

Course Title & Number: Advanced Topics in Diversity

Instructor: _____

Semester: _____

Summer 2010

Summer 2010

This Evaluation Form is intended to help the instructor gain a clearer understanding of how to assist future students' learning and how her actions as a teacher have been perceived by students this semester. Please answer the items candidly. The evaluation is anonymous and your participation is voluntary.

Please complete the following statements:

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 ill-preparedness of fellow students
- Too long on "black, white, Hispanic" Other topics were not covered on syllabus

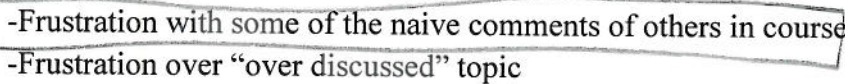
16/10

3. What most helped me take responsibility for my own learning is 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 homelife 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
- Multi-cultural 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

Please respond to the following statements by checking one of the boxes and answering the question that follows:

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.

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 e-mails and discussion boards
- I appreciated the way you would communicate with us 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 non-threatening 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 re-examining 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

*Items 1-4 and 6-9 have been taken directly from an evaluation form created by Brookfield (1995, pp.268-269) *Becoming a Critically Reflective Teacher*. The form and purpose of the instrument are modeled largely on Brookfield's.

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