

Laurie A. Ramirez
Student Evaluations - Fall Semester 2009

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

- It was very informational and helped me understand various ideas(?)
- In class discussion about real world situations involving education
- Multiple resources
- Class interaction with other students
- Discussion with/by teacher and class
- Reading responses – opened new doors
- Discussion between instructor and students
- Having a teacher model the middle school concept
- Open forum! Discussion was encouraged and everyone was civil, even if they disagreed.
- Most points
- All the time
- How supportive the instructor made me feel because of her strong knowledge of diversity; it made a great impact on me to learn more about it.
- Being able to discuss experiences, problems, etc.
- Reading the assigned texts
- All of the hands on activities, and the different real life experiences
- Discussions
- Engaging in-class activities (instead of just lecturing)
- Being able to relate the diversity topics to real life
- Dr. Rami – she is so awesome
- Class activities to keep me engaged
- Honestly, I don't know that I learned much. I think the course needs to be altered.
- Class discussions
- The professor's consideration
- Group work, information being relevant
- Class discussions
- Class discussion, application of teaching techniques
- The variety of teaching strategies
- Class discussions
- The various and engaging activities

- Class discussion
- Discussion
- Discussions

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

- Textbook selection
- The Handbook of Adolescent Literacy Research was difficult to read.
- Unclear expectations, textbook
- Some repeat from Dr. Thornton & Dr. Fletcher
- Terrible textbook
- The Handbook of Adolescent Literacy Research (it was a bit difficult)
- Keeping up with papers. With everything else going on this semester it was difficult to keep up with what was due. The schedule did help!
- Handbook for Adolescent Research
- Doing my internship for 4490 and other classes I am currently taking
- Not having enough time
- Density of text and unfamiliar terms in Christenbury text (we could use some scaffolding)
- I felt like I knew some of the information prior to entering this class
- Length of class – tended to zone out
- Repetitive sometimes
- My ineptness with ELL/ESL learners
- My talkative friends and colleagues
- There was a bit of repeated topics from previous classes, ex. culture of African-Americans, girls vs. boys learning literacy. Too much repetition. Awful book.
- The textbooks were hard to read, expensive, and unhelpful
- Nothing comes to mind
- Two straight hours of class
- My worries about implementing strategies
- The textbook
- Disorganization
- Workload in other classes
- Textbook (too high level)
- The fact that this was the first time course was taught
- The “Handbook” was really hard to read
- Some of the reading was difficult to understand
- Other students who were loud

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

- Expectation I have of myself, belief in me from ASU staff
- Reflections
- Reading responses were what impacted my learning
- On the verge of graduation!
- Lack of understanding through “Christenbury” readings. Hard read!
- My maturity
- Reading reflections, and doing the culture/language project
- Taking into consideration for other students cultural backgrounds and knowing that I need this course to graduate
- The projects and papers
- We were responsible for our learning...some of my colleagues complained they weren't learning anything and I told them that was because they weren't working for it.
- Accepting my own views, even when my friends were completely against them
- Assignments
- Discussions
- Doing the immigrant project and coming up with literacy teaching strategies
- The reading responses & discussions
- I always do my work
- Class reflections – but there were too many
- Nothing – sorry.
- The presentation of a minority group
- The assignments
- Individual research and presenting
- Responses to readings
- Reading responses
- The reflectional responses to our readings
- My own motivation and desire to know the content
- Reflections
- The reader response for each class
- Reading responses
- Assignments
- Doing reading responses

