

Laurie A. Ramirez

Student Evaluations – Spring Semester 2010

C&I 5045

1. At what moment in the class meetings to this point in the semester have you felt most engaged with what was happening?

- Every minute
- I feel that I was engaged in all discussions about the readings/case studies
- Small group activities
- Discussions
- Think Pair Share
- During class discussions when everyone could participate
- The open forums sharing our experiences with each other
- Talking about standardized testing and how we/I disagree with it
- Group discussions
- When I felt like I was able to incorporate my own apropos experiences in class discussions
- Open dialogue small groups
- During AsU Learn
- Online forums & MCP
- Discussions & Presentations
- Discussing students and how/ways to teach them(relevancy)
- The times that we were able to work in small groups and share/discuss the reading and get feedback from others

2. At what moment in the class meetings to this point in the semester have you felt most distanced from what was happening?

- Never
- I really didn't ever feel that way
- Forum AsU Learn
- Some of the readings
- None
- N/A
- Talking about how people of other cultures feel, because I can't understand completely
- Lecture

- When the instructor was hurrying through PowerPoint notes, and no one was really paying attention
- Long PP same topic
- None
- When fellow peers struggled with technology or were not prepared!!

3. What action that anyone (teacher or student) took in class have you found most affirming and helpful?

- Everything, especially facilitated discussions
- Seeing the presentations from other teachers affirmed what I am already doing in my class as well as new ideas to try
- The feedback I received from Dr. Ramirez and other students
- Sharing and reflecting with experienced teachers
- Teacher always responded in a positive way to every comment. Students respected and listened to other's opinions, with respect.
- Easy to contact everyone, lots of direction
- Instructor reassured that biases are normal but we need to work on overcoming them and being aware of them
- Grouping technique
- AsU Learn
- I really enjoyed talking with others in small groups, as we were able to compare experiences and teaching ideas
- Unsure
- Real life application of teaching strategies used by professor
- Nodding of head in agreement while I talked/presented, tells me they could relate
- I enjoyed the MCP and I enjoyed learning ideas from other educators that I will incorporate in my lessons

4. What action that anyone (teacher or student) took in class have you found most puzzling or confusing?

- None
- I really never felt that way
- Found some of the students views on poverty of all races interesting very little tolerance or empathy
- Have due dates before course ends to be able to receive projects back
- There is not one

- The way some students were more involved with their laptops than the class instruction
- I don't remember being puzzled
- The instructor's chaotic teaching style and confusing instructions/syllabus
- One or two of the readings were difficult, but still thought provoking
- Some MCPs didn't seem to have anything to do with culture, seemed more like a science/math lesson, which had nothing to do with culture

5. What about the class has surprised you the most? (This could be something about your own reactions to an experience in the class, or something that someone did, or anything else that occurs to you.)

- I never thought about or talked about diversity at this level. I am now a passionate advocate for teaching diversity in the classroom!
- I was surprised at how defensive I felt when talking about white privilege, I almost felt guilty
- How much I enjoyed it. I looked forward to class and the sharing of ideas
- We constructed our own learning. Teacher did not tell us what to believe.
- While I felt I was very liberal (and still do) never really thought about "white power"
- How I could incorporate it in math classes
- How easy going you are. This helps in this time of need. We are all stressed and confused and just trying to get through it all, so thank you.
- How little I learned
- I've never considered myself a racist I don't even realize at times "what" my students are, that they are different. I treat all as the same
- Interesting articles to read very affirming and eye opening
- Nothing really, surprising per say
- Include some visual resources as well as hardy copy readings
- Diversity of languages and that English is official language of so many American states
- It surprised me that other countries think as poorly as they do about the teens in the US (spoiled, lazy, etc.) and have such negative attitudes, yet they strive to come to this country and become "Americanized"

1. What most helped my learning in this class was:

- The support and interest from the teacher
- The instructor's knowledge and readings
- Case studies, discussion, MCP
- The small group discussions
- Learning about biases
- The openness of the classroom, being able to discuss openly with my classmates
- AsU Learn, small group activities
- Learning to look at things from other perspectives
- The readings, the case studies, the MCP & especially the discussions
- Class discussions/ open forum
- Discussions of the materials, sharing of ideas
- Group discussions
- Online discussions and readings
- My own personal interest and research
- Reading articles
- Open dialogue

