

Course Number & Section	1. What most helped my learning in this class was: □	2. What most hindered my learning in this class was:	3. What most helped me take responsibility for my own learning in this class was: □	4. What most prevented me from taking responsibility for my own learning in this class was: □	5. I believe the instructor's goals or objectives for this course were: □	6. In this course, I found that:
4300-438 (On Campus)	The discussion oriented setting and interacting with my peers in order to learn from one another as well as from Dr. Ramirez.	how long the class period is. If it was three days a week but a little bit shorter each day, I could have focused better	the fact that I'm going to be responsible for an entire group of students' learning pretty soon, so I should take responsibility for my own education.	n/a	for us to have a deeper understanding of the cultures and lifestyles that the students we will teach will come from. I think that Dr. Ramirez exposed us to different scenarios and ideas that will be very beneficial to us.	many different teaching approaches were used

4300-350 (Off  
Campus)

Class discussion

Frustration with the  
repetitive content

Receiving a grade

Frustration with the  
repetitive content. I  
was unmotivated to  
do the work or  
readings because  
the issues we  
learned about were  
exactly the same as  
in several other  
classes.

some different  
teaching  
approaches were  
used

4300-438 (On Campus)	I really liked writing all of the self-reflections, it made me re-evaluate who I was as a person and why I wanted to become a teacher.	i wish the class wasn't as long..... I feel like we could have gotten through everything in an hour and a half.	Create classroom atmosphere with great peers. Great environment to ask questions.	I really did not like the expert study, and after completing it I don't understand why it was necessary. I don't understand how picking one assignment I turned in the past and analyzing it proves how I am an expert in my study.	To give us strategy ideas how to teach students from different backgrounds.	some different teaching approaches were used
4300-438 (On Campus)	Discussions.	Having readings and then discussing them in class. I feel that we wasted a lot of time on the same topics.	We did not really get reminded of assignments and we just had to follow the syllabus.	I feel that some of the assignments were unhelpful.	Met.	many different teaching approaches were used

4300-438 (On  
Campus)

Group discussions

I worked 30+ hours  
a week and had  
difficulty getting the  
reading done

Reading  
assigned/discussion  
s

I struggled with  
having enough time  
to complete all of  
the reading

many different  
teaching  
approaches were  
used

4300-438 (On  
Campus)

The group projects  
really helped my  
learning. Being able  
to do our own  
research and  
present the  
information to the  
class ourselves  
really helped me  
retain information. n/a

Having a syllabus  
and being expected  
to finish  
assignments  
without many  
reminders was what  
pushed me to take  
my learning into my  
own hands.

for students to learn  
about other cultures many different  
and how to handle teaching  
these cultures in the approaches were  
classroom. used

4300-350 (Off Campus)

the opportunity to reflect on who I am and the opportunity to learn about other ethnic groups.

probably my faith toward other groups of people. I mean where I stand on certain groups like the homosexual group.

some different teaching approaches were used

4300-438 (On Campus)

Relevant and quality content, and a fun upbeat class.

Classmates were really spread out in a room way too big for it's own good. I paid didn't I?

A bit repetitive from the previous semester.

many different teaching approaches were used

4300-438 (On Campus)	Different points of view and time to discuss them	limited class meetings	given due dates and whats expected and then own my own	procrastination	clear and reasonable	many different teaching approaches were used very few different teaching approaches were used
4300-350 (Off Campus)	Peer interaction How much useful information I learned and how well our instructor prepared us for becoming successful teacher candidates.	Lack of structure	Lack of structure			
4300-438 (On Campus)		The large class size.	Our professor gave us independent work and facilitated class discussion.		Very fair and useful.	some different teaching approaches were used many different teaching approaches were used
4300-350 (Off Campus)	The discussions	Not having things explained enough	The projects	nothing	clearly stated	used
4300-438 (On Campus)	good	good				
4300-438 (On Campus)	class discussions of the readings	much was repeated and seemed unnecessary	The presentations and the desire to be prepared for the discussions of the readings			some different teaching approaches were used