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

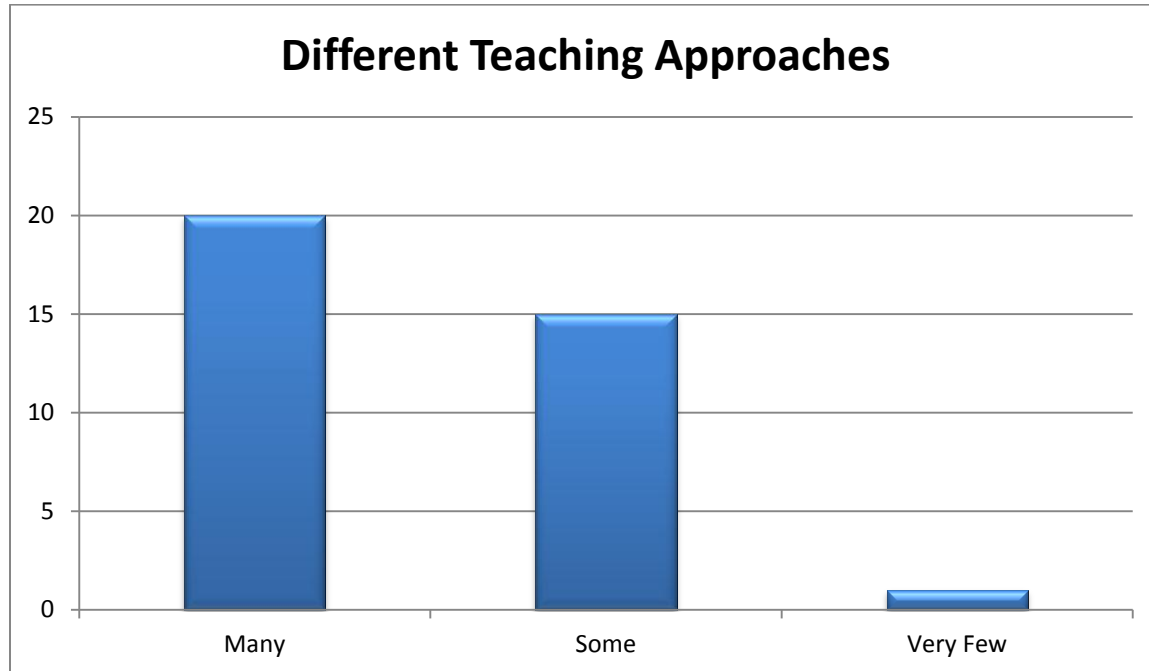
- The Handbook for Adolescent Research, the readings were so advanced that they made me mad and feel illiterate.
- Personal reasons
- So many of my colleagues did not do the reading; the response prompts often had little to do with the readings.
- Being afraid of voicing my views on a couple of topics
- The handbook was difficult to read for most chapters. I feel like I didn't learn all the valuable info I could have
- The price of the books!
- Chatting
- How the class reflections didn't have anything to do with the reading assignments. I normally didn't read before the reflection and got 100 on reflections.
- I don't know what I was supposed to be learning
- Time spent
- A falling out with the term "diversity"
- Procrastination
- Sometimes boring
- Lectures
- Nothing was graded/evaluated that I know of
- Priorities in other classes
- I didn't have to read, and the text was too difficult to read when I did
- Lack of big projects so far

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

- Provide a good well-rounded instruction
- Inform me of existing cultural and literacy issues faced by young adolescents
- To understand middle schoolers' mindsets and learning barriers
- Literacy, language, culture
- Unclear
- Clear
- To help us learn about diverse learners
- To make us think about how what we see, believe, etc. affects our classroom
- To teach strategies that would promote student learning and welcomeness in the classroom

- Expressed at the beginning of the course
- To help us/prepare us for teaching
- To increase our sensitivity to issues of diversity, equip us with knowledge to help us handle such issues
- To truly help us understand diversity that will be in our classroom
- To help us be more relevant
- To help us help ELLs
- To teach us about literacy and diversity
- Valuable and necessary, yet redundant from Block I
- Great
- Teach us about diversity and literacy (already done in other classes)
- I don't know, but I think that is in part to the particular class/course
- Clear
- In line with the middle grades program standards
- Clearly layed out in the syllabus
- To help us be more equipped for teaching
- Help us become more well-rounded teachers
- To prepare us for teaching diverse learners, respecting and being knowledgeable concerning diverse learners
- To better prepare us for all situations & students we may encounter
- Open our eyes to diversity of learners and for us to become experts on literacy(ies)
- Very clear. Rubrics were given and a detailed explanation of what was expected
- To expose us to and give strategies to meet the needs of diverse learners
- To teach us about diverse learners and the vast amount of different cultures we will encounter while teaching
- Help us feel more prepared about diverse learning needs and situations
- Have better understanding of multicultural learners; learn more about literacy
- To teach us about different learners and cultures, and make sure we know strategies for teaching

