sign up for in-class conferences & refreshments.

Arrange essential reading list with advisor and reader; include in bibliography submitted in class 2.

Start looking for a copy-editor.

Class 2 (1/31)

Supplement your sources of information and informants

(Phases B & F continued)

Topics & Activities:

Peer review on bibliography (Check formatting and coverage in relation to Governing Q.)

Peer assistance with library databases

Other tasks:

Read links on writing literature review. Plan your own strategies and the form in which you will demonstrate your knowledge of the literature.

Class 3 (2/7)

Clarifying your synthesis formulation, Governing Question, and Component Arguments

Phase C. Possible directions and priorities; Goal: "I have teased out my vision, so as to expand my view of issues associated with the project, expose possible new directions, clarify direction/scope within the larger set of issues, decide most important direction expressed in revised Governing Question."

Phase D. Propositions, Counter-Propositions, Counter-Counter-Propositions...; Goal: "I have identified the

premises and propositions that my project depends on, and can state counter-propositions. I have taken stock of the thinking and research I need to do to counter those counter-propositions or to revise my own propositions."

Topics & Activities:

Identify areas and priorities for research through Map-making and/or Summarizing the different sub-arguments for your topic and positions regarding each. Map or summary then probed by peers. Refine Governing Q. and separate key arguments from subordinate or dispensable ones.

****Deadline for application to graduate in May/June with \$180 commencement fee check, Feb 11.**

Class 4 (2/14)

Design of Remaining Research and Writing

Phase E. Design of further research and engagement; Goal: "I have clear objectives with respect to product, both written and practice, and process, including personal development as a reflective practitioner. I have arranged my work in a sequence to realize these objectives."

Tasks:

Draft/update research & writing timetable in light of weeks 1-3, and/or

Strategic personal planning (<http://www.faculty.umb.edu/pjt/StrategicPersonalPlanning.html>)

No class 2/21 -- keep writing.

Class 5 (2/28)

Preparation for Presentations on Work-in-Progress

Phase G. Clarification through communication; Goal: "I have clarified the overall progression or argument underlying my research and the written reports I am starting to prepare."

Topics & Activities:

Using preparation of visual aids to aid your on-going clarification of the structure of your overall argument

Tasks:

Before class 6: Practice presentation in front of classmates or other friends.

Inform instructor of A/V needs.

****Target date for submission of draft introduction and review of literature: 3/4**

Class 6 (3/7)

Presentations on Work-in-Progress

(Phase G continued)

Topics & Activities (no in-class conferences this week):

Presentations to peers (15 minutes each student + 10 minutes discussion + 5 minutes stock-taking)

No class 3/14; but keep writing and revising.

Class 7 (3/21)

Getting and Using Feedback on Writing

Phase H. Compelling communication; Goal: "My writing and other products Grab the attention of the readers/ audience, Orient them, move them along in Steps, so they appreciate the Position I've led them to."

Reread Elbow, p. 141 to end of chapter 13.

Topics & Activities:

Reverse outlining of drafted chapters and text—clarify the topic of each chapter, section, and paragraph; clarify their connection one to the next and to the whole of which they are a part.

Class 8 (3/28)

Getting and Using Feedback on Writing

(Phase H continued)

Topics & Activities:

Conferences and peer sharing/editing sessions

****Target date for submission to advisor and readers of complete draft, 4/4.**

Class 9 (4/4)

Revision: "Now that I'm finished, I can see what I want to say"

(Phase H continued)

Topics & Activities:

Assessing whether the writing "GOSPs" (see Goal H)

Tools to problem-solve overall flow/sequencing within and among chapters, sections, paragraphs, e.g., SCAMPER

Peer sharing/editing

Class 10 (4/11)

"Concluding" synthesis by looking ahead to outreach and further directions

Phase I. Engagement with others; Goal: "I have facilitated new avenues of classroom, workplace, and public participation."

Topics & Activities:

Prepare and practice before classmates the opening 5-10 minutes of a workshop presentation, e.g., for 4/25 or 5/2 Open Houses

Sketch a final chapter on outreach and/or further directions to pursue

4/18. No class. Conferences by arrangement. Keep writing and revising.

Class 11 (4/25)

Public Presentations ("exit performance") during classtime, 6.45-9.15pm

(Phases H & I)

Topics & Activities:

Mini-workshop Presentations (45-90 minutes)

Class 12 (5/2)

Public Presentations ("exit performance") as part of the CCT Network series (4.30-9.15)

(Phase H continued)

Topics & Activities (start at 4.30 pm this week):

Mini-workshop Presentations (45-90 minutes)

****Target date for electronic submission of one copy of Synthesis for checking and go-ahead to make archival copy: 5/6**

Class 13 (5/9)

a. Finalization of Synthesis

(Phase H continued)

Topics & Activities:

Writing Abstracts

Formatting review

Proof-reading, including checking title page and other formal material

b. Taking Stock of the Course & Program: Where to go from here?

Phase J. Taking stock; Goal: " To feed into my future learning and other work, I have taken stock of what has been working well and what needs changing."

