

Critical Incident Questionnaire, CrCrTh 601, 12 Sep 17

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

- The very first one - the video of the guy who was a flat earther. How do you argue with someone like that. It brought up how I don't argue with people like that because I don't think there is any point. The only way you can change someone's mind like that is over the long term.
- There are a lot of educators in the class or folks committed to education and students and a lot of people are still very connected to their educational experiences.
- Processing my own ideas about why I don't critically think all the time felt eye-opening for me.
- I really enjoyed listening to other students' experiences and stories of how they came to be interested in critical and creative thinking. It's such a unique field at the moment, and what drives folks towards this program, I think are unique experiences and mindsets. It was very inspiring for me to hear from everyone else in the class.
- Rachel's comment about seeking out reading materials of opposing viewpoints.
- I really enjoyed the activity breakout groups at the end. It helped to know how others were doing in less of a crowded manner. I am often reluctant to share in a large group, so the small grouping was more comfortable.
- Rather than a specific moment or statement what stood out for me was the recurrent theme from several classmates that "critical" carries a negative connotation but is precious commodity.
- It stands out to me how open the course is, how much freedom there is to share our thoughts and make connections.

2. At what moment did you feel most: a. engaged with what was happening?

- Hmmmm, because of the below I did get a bit disengaged. Most engaged is when I am writing or responding to others.
- In the smaller group breakouts.
- It was fun talking to partners using the breakout rooms.
- I felt most engaged when I was in the 1-on-1 conversations with the other students.
- During the warmup.
- I was very engaged in both the activity part, as well as each person taking turns to talk in the introductions.
- The breakout at the end of class being able to engage directly with another student.
- I felt most engaged during the free-writing exercise. I have always valued free-writing as a way of getting in touch with my own thoughts, so doing that in class allowed me to think more deeply about the subject in a way that was familiar and comfortable for me.

b. distanced from what was happening?

- Had a technical glitch and lost about 20 minutes. Was very disappointed and took me a bit to get back on board.
- When I couldn't get back into the group class.
- I had trouble listening for four minutes to each autobiography because I felt at times I was just waiting to have an answer to write in the box.

- I think what made me feel most distance from what was happening was simply getting used to the technology. This is the first time I have taken a live online class. However, by the end of the class I was more used to it.
- During the 4 minute introductions.
- It was difficult for me to be writing, or watching the video and then coming back to the group, I was nervous I was going to miss something and it made me pull back a bit.
- I lost connection at one point to that was pretty distancing.
- I felt distanced toward the end of the class session when there wasn't a whole lot of communication about the activity. Everyone broke off on their own and then the class didn't seem to come to a formal end; people were just logging off, and I wasn't sure whether to wait or log off as well, but eventually I had to go due to a training session I had to make it to. I felt a bit odd not knowing if I missed anything that may have happened or been said after I logged off at the class end time.

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

- a. most helpful or affirming?**
- The introductions were good - although I missed most of them. Like the C&E that followed - good idea.
 - When Peter didn't think I was a slacker for missing the first bit of class due to Google hangout block. It was helpful that he admitted a mistake in easing my anxiety!
 - Peter was very honest about technological difficulties which I appreciated.
 - I liked that we had to introduce ourselves. It helped us not only get to know the other students but also helped us get used to the technology and responding via chat and video.
 - Hearing from other people in the education field.
 - using the screen share to help show us where to find things was very helpful.
 - The presence of two classroom students was nice.
 - I found it helpful that if we have questions we want to privately discuss we can go to a breakout room with the professor. I didn't utilize this feature but I felt at ease knowing that if I was confused about something I could get clarity that way, and I know I'll use it in future sessions.

b. most puzzling or confusing?

- All seemed okay, I've done a few of these courses with UMass now so I know that it all comes together.
- I got overwhelmed by the sheer volume of the syllabus - so many links and acronyms and words all in one place. Even though I printed a copy too it wasn't so helpful because of the live links. I'll adjust!
- The internet was challenging.
- Definitely the chatroom itself. I usually struggle initially with technology, and I have only used Google hangouts a couple of times.
- The reasoning for the flat earth position.
- the most puzzling was when people left their microphones on or off during sessions.
- The KAFQ exercise was confusing. Once I figured it out I see value in the tool but I got stuck trying to understand the diagram and that took longer than the exercise.

- I was a bit confused at the end of the class session, but I think there just wasn't enough time for the activity, and if we'd had more time things would have been clearer.

4 (Optional). Other comments?

- All good, looking forward to it.
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- Glad to be part of the class and looking forward to lots of contrary thoughts and challenging encounters.
- I wasn't 100% sure what to expect going into this (it was my first class as a new student in the Critical and Creative Thinking program). During and after the class I found myself feeling really glad that I decided to pursue this. I think I am going to learn and grow a lot from it and I am really looking forward to the progression of the course.