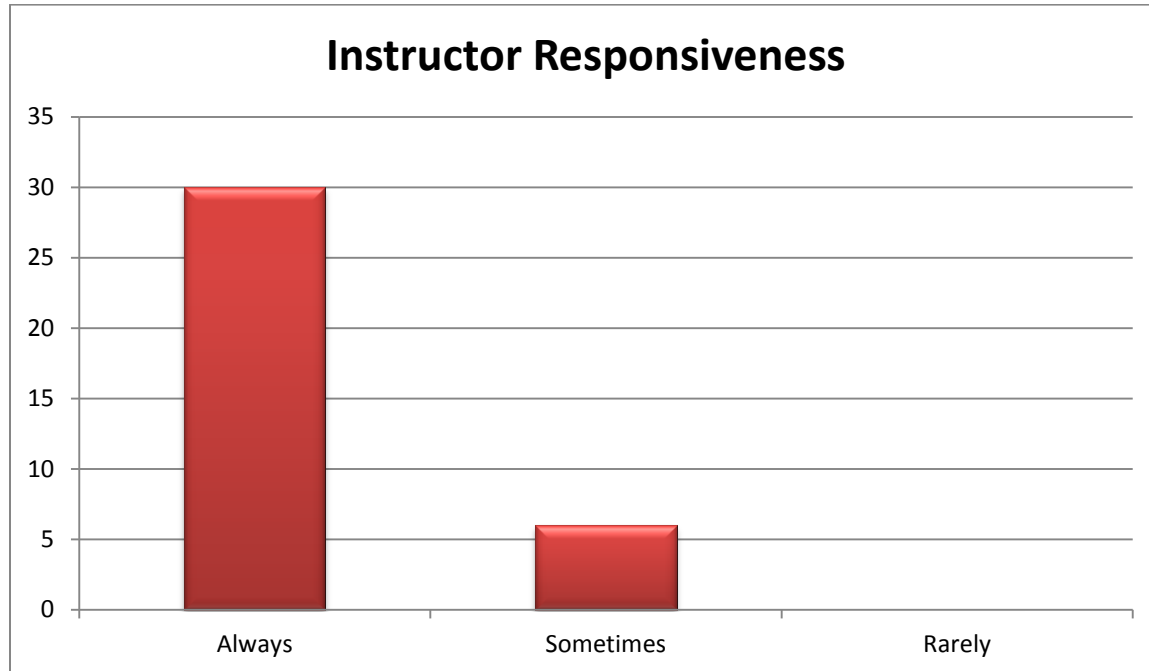
Question 6:



Comments:

- I can apply each of them to middle grades
- Great
- She is great!
- Wide variety shows a range of possible strategies
- Liked them
- I liked most of them
- Some strategies are useful to reproduce in the middle grades education, some dragged class out and seemed pointless
- I liked the in-class activities
- Presentations good. Liked the many activities.
- Fine, but I did not retain information.
- They were effective for middle school
- They were informative
- Engaging, exciting
- The powerpoints were great because you used them as aids, not as "lecture" tools.
- I enjoyed the activities and breaking up into groups.
- All types of teaching approaches were good because it kept me engaged
- Benefited those who get things out of discussion
- I liked the activities but there were almost too many of them

Question 7:

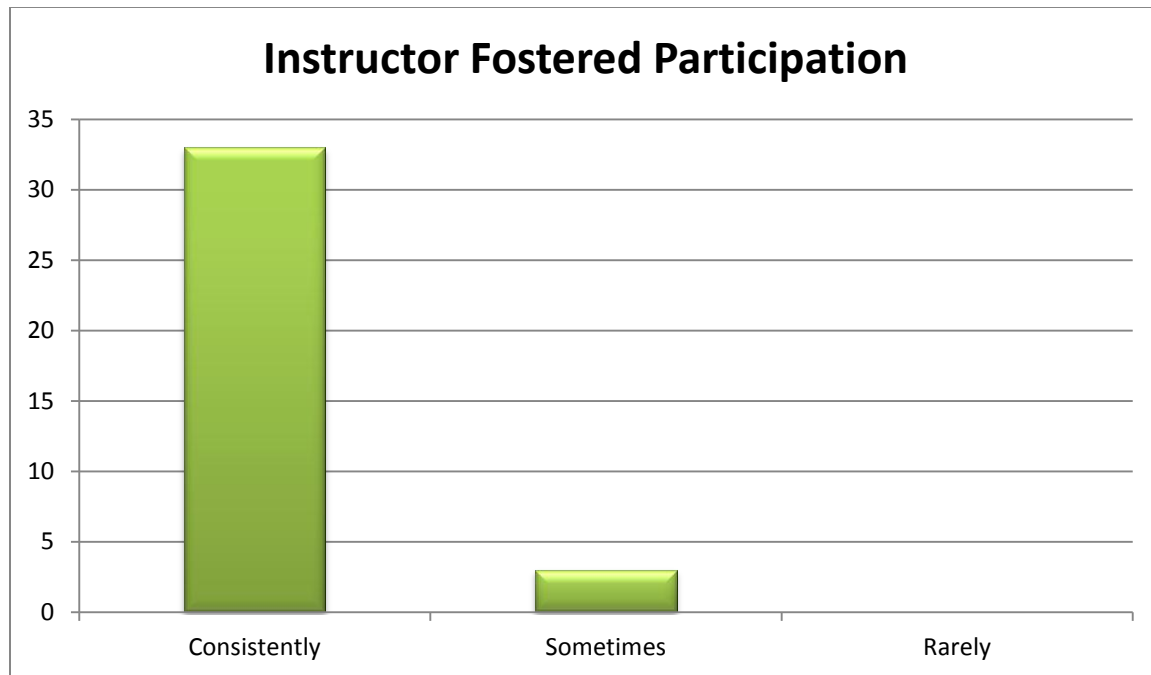


Comments:

- Responsiveness is an important goal of a successful middle grades school. It's important that it is modeled.
- Nice
- Very responsive and understanding of unexpected issues outside the classroom
- Fabulous
- She was more than willing to do whatever she could to help
- Great. Wonderful at emailing back and making me feel welcome and free to ask questions.
- She did an okay job of being responsive. Sometimes she would give examples if no one understood.
- We were always allowed to voice our concerns and professor would listen and give advice and words of encouragement.
- Offered additional explanations as needed, restructured curriculum to suit our concerns and make work reasonable considering absences.
- Dr. Ramirez was very understanding and she always promptly responds to emails.
- I don't feel like the instructor responded appropriately to our concerns about the textbooks.
- She listened to us and met our needs.
- She was very helpful
- Responsive, friendly
- Very flexible (thank you!)
- Dr. Ramirez is very helpful and assertive – she wants to help her students learn and grow!