Recommended tasks for phase J:

Draft Self-assessment

Sharing ideas about Self-assessment

CCT evaluation process and CEHD course evaluation

****Absolute deadline for submission of one copy of Synthesis electronically for checking and go-ahead to get bound: 5/22.** *If a student misses this deadline, graduation is deferred until August or December and have submitted an incomplete contract.*

5/26 Deadline for: Self-assessment, bound copy, and checklist for finishing (<http://www.cct.umb.edu/binding.html>)

****SUMMARY OF TASKS, TARGET DATES and DEADLINES****

Soon after 12/14	Establish buddy and check-in schedule during winter re: progress.
Before 1/21	Arrange advisor and other reader if you have not already done so
Before 1/21	Submit proposal and get it approved.
For class 1 (1/24)	Bring revised project title and single paragraph overview (2 copies)
For class 2 (1/31)	Bibliography of reading completed or planned, formatted as for Synthesis
2/11	Deadline for application to graduate with \$180 check for commencement fee.
Before class 4 (2/14)	Arrange sub-deadlines with advisor and reader & submit schedule in class 4.
3/4	Target date for completion of draft introduction and review of literature
Before class 6 (3/10)	Practice presentation to buddy or other friends.
Class 6 (3/10)	Work-in-progress Presentations to peers (10 minutes each student + 5 minutes discussion + 5 minutes stock-taking)
4/4	Target date for submission to advisor and readers of complete draft
4/25, 5/2	Public Presentations

5/6	Target date for submission of one copy of Synthesis on normal paper for checking and go-ahead to make archival copy
5/22	Absolute deadline for submission of one copy of Synthesis on normal paper for checking and go-ahead to make archival copy
5/26	Self-assessment, bound copy, and checklist for finishing

Notes on/for Advisors and Readers

Except when a special arrangement is approved, the primary advisor will be the regular CCT faculty member teaching the synthesis seminar. The reader(s) may be anyone experienced in the student's area of specialization and, in general, possessing a Master's degree or higher. The synthesis seminar instructor is either the student's advisor or one reader.

The responsibility of the **advisor** is to be the primary person with whom the student works on conceptualizing the topic, identifying appropriate scope and approach, and revising drafts. If the advisor does not have expertise in the student's subject area, it is the student's responsibility to get the necessary specialist input from a reader and others. The advisor should be aware of the technical requirements of submitting a Synthesis to the CCT Program, but the student should also consult with the Synthesis seminar instructor and use the seminar to fulfill the requirements. During the last three weeks of the semester finishing synthesis students will make presentations on their work, which the advisor should attend. There is no formal defense of the syntheses.

The responsibilities of a **reader** are: to convey to the student before the second week of the semester (preferably earlier) the areas and material that should be addressed; to comment on a complete draft; and to review and comment on changes made between that draft and the final draft. If the reader specializes in the area of the student's project, their comments may stem primarily from their special knowledge or experience. Otherwise, readers should simply think of themselves as intelligent people who want the student's distinctive ideas and accomplishments to emerge as powerfully as possible from the written Synthesis. The reader does not have to focus on the technical requirements of submitting a Synthesis to the CCT Program; for this, the student, advisor, and the instructor for the Synthesis seminar are responsible. Near the end of the semester each synthesis student will make a presentation on their work, which the reader should attend. There is no formal defense of the syntheses.

Goals for Synthesis of Theory and Practice

The goals are divided into two sets:

- I. "My Synthesis Product Shows That..." (adapted from the "Phases of research and engagement"); and
- II. Developing as a reflective practitioner, including taking initiative in or through relationships

I. "MY SYNTHESIS PRODUCT SHOWS THAT..."

(adapted from the "Phases of research and engagement" in CCT 692 course in the expectation that these are also relevant goals for students' work in moving towards the synthesis product)

A. I can convey who I want to influence/affect concerning what (Subject, Audience, Purpose).

B. I know what others have done before, either in the form of writing or action, that informs and connects with my project, and I know what others are doing now.

- C. I have teased out my vision, so as to expand my view of issues associated with the project, expose possible new directions, clarify direction/scope within the larger set of issues, and decide the most important direction.
- D. I have identified the premises and propositions that my project depends on, and can state counter-propositions. I have taken stock of the thinking and research I need to do to counter those counter-propositions or to revise my own propositions.
- E. I have clear objectives with respect to product, both written and practice, and process, including personal development as a reflective practitioner. I have arranged my work in a sequence (with realistic deadlines) to realize these objectives.
- F. I have gained direct information, models, and experience not readily available from other sources.
- G. I have clarified the overall progression or argument underlying my research and the written reports.
- H. My writing and other products Grab the attention of the readers/audience, Orient them, move them along in Steps, so they appreciate the Position I've led them to.
- I. I have facilitated new avenues of classroom, workplace, and public participation.
- J. To feed into my future learning and other work, I have taken stock of what has been working well and what needs changing.

II. DEVELOPING AS A REFLECTIVE PRACTITIONER, INCLUDING TAKING INITIATIVE IN AND THROUGH RELATIONSHIPS

1. I have integrated knowledge and perspectives from CCT and other courses into my own inquiry and engagement in social and/or educational change.
2. I have also integrated into my own inquiry and engagement the processes, experiences, and struggles of previous courses.

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