

CrCrTh 692, Fall 2016, Processes of Research and Engagement 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 the text of questions 1-3 by choosing any evaluation from this page: <http://cct.wikispaces.umb.edu/CourseEvaluations>.

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 10 respondents who gave permission for these comments to be shared on the web (out of 12 total received).

- My only critique is that the syllabus drove me crazy. All these F's and phases and J's. I hated it. I like when the date of the class has exactly what I need to do right next to it. I, personally, do better with a more structured, shorter syllabus. When I received the syllabus, I nearly dropped the course. I didn't drop it because I needed the course. I'm glad I stuck with it.
- The research and engagement course is important for the graduate students to identify their project interest. I understand the process of research and engagement. It helps me explore the related research.
- I truly believe that students get what they want out of this class. The more effort and thought put into it, the more growth that can occur. The skills that we were exposed to in this class most definitely have the ability to support productivity in many areas of my life. Because the content I chose to write on was integral in my life at the moment, the research I uncovered had a tremendous effect on my life. I took the time to gain a deeper understanding of a topic that I normally wouldn't have.
- Processes of research and engagement leads the learner through a series of steps that can be applied to virtually any area of professional and personal growth. The learning experiences allow you the space to move your thinking ahead and to view your topic from new and different perspectives. The varied interests of the individuals of the class allow for an interesting cross pollination of ideas and perspectives.
- This course met the stated objectives and goals. This course allowed me to explore different topics and using the GOSP approach I think I can write my paper better. The free writing skill was also very helpful. Overall, I liked the course and I am very likely to recommend to my peers. Since most students had varied topic of interest, which was helpful me to learn about different topics but I was not able to pair with any students since my topic was different. However, initially it was difficult to wrap my head around the syllabus but as the semester passed by, I could follow the syllabus better.
- This course teaches the student about methods of research and how to create and engage with a community of peers and others interested in your research. The course is very helpful in walking you through all the steps of research and breaking down a large project into more manageable steps. It is a challenging course and time management is critical but there is much

to learn and always the opportunity to regroup and reorient if you get off-track. Engaging with the other students in class is particularly helpful as you each work through your own research topic and then open it up for feedback and additional perspectives. Overall there is a lot to learn and I can see the benefit of using what I've learned in many other aspects of my work and personal life.

- This course will make students more effective researchers and reflective academic practitioners. The "engagement" part of the course mandates that you create something that a certain group of people will find useful, and that should be at the forefront of your mind as you select a topic and build a project. Some of the items in the course will feel nit-picky or unnecessary, and they might turn out to be just that, but most of what I learned about myself and doing a project in this course I learned while doing one of those things, and it was a surprise when it happened. This course requires that you respect yourself and your ability to make yourself learn, and that's very unique to any course.
- This course provides an excellent solid base for the development of a research project. It is very self-directed. As such, it can seem overwhelming. But it is also highly organized and will take you through the entire process in a step-by-step manner that is manageable. Even though it is comprehensive, it is designed to accommodate (and encourage) each student's own research interests. The instructor is skilled at helping students follow their own interests while working through the elaborate research process presented.
- This course is overall very good. it provides you with lots of useful strategies and tools to support your process of research. in this course, you will develop a complete research project with other classmates under the guidance of the teacher. However, it depends on you how much you could learn from this course because there's a high level of independent learning and you need to discuss with the instructor and your classmates actively. you must take each assignment seriously and you will benefit a lot the process of revise. As an online course, CrCrTh 692 make the learning approach very clear and each learner will not lose in the process of whole semester. The instructor is very nice and serious about our assignments and any questions. I really appreciate the whole semester and Peter's help. one suggestion for this course is to make possible one face-to-face meeting (I appreciate the first meeting in this class and think it very beneficial to an online course). another suggestions is to include a common topic or case analysis in the first session of this course. this would help students familiar with the whole process, have time to think about their own topic, and make communication more connected with others. THANK YOU. MY CLASSMATES and INSTRUCTOR :)