- Did her best with the knowledge she has

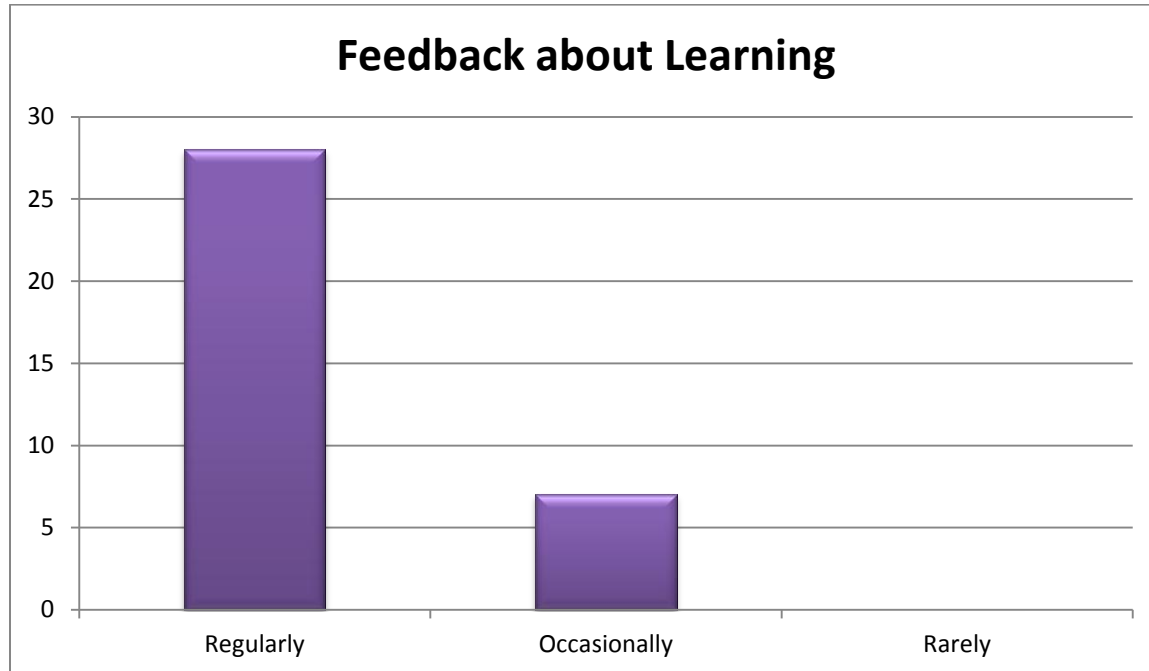
Question 8:



Comments:

- Important
- Discussion was always flowing
- We were all equally asked to participate
- We are all out spoken, she did great to control and guide the conversations
- Great amount, lots of discussion
- No one seemed interested
- I liked to participate
- Good participation in class, very little effort outside of class; other courses took priority
- We were actively involved
- I feel like she tried hard to help and be helpful.
- For the most part everyone participated
- We are close knit and have a lot of participation.
- Needs to curb some of the off topic talking going on while teaching.
- Our class discussions made this class enjoyable and I felt I learned more because of it.
- We had lots of different activities where we participated every class period.
- Students always participated