2. What most hindered my learning in this class was:

- Cancelled class meetings, but this class was great! I loved it.
- Time constraints with large amounts of reading
- Time constraints (not fixable)
- Nothing
- Not really anything
- Large #s of students
- Nothing
- N/A
- Nothing, I felt very involved in the learning.
- Disorganization of the course and illpreparedness of fellow students
- Too long on "black, white, Hispanic" Other topics were not covered on syllabus

3. What most helped me take responsibility for my own learning in this class was:

- Online blog and open project
- Designing my unit and reflecting
- AsU Learn

- MCP and having weekly assignments
- The annotated bibliography was informational and educational as a part of our MCP
- Understanding what biases I had that I didn't realize
- The encouragement Dr. Ramirez provided
- Weekly assignments
- AsU Learn
- Trying to relate more to students and their home life and family
- Discussion boards and discussion in class
- Blogging and responding to others
- Knowing that I would be called on to respond to readings and assignments
- Forum
- My personal interest in the subject
- MCP
- Ask questions

4. What most prevented me from taking responsibility for my own learning in this class was:

- Nothing
- I missed a reading (got confused on schedule)
- See #2 response, simply the nature of struggling through grad school and a teaching job
- I am not sure I feel like I learned a lot – not sure anything prevented me from learning
- Once in a while, time and my other two classes. Full load this semester
- Nothing, assignments and reading were assigned and we were expected to be prepared
- Snow
- Frustration with some of the naive comments of others in course
- Frustration over “over discussed” topic

5. I believe the instructor's goals or objectives for this course were:

- Approach teaching from multiple perspectives

- To educate students on current issues (as well as the history of) relating to ethnicity/race in the US. To bring self awareness to students about their own assumptions and biases
- Appropriate
- Clearly defined
- To expose us to various cultures and make us aware of the similarities and differences. Respect and acknowledge differences about children that we teach.
- Incorporated multicultural education into teaching, get us to recognize that things are not “equal” for everyone
- To open our minds to diversity among our students and others
- Help teachers become aware of cultural, ethnic differences in order to better meet needs of students
- To help us recognize the diversity in our classrooms and develop lessons that related to that diversity
- Open our eyes to diversity and to talk openly about it
- Multicultural awareness in the classroom
- To introduce us to informational literature and ways to recognize diversity within a class.
- Open our eyes make us aware
- To motivate us to think of ourselves more as global citizens than citizens of one small area of the world.
- Clear, flexible.
- To expose us to various ideas on diversity and to shock us
- Showing us diversity
- To discuss, make aware about diversity

6. In this course, I found that:

11 many different teaching approaches were used.

5 some different teaching approaches were used.

2 very few teaching approaches were used.

- What are your feelings about the teaching approaches used?
- She tried to incorporate many during the first 2 sessions then because of time restraints resorted to lecturing very quickly
- Could it have been taught online?
- I did not mind the few teaching approaches used for this particular course
- Everyone participated

- Although we're often placed in groups the group dynamics changed constantly
- Liked small group activities
- I feel as though I learned additional techniques to be used in my classes
- Amazing
- Excellent no changes for future
- I felt like they were appropriate for the topics covered
- I liked them

7. In this course, I found the instructor to be:

17 always responsive to students' concerns.

1 sometimes responsive to students' concerns.

0 rarely responsive to students' concerns.

- What are your feelings about this level of responsiveness?
- Strong qualities
- I felt that the professor demonstrated concern for the students' well being and learning experiences. She showed much caring and compassion. Sweet lady!
- Very responsive, let everyone express opinions
- Ok
- It was good. Thank you.
- Awesome, very responsive to emails and discussion boards
- I appreciated the way you would communicate with use via email. You were always very open to hearing from us asking questions, etc
- She was not always available
- She made me feel that my thoughts and opinions were valid
- Very good/responsive
- Great, nice teacher

8. In this course, I found the instructor:

15 consistently tried to get students to participate.

