

## CrCrTh 693 Action Research for Educational, Professional, and Personal Change, Spring 2019 Students' Synthetic Statements, from the Final Course Evaluation

*The synthetic statement is the fourth question on formal course evaluations for the Critical and Creative Thinking Graduate Program. See questions 1-3 listed on <http://bit.ly/CCTEval>*

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

Below are the Synthetic Statements from the respondents who gave permission for these comments to be shared on the web.

- This course was a little confusing to me at first, as I had difficulty fully understanding what Action Research was and how it is different from other forms of research. However, once I figured it out, I found myself greatly enjoying the course and what it was allowing me to do. I felt like the course was very accommodating and friendly, and the instructor was very patient and helpful to us.
- Through this course, students develop the capacity to complete their own ethically-aware action research projects in whatever context they desire. Though many of the readings focus on educational institutions, people from every background are supported to explore their ideas and fit these into the action research framework. The class time is used very effectively to help students build the skills they need to carry out good research.
- This course demands much of students, and is ideal for someone who has a tangible, challenging and complex goal in mind. Particularly one that will knowingly require long, arduous hours of them--and that they build a community around this goal, that they do not seek to accomplish it in isolation.
- This course is intensive but rewarding if you embrace the challenging work. It allows you to take on a project important to your unique situation and provides the tools and support to design (and perhaps implement) the project. Feedback along the way pushes your thinking forward, and you will finish the course feeling much more prepared to be an agent of change (organizationally and in your own life).
- Action research course prepares me to develop my capability to engage my personal and professional experiences by means of self-reflections and dialogues with constituency. It directs me to understand political underlying in the workplace.
- The courses main strength is the content. Which sounds silly, as the content is everything, but it really was a systematic way of learning that is much appreciated in the online platform. The weeks were effective building blocks in learning action research. Each class was different, each activity, reading, topic, etc. It had a great flow that was varied yet concentrated. I've been trying to think and I honestly don't have recommendations to further develop the course. As mentioned above, occasionally I like a little lecturing, but I realize most might not enjoy lecture.

- In this course, you will learn about a hands-on way to find solutions to problems that matter to you. At times you will feel lost - make sure to ask questions, and get as clear on your "problem" as early as you can in the semester. The beauty of Action Research is that you do not necessarily need a formal research set-up to perform it. It is active, and involved. There really is nothing standing in your way to improving dynamics in your work or personal lives. I appreciate so much the cyclical nature of this type of research. As a reformed perfectionist, there is freedom in knowing you don't have to get it 100% right the first time around.
- This is a really strong course within the CCT program and I really enjoyed the process of moving through action research. We were given relevant readings as well as encouraged to seek out case studies, which coupled with learning about our peers' work, allowed us to see action research in a lot of different lights. The progression was sustainable and assignments were clearly laid out; expectations were clear. I really enjoyed the support of the prof and I would actually enjoy taking this course again, creating a different action research project, because I can see the relevance of this approach in many facets of my work. I would recommend this course and the interactions that it provided with other students and the instructor were very helpful.
- The toolset developed over the course was helpful; however the work load was too intense in my personal opinion.
- The Action Research course challenges your understanding of research and what it entails. It is an expansion of the possible ways to conduct research that develops and changes over time and is cyclical. Patience is a requirement for this a process to work. The process of learning about and doing AR takes some time to grasp but is worthwhile as the opportunity to create change that is meaningful and lasting is the reward.
- This course helped develop my AR idea and get it to a point where I feel confident pitching the idea to my constituents. I went from unsure to confident about how to go about implementing my idea. I appreciate that I was able to integrate this course into the professional work that I do, and implement something from school to improve my workplace. I found the support offered from classmates in small group discussions and in buddy partner meetings to be valuable in terms of guiding me or helping me to see I was on the right track. I found the course content and assignments to be a bit overwhelming. I recommend that you go into the course with an idea of what you want to research first.