4300-350 (Off  
Campus)

nothing

nothing



What are your feelings about the teaching approaches used?	7. In this course, I found the instructor:	What are your feelings about the amount of participation by students in this course?	8. In this course, I found that:	What are your feelings about the frequency with which you received information about your learning and the quality of that information?	9. In this course, I found that the instructor enacted democratic principles in her teaching and work with students, modeled being a reflective practitioner, and strove to make her practice honest, open, and transparent:	What do you believe to be indicators/markers of educational practices that are built on democratic principles?
Some was student lead, some was teacher lead, some was discussion. I think that the approaches were appropriate to what we needed to learn or what we were doing on that particular day in class.	consistently tried to get students to participate	I feel like there was about 99% participation by students as a whole. I think that 1% lacked from the class being so long and everyone's minds would wander. Dr. Ramirez did a good job of keeping us busy and on task, though.	I regularly received feedback about my learning and progress	Dr. Ramirez provided me with appropriate feedback for each assignment in a timely manner. Further, if I ever personally asked for feedback, she would provide it immediately.	Frequently	

I feel that the bulk of the in-person sessions were teacher-led PowerPoints or in-class discussions monopolized by one or two outspoken students.

sometimes tried to get students to participate

Most of my peers were unmotivated to participate. During class discussion, one or two students monopolized others. Sometimes, I was afraid to voice my opinions or thoughts because I was afraid of the condescending remarks I might suffer from one of my fellow peers.

I occasionally received feedback about my learning and progress

I loved Dr Ramirez, but the class and content its self took too long to discuss. As I said earlier, we could have done that amount a work in a shorter class period.

consistently tried to get students to participate

Student participated.

I regularly received feedback about my learning and progress

Dr. Ramirez was awesome at giving us feed back!

Frequently

I believe that allowing students to express how they really feel about certain topics is a great indicator.

I did not enjoy the group lessons that the teacher had us do.

consistently tried to get students to participate

I feel that everybody participated in the class.

I regularly received feedback about my learning and progress

We did get feedback from all assignments in a reasonable amount of time.

Frequently

n/a

<p>Dr. Ramirez used a variety of different teaching approaches so that it was easy to learn what she wanted us to.</p>	<p>consistently tried to get students to participate</p>	<p>We quickly became comfortable talking with Dr. Ramirez and as a result almost everyone was willing to participate in discussions.</p>	<p>I regularly received feedback about my learning and progress</p>	<p>Dr. Ramirez always gave feedback on assignments promptly.</p>	<p>Frequently</p>	<p>The instructor listens to the students - not only to their opinions on classroom topics but also listens to what is going on in their lives and how school is going, making changes when necessary. The instructor is flexible and, when appropriate, changes plans in class to focus on a topic that really interests the students.</p>
--	--	--	---	--	-------------------	---

the different  
teaching  
approaches kept  
the class  
interesting.

consistently tried to  
get students to  
participate

we had class  
discussions every  
time we met so  
student participation  
was always present.

I occasionally  
received feedback  
about my learning  
and progress

we got feedback  
through asulearn.

Occasionally

She was reflective  
of the new things  
she tried in the  
class. When we  
held class online  
she asked for our  
opinion on how we  
though it went.

gave me some approaches to try and use in my classroom	consistently tried to get students to participate	It is always good to get participation by students but some went overboard and too repetitive	I regularly received feedback about my learning and progress	I would like to get feedback quickly on the first assignment so I know if I am doing the assignments correctly. I do not want to complete another assignment if I did the first one wrong.	Frequently
--	---	---	--	--	------------

fun and varried	consistently tried to get students to participate	By block 2, I think most students realize a quite, introverted approach isn't going to cut it.	I regularly received feedback about my learning and progress		Frequently
-----------------	---	--	--	--	------------

prof allowed us to teach as well in order to learn the material	consistently tried to get students to participate	some students were not as willing to participate in class but professor tried her best	I regularly received feedback about my learning and progress	feedback was useful	Frequently	class had an input in work, due dates, and what was expected
	consistently tried to get students to participate		I rarely received feedback about my learning and progress		Occasionally	
	consistently tried to get students to participate	We felt as if we were a part of a learning community and encouraged each other to share our Own thoughts and opinions.	I regularly received feedback about my learning and progress		Frequently	
I liked them	consistently tried to get students to participate	There was a lot of participation in class by everyone	I regularly received feedback about my learning and progress		Frequently	
	consistently tried to get students to participate		I regularly received feedback about my learning and progress		Frequently	
	consistently tried to get students to participate			I received feedback appropriately for everything except my presentation, which I never received feedback on	Frequently	