2 sometimes tried to get students to participate.

1 rarely tried to get students to participate.

- What are your feelings about the amount of participation by students in this course?
- Even everybody was comfortable to participate
- It was dependent upon student, which was ok

- Good
- All of us felt relaxed and free to discuss openly
- Adequate
- Everyone felt very comfortable and open to participate
- Most people participated some more than others
- Hard to answer because numbers were so large
- The instructor always asked for our opinions. The instructor always listened to our opinions/perspectives
- Unbelievable
- Students willingly participated; there was no forcing the issue
- There was always good conversation that was well paced and informative. Students could speak freely whenever they wanted to share
- Very good
- Fairly well
- Student participation was highly encouraged in pairs, small groups and whole class discussions
- Equitable

9. In this course, I found that:

15 I regularly received information about my learning.

2 I occasionally received information about my learning.

I rarely received information about my learning.

- What are your feeling about the frequency with which you received information about your learning and the quality of that information?
- Wow! Constant feedback!
- Very timely when grading assignments and provided helpful comments
- Great, positive and constructive
- Good, weekly reflections about my work
- Feedback was given back to students in a timely manner with corrections/suggestions for improvement
- Completely satisfied
- Good
- The instructor gave quick feedback on assignments, was always willing to answer questions
- Every class, during every assignment
- Papers were returned in a timely manner

- I looked forward to the feedback because the teacher always had positive comments
- I did not feel that I grew by receiving feedback, as all feedback was vague and positive
- Quick feedback

10. 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 transparent:

17 regularly.

occasionally.

1 infrequently.

- What do you believe to be indicators/markers of educational practices that are built on democratic principles?
- Voice. Flexibility with life and school, freedom to reflect
- Allowing students to take an active role in their own learning
- All had chance to write comments on AsU Learn and discuss freely in class
- Respecting the ideas and opinions of all students. Treating all students with respect
- Don't really get what this question is asking
- Discussion format, developed guidelines to participation
- We went over rules of participation in the very first class to listen to everyone to agree to disagree sometimes not to interrupt one another
- Fair, kind, understanding, prepared
- Everyone should have a voice, an opinion, and a chance to share information in a nonthreatening environment
- Understanding of learning styles need of students and being open to opinions
- Amount of student involvement (e.g. question #8 perfect example)
- Choice in project, discussion
- Allowing others to share opinions, establishing ground rules for respect and tolerance for others in class. Allowing student choice

What does it mean to you to be a reflective practitioner as an educator?

- To think about actions and change for better

- To reflect on what you are doing in the classroom and to adjust accordingly
- Reflect on the difference in the cultures of my classroom
- Nice to read and discuss on AsU Learn
- To reflect regularly what works, what doesn't, how to change it, etc.
- To evaluate
- To think about how my teaching has impacted my students' understanding
- Analyze how a lesson/activity/interaction took place for improvements, changes
- To reflect at the end of the each day/lesson and think about what worked and what didn't and what I would change
- Continually reflecting on how I can improve and continue to learn
- It is vital! We can't get stuck doing the same thing, we have to adapt to our class, students, school, etc.
- After information has been absorbed and put in practice, educators should reflect on what worked, what didn't work, and what will be done differently the next time the lesson is taught
- Strive for improvement
- Being able to look back at what I've learned and taught and to look for successes and possible areas of improvement
- Learn from successes and failures; consistently learning
- Constantly reexamining practices and decisions made in classrooms

What should an instructor do to make his/her practice transparent to students?

Reflect with them

Spell out the objectives from the beginning and provide a basic guide or outline describing how these will be accomplished

Model instruction. Give clear instruction tell exactly what is expected

Not sure what this means

Exactly what you did in class, you modeled how to effectively hold discussions about diversity and issues that may be controversial

Be open to student feedback, focused time on own teaching practices

Be open and helpful to students

Share successes and failures (professionally)

Show a sincere compassion for students & content

Unsolicited comment:

**Dr. Ramirez did an excellent job motivating & educating students on many issues rarely discussed in the field of education.*