

The red indicates something the instructor intends to work on so it is less of an issue next time. The other colors indicate a repeated theme. As is typical, there are a few tensions (comments that pull in different direction). There are affirmations of the instructor that make it easier to hear & thus make space to address the criticisms (e.g., of technology, the shortness of the activities, the reading aloud...)

1. What incident/comment/reaction/quote stands out from this experience?

- I liked hearing from all of the students and what brought them here.
- During the free-writing exercise I was reminded of the importance of stepping away from issues to induce critical thinking and then it came up again in your story about biking beside the river.
- Uncertainty as Existential assumption
- critical thinking is a luxury to an extent.
- The diversity of the students and their interest in CT in the capacity of their particular focus. CT is such an abstract and huge window and our focuses are diverse, complex and offer an array of foci.
- The brief autobiographies were the most poignant for me. The reason for that was the VERY diverse people and their locations...from the Yukon, to Atlanta, to Rome, to Massachusetts. All of these locations and people bring a unique perspective and to me that is the incident that stands out the most for me. I think that diversity will be the ultimate strength of the success of this course.
- The issue of change and how far reaching it is-the many aspects of life that it affects.
- David made a comment about art being a science using images rather than data. I found that to be very intriguing because I think most would typically consider art to be the opposite of science. Because it was such an unusual comparison (though I'm not saying inaccurate), it really made me stop and think about it.
- I am amazed at the diversity of the students. In fact that is one of the reasons I chose the CRCRTH program. I have a masters in teaching, but I wanted to step out of my familiar cohort and study with other professionals. I wanted something that drew from various walks of life for the diversity of perspective and experience.
- The intent of each individual is to grasp a better understanding of critical thinking and applying it to their daily lives and impacting lives one day at a time.

2. At what moment did you feel most:

a. engaged with what was happening?

- There were moments in some of the stories that I really connected with.
- In the first breakout group, it was nice to chat with the new people in a smaller group.
- Listening to autobio intros and hearing how much came up in 4 minutes
- I was most engaged with the break out. It helps to talk among peers to have solidarity especially in times of confusion
- Yes, very much so. Peter explained everything per step and it was great we students had the chance to introduce ourselves. This was very important... to know who we are and where we are from.
- When the instructor felt comfortable enough to tell us to challenge a piece of writing he had. To me that shows supreme confidence in his ability as an instructor. And I truly appreciate that! And several students felt comfortable enough to to speak what they there honest thinking without feeling uncomfortable/threatened.
- When people were talking about how difficult it is to change people and their thinking.
- I really enjoyed the lengthier introductions allowing me to better understand the variety of perspectives represented by fellow classmates and the wealth of knowledge they all bring.
- I appreciated the breakout sessions since they allowed opportunities to connect with several members of the class in a more relaxed atmosphere.
- with the introductions I was most engaged at the similarities that connected each classmate in some form. Also how critical thinking is useful in subtle ways we never thought twice about.

b. distanced from what was happening?

- The technology is limiting.
- Just before the break... likely because I was a bit fatigued.
- When the discussion of the Activity 1B had to be so short
- even just the reading of the small paragraph before we went to breakout sessions was not engaging to me, primarily because I am more of a visual learner.
- I had a difficult time grasping what is due next. After we returned from our final breakout session, I was a bit lost. But this may be because I haven't read the syllabus for the next session yet.
- I cannot think of anything honestly. I hope that over the course of the next many weeks, the small groups are "mixed up" enough so I get to know everyone well.
- When asked to criticize reading.

- Some of the activities were just a bit too short. Just as we were getting into the discussion and I was getting a better understanding of what was expected, it was time to move to the next topic. Understandable but I would have liked a bit more time.
- Sitting online is not quite the same as being in class, but I think you did a good job engaging everyone in the conversation.
- When discussing the passage you wrote I felt lost with what exactly I was suppose to do. I did know that we were determining whether the passage was a direct or indirect approach from there I was confused.

3. What action that any participant (incl. teacher/facilitator) took (including, if applicable, online interactions) did you find:

- a. most helpful or affirming?**
- I felt good about some of the reasons that students joined the class for. It made me feel better about my own decision.
 - Not really sure about this one.
 - Chats helping students to find material
 - David's statement about "thinking outside the box, but not knowing what is in it to know whether you are in it or out of it" was impact-ful, because it goes into another layer of the process
 - Peter not for a moment slugged or let the students take control. He remained in control and this brought a needed structure to our online format. He did this with great expertise and ultimately created the beneficial learning environment that can otherwise easily become hijacked.
 - I like the instructor paced the course. That is, he seemed to say it was OK to think about our answers first. That is very affirming!
 - In general, I found the professor's approach and demeanor to be very comforting and encouraging. Also, the students are very focused and open about their beliefs-creates a very authentic environment.
 - I found it helpful that other students (Joey in particular) would answer questions in chat or offer help with some of the online functionality (offering to fetch people in breakout rooms) to help out some of us that were newer to the format.
 - I appreciated that you posted the links in the chat bar for efficiency sake. It was so easy to click on the links rather than fumble with our documents.
 - I find it very helpful to break off into various groups to debrief on the activity to get a chance to hear what the other classmate's thought were.
Also got a chance to see where everyone's thinking level is at a glance

b. most puzzling or confusing?

- I am a little vague on what I am to do.
- Just the scheduling of CEs but it was sorted out as it was explained.
- Students liked or questioned some of Peter's assertions, but this is not the same as scrutinizing his assumptions, reasoning, evidence
- the syllabus and the CE process
- The last 10 minutes of the session. I am unclear what I need to do but again, this might be clarified for me when I dive into the post session material and what is due before our Session #2.
- I'm still a little unsure of the assignments and grading (not that I care about grading), and how we submit materials to the instructor. I've read the syllabus, but still unsure how we are graded.
- Little lost on how to execute the assignments. Not completely clear on the case assignment.
- Nothing too confusing. I just wish we had a bit more time allotted to the final activity (sharing about the reading).
- The syllabus is very daunting, but perhaps it will not be so as we reach a rhythm and flow.
- The most puzzling to me is understanding what I have read (passage) and how to break it down to make sense of it. I tend to go off the page after reading something and confuse myself even more. I think for me I just have to learn to organize my thoughts as I'm reading and then summarize my results.

4 (Optional). Other comments?

- great start!
- I'm excited for the class!
- I like Google Hangouts...it works fine. But like Joey said in the text box, there is another system called ooVoo which allows more than 8 or 9 people in. That might be an option, and it has all the great features of Google Hangouts.
- Would love a deeper explanation of collaborative explorations and how it functions in the course.
- I'm good. :)
- I expect to receive new insight to apply it to my thought process.