<p><b>10. What does it mean to you to be a reflective practitioner as an educator?</b></p>	<p><b>11. What should an instructor do to make his/her practice honest, open, and transparent to students?</b></p>	<p><b>12. At what moment in the class meetings to this point in the semester have you felt most engaged with what was happening?</b></p>	<p><b>13. At what moment in the class meetings to this point in the semester have you felt most distanced from what was happening?</b></p>	<p><b>14. What action that anyone (teacher or student) took in class have you found most affirming and helpful?</b></p>	<p><b>15. What action that anyone (teacher or student) took in class have you found most puzzling or confusing?</b></p>	<p><b>16. What about the class has surprised you the most?</b></p>
--	--	--	--	---	---	--

I think that I was most engaged when learning something new. I was also most engaged when we were working in a discussion setting. when I had already had what we were learning drilled into my head in Block I

Dr. Ramirez would share her personal experiences from teaching middle school with us, and she was very honest about it. That was the most helpful action.



I think it means taking the time to actually think about students background and trying to see how does that reflect their learning style.	Instructors should establish a friendly environment by first sharing their backgrounds.	I really liked the first activity of the semester which was sharing our artifact. Wow, great way to start the semester.	Again, I feel that the class could have been shorter, because I felt like we cant repeating the same information over and over.	I think it is very important to understand that everyone has a very unique background and you shouldn't judge them based on their race or ethnicity.	None	The expert study, again I feel it was a pointless assignment.
n/a	n/a	During all assignments.	When we had class online.	When teachers will look over your work ahead of time.	Assignments that don't really make sense.	n/a

To be a reflective practitioner means to reflect on one's learning process.

Not pretend you have all the answers when you don't, tell relevant stories from your life when appropriate, be open about why plans change when they do.

In class discussions.

I rarely felt distanced from what was happening.

Dr. Ramirez always listens to what you say and remembers it.

There was a girl in the class who was not a part of our block and I did not understand why - she was very nice but I didn't see how it helped her because she couldn't even do the internship because of other classes she was taking. It was puzzling but it isn't my business and it did not affect my learning.

Dr. Ramirez is very friendly and personable and the assignments she creates are very helpful.

Being reflective means looking back on your lessons and how the students reacted to your teaching style. Also making changes according to what you have seen from the students.

Admit to mistakes or when things don't go as planned.

n/a

I never felt distant from what was happening. Dr. Ramirez kept us very informed of when assignments were due and what was expected.

n/a

n/a

n/a

to examine and  
adjust actions  
based on past  
results.

provide quality  
feedback and  
criticism.

Every class.

n/a

Well, the baked  
goods were terrific,  
but the self taught  
lessons on different  
groups provided a  
different type of  
insight.

All I can say is  
snakes and bunnies

willing to expect  
feedback from  
students to see if  
there is a better way  
of approaching  
something

when prof doesnt  
know the answer,  
don't try and make it  
up. ask the class or  
look it up. admit you  
dont know the  
answer

when students were  
presenting their  
projects and got the  
class invloved

when one of the  
groups only lectured

when we went over  
our experiences  
from the internship  
and we talked about  
what we  
experienced with  
different types of  
kids

when some  
students were not  
willing to participate  
because they are  
close minded

how supportive we  
were as a cohort for  
eachother





**17. What suggestions or feedback do you have that might help improve the course?**

course should either be completely online for Wimba, or better yet, should be combined with other courses. Although the instructor was great, the content of the course was redundant, which made the experience stressful and disheartening for most students. This course could easily have been combined with the Media and Technology course (taught by Linda Pacifica) or the class in which we did the youth advocacy project (taught by Holly Thornton). I felt that the Expert Study had NOTHING to do with the rest of the course and was just a randomly assigned to this

Get rid of the expert  
study and shorten  
class.

I felt like a lot of  
repetition took  
place.



I feel like the expert study could be introduced to Block 2 students sooner than it was. Our block came into this semester ready to buckle down, knowing that it was going to be a tough semester with a lot to do. I don't think the expert study connects with the Language, Literacy, and Culture material. Therefore, we didn't need to experience any lecture meetings to complete the assignment. It would have helped if some of our assignments were spaced out evenly across the semester.

My suggestion would be to assign the Expert Study at the beginning of the semester and do the literacy assignments toward the end of the semester. At the end of the semester, it is so overwhelming especially trying to complete it along with the IDP in 4490.

I think it would make more sense if block 1 handled explanations and seminars about different groups and block 2 focused more on how we will personally adapt to working with these groups.

the expert study really didn't fit into the class either.

try and get the  
online classes to be  
more productive