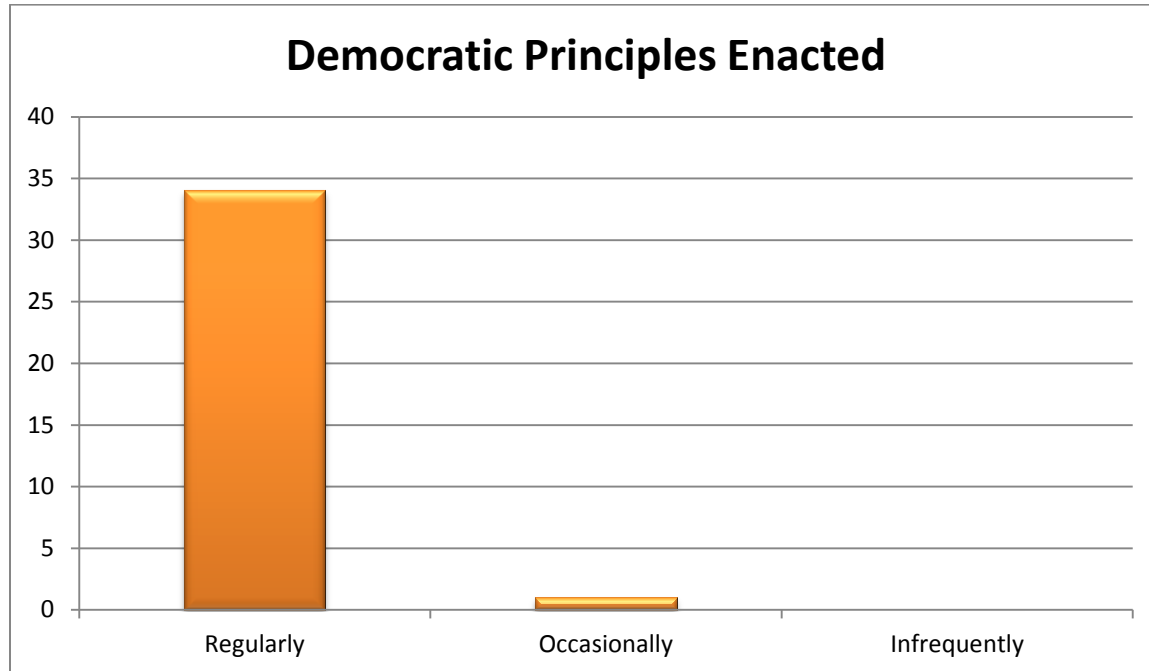
Question 9: (Note: One student did not respond.)



Comments:

- Papers were quick to be returned
- Very prompt in giving feedback
- Most papers received the next week – I looked forward to her feedback
- Great feedback, it really made it feel like you were truly interested and that our work mattered
- She always gave us feedback
- I liked the feedback the professor gave
- Feedback on responses was useful and encouraging
- Some of the info was repetitive from Block I classes but a lot of the information was valuable too
- It was consistent and thoughtful
- I believe she did a fine job
- Good feedback on reader responses

Question 10: (Note: One student did not respond.)



Comments:

- Except that the response prompts were not provided often until the last minute.
- #10 confuses me. I did not respond because I don't understand the question..

What do you believe to be indicators/markers of educational practices that are built on democratic principles?

- Able to have a voice on things.
- Students have input
- Fairness
- Allowed students some flexibility, understood we are adults and have job and family responsibilities
- I think that all printed materials are built on these principles
- Asked us about concerns, what we wanted to learn
- Discussions, whole class seminars
- A teacher who responds to students' needs
- Discussion
- Given extra time on work when needed. Flexible on due dates
- Open-ended questions

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

- Someone who is able to think about a lesson and improve it

- Learn from classroom experiences and adjust
- Refinement
- Everything should be judged for effectiveness
- Demonstrate what we should do in the classroom
- I need to continually evaluate my teaching in order to become successful
- This means to reflect on your own personal ideas and to accept them
- Take feedback from students and assessments and consider what I can do to adjust to improve students' learning experience
- Self evaluating (?)
- To always look back at prior experiences
- I think I naturally reflect on my actions without the help of this classes materials
- Trying new things to improve strategies
- To reflect on every decision and action taken
- We need to be reflective in order to be better teachers
- Evaluating how your lessons go and reforming your instruction in the future
- She looked at where she could improve
- To let students see your practice what you teach
- To reflect on what you have done to make it better

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

- Keep up good work
- Model how we should teach!
- Share their own ideas and views
- Talk about WHY
- Do what Ramirez does and be yourself always
- Be clear and organized from the beginning but don't bombard us with too much information about requirements for the course on the first day
- Be upfront and involve them in the planning and implementation of the lesson
- Clearly notate what we are teaching
- Make reference to it

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

- Almost entirely
- When we used the iClickers
- Every moment
- During discussions
- When we used the computers to do the Harvard "tests"
- Most points

- All the time
- When we were actually involved in activities and not just lecturing
- I felt most engaged after 1st class and got to know professor
- When we are all engaged in a meaningful class discussion
- Open whole class discussions
- When we talked about something I was interested in
- During discussions
- Most class meetings were engaging. I liked doing in class activities.
- During class discussion that were relevant to me
- This class was very active, good for a kinesthetic learner
- When I participated in the learning
- Not too much. We should have had circle discussion on topics.
- Discussion as a class or in small groups
- During discussions about educational policy
- Group activities
- Class discussions
- Activities
- Class discussion (particularly on learner groups)
- During group discussions and putting things on the board
- During group activities and response time to discussion questions
- Group projects about different groups of learners
- Beginning of class and during group activities
- During the class discussions

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

- Never
- Never
- Distanced at times just from unclear expectations from professor
- While filling out this long evaluation
- Tonight (last night) – it didn't have anything to do with her, I just had a late night
- When I wasn't there in class
- When they are topics that do not have any meaning in my life
- Contrived engagement strategies. Talking in groups "about reading" when colleagues did not read
- During lectures
- When we discussed the Handbook readings, I did not know all of the info because I couldn't understand the book.
- Powerpoints, NCLB!
- Never

- Lectures repeating info we already knew, other groups' presentations
- Most days
- After the first hour
- Zoning out on less exciting topics
- Some lectures were review
- Lectures
- Lecturing/powerpoints
- Class discussion
- When I hadn't read the book and had no clue what was going on (but that was my fault).
- Trying to read the course textbook
- During the very few powerpoints

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

- All discussions
- Advice from teacher
- Group presentations
- Discussions
- Just speaking about personal teaching experiences
- I really like the hands on activities
- Personal comments or responses to reading from teacher
- I liked all of our discussions and group work.
- Dr. Rami was so thought provoking and challenging
- Students weren't afraid to tell Ramirez changes that needed to be made – like her curriculum and the awful book
- Care
- Professor's overall knowledge of ELL
- I affirmed myself daily
- Teacher's responses to written work
- Different learning/teaching strategies
- Positive feedback
- Willingness to talk about issues that were bothering us instead of pushing us into the lesson.
- Different teaching strategies and all the information learned in class
- Class discussion
- Group discussions

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

- Some students just rambled on about same stuff all the time!

- Colleagues did not do most of the readings, then complained about not learning anything.
- Book readings
- Little positive reaction to our book concern
- There were some discussions that were poorly articulated by students
- Group work not effective
- Assignments

5. What about the class has surprised you the most?

- The hours of class need to be earlier vs. later.
- Topics – some considered taboo (i.e., race, bias)
- We covered too many things that we already discussed
- This class seemed to repeat much of what we learned earlier
- This class seemed to be a combination of classes I'd already taken
- It's very similar to Fletcher's & Thornton's classes, but more of what I wanted to know
- I felt this class was just a review to where we need to be in our classroom setting and taking accountability for other students' cultural beliefs or backgrounds
- How quickly it went by. The class made me look at certain aspects of my life and how they can contribute to my career as a future educator.
- There could have been more class control
- Continuing learning about deep prejudices and biases (personal and in the system). Responses "to reading" were often unrelated
- Looking back on my experiences helped me discover more about myself
- I learned a lot about literacy strategies and NCLB and diverse cultures/learners.
- That I learned how to be a better teacher just from sitting around talking
- That our professor was such a breath of fresh air. She was amazing and relevant.
- That she kept us the whole period
- I feel like this instructor could have offered a lot of helpful information but the course did not allow her to do this.
- This questionnaire
- The second hour
- I learned a lot without giving a lot of effort
- How common my misconceptions and fears are
- Writing my own feelings about racial and ethnic groups
- I really enjoyed the reader response, it helped me learn more about myself.
- Openmindedness during class discussion
- That different races learn differently

Additional, unsolicited comment: *Ramirez is a very active teacher. She uses discussion and activities daily to keep us engaged. She has so much knowledge about diverse learners and ELL that I want! However, the content (not developed by her) is redundant from Block I, I wish she would teach more*

about classroom management and assessment. I think she has a ton of knowledge it just needs to be utilized in this program.