

CRITICAL PEDAGOGY — EDUC 619
COURSE CRITIQUE

Part One:

A.	The GROUP PROCESS	Very Much	Yes	Okay	No
1.	Small group activities were positive	21	4		
2.	Classmates generally listened adequately	17	7	1	
3.	Group presentations were effective	18	7		
4.	I was able to contribute to the group(s)	18	7		
B.	The PROF...				
1.	The instructor was prepared	20	5		
2.	He listened sufficiently to the group	20	5		
3.	He listened sufficiently to me	19	6		
4.	The <i>learning process</i> was enjoyable	21	4		
C.	The EXPERIENCE				
1.	<i>This was worthwhile for educators</i>	20	5		
2.	<i>This should help me in my professional life</i>	18	6	1	

Part Two:

Considering this was a course on **critical pedagogy**, comment on the following aspects of the experience...

- *What have we accomplished towards our three (3) objectives:*
 - to reflect on *how do we teach & why*
 - to contemplate *when do we teach & where*
 - to analyse *what do we teach & who(m)*

- identified & reflected on all through a variety of lenses within a variety of contexts / raised questions, presented challenges, examined theory & practice
- all occurred in this course / it was nice that time was available to actually think, ponder, discuss & finally re-think about presented ideas or viewpoints / personally the three (3) goals were met by my personal standards
- we have discussed, debated & presented ideas on these objectives / we've had inspiration and lots of material to digest to either reinforce what we do or to attempt to change what we do
- the time we spent in small groups as well as large class discussions, I believe our three (3) objectives were met
- this course called me to reflect on my own pedagogy & gave me the opportunity to reflect & discuss my ideas
- we discussed issues that we are faced with in our profession & participated in debates on how to deal with these issues / these discussions helped accomplish the three (3) objectives
- I think we have touched on all aspect of these in many different ways & in turn we met all needs of everyone as far as these three (3) questions
- I believe we accomplished all of these things / each was looked at thoroughly & we had a lot of opportunity for discussion & reflection of each
- this question at this point in my academic career continues to feel *beyond me!!* I'll leave it at that
- I feel we have accomplished all three (3) of these aspects / the group & class discussions were valuable and helped me understand what pedagogy is and how it relates to my everyday life

- gave me a stronger foundation with which to continue my teaching career & own critical pedagogy
- able to have a final presentation on these questions (whatever our interpretation was) / there are no correct or wrong answers
- developed greater depth of understanding as well as a foundation for continuing to build knowledge about critical pedagogy as well as developing our own personal pedagogy in light of the three (3) objectives
- discovering perspectives, the views of people & how they reflect their experiences & backgrounds / each day provided opportunity to us to do just that: reflect, contemplate, analyse & in turn act
- we have (as a class) accomplished our three (3) objectives — we were able to reflect on our practice, to contemplate on our methodology and to analyse what we do / each person had a voice in the class, and each student was equally respected
- I feel the three (3) objectives were met / we did a lot of reflecting on teaching & teachers' pedagogies / the activities throughout the week made us think about the different pedagogies & evaluate our own
- a) teach what we know through experience && what we believe is right; b) we teach everywhere & always; c) we teach everyone as well as ourselves / holistic approach
- I learned to reflect on my own pedagogy i.e. *why do I teach the way I do?* & I learned that I constantly need to evaluate this
- the movies & presentations illuminated the variety of approaches to pedagogy & how these objectives **might** be addressed, depending on the person/context, but they also served as a vehicle to help me identify/cement **my** own teaching pedagogy...at least, as it is **now**
- up to the final project we looked at various opinions and in the final project, groups more explicitly examine & answered the questions / there is no one (1) right answer

- What are your thoughts about the value of class presentations which special reference to your final project and your growth as educator...?
 - excellent value as a culminating activity / integrates learning throughout the course
 - the final presentations were interesting to watch / they covered a broad range of topics and were delivered by many different approaches / the presentations added to my growth and provided more questions to ponder and perhaps explore further
 - provides opportunity to work with our peers (a variety from day to day) / hear differing opinions, experiences... valuable set of tools contributed from each one of us / allowed us to apply course work to specific cases & to evaluate how & why it can affect in many situations
 - I found them interesting & thought-provoking
 - the class presentations suited my way of learning / listening to and coming to agreement is an important part of the learning process
 - I found the final project very relevant, because our topic dealt with a subject that I am interested in; because I had some knowledge in the area I wanted to dig deeper to get a better understanding
 - learning from others is always a great experience / the final project I participated in, provided some food for my thinking on just what the possibilities of education in the future might look like
 - I got a lot out of the presentations / they were full of practical information that I will use in my profession
 - I thought all the projects touched on what we need to be prepared for & aware of going forward
 - very valuable / great variety of topics & viewpoints / eye-opening & has made me less resistant to change
 - I have long wanted to familiarize myself of the *Charter* / this class is my first real introduction to it — I'm so pleased about that...
 - class presentations always teach me a wealth of information / I learn a lot **doing** a presentation as well as listening to a presentation

- like presentations & the chance to become an expert in one (1) area / touching on many concepts gives me a broader knowledge base
- great / an inspiration to help us teach students of the 21st century this way because they need this type of learning
- the final presentation allowed for a summative delivery within the context of a specific topic — it was a great means of culling all that was learned in the course
- a very interesting collection of topics / some of which were new to me / a good way to learn from others
- class presentations — valuable / for me, I would find it helpful to have some specifics around expectations; with that said, I would ask that in the groups I was in but I do wonder about this from a broad context / as for the final project, I found this very supportive to my growth & yet I would suggest depth could have been more, thus my comment in an earlier evaluation, I want more / although not all presentations offered the depth even one-half (½) an hour allows
- I value oral/class presentations — I believe that they provide us with an opportunity to present on a topic that interests us — more importantly, they allow us to take command of our own learning & present in a way that reflects us
- the final projects were very worthwhile / having a chance to relate specific topics & how they relate or impact education was excellent / it would have been nice to have some debate time with each topic presented
- I thought the final projects were very well done and really touched upon current issues with pedagogy / it is too bad there wasn't enough time to elaborate or discuss some of the issues that were raised
- great presentations / very in tune to my own personal concerns with education
- the presentations are a great source of information & reflection and it's well worth the time to hear others' opinions & to voice your own / makes for variety & a welcome break from the lecture / really enjoy doing these presentations!!
- it is tough to feel you are doing the presentation any justice when it must be brought together so quickly but it opens up avenues & experiences to different ideas, can be researched more at a later date

- What are your thoughts about the value of using full-length feature films in lieu of professorial lectures within the learning process?
 - very good, however it would be nice to have the opportunity to preview selections / often the first (1st) time I watch a movie I miss subtle, meaningful episodes/scenes / when I read, I often re-read to deepen my understanding
 - more exciting — allowed for an enriching discussion — provoked thought / time was allowed to explore issues in small groups and then shared with larger (the) group!
 - a very captivating format that captured the attention of our class & allowed everyone to contribute effectively to whole group discussions
 - loved it!! each film had so much to bring to the learning environment; to compare + contrast, to consider, to remind s why we teach / questions really forced our focus & the small group work added to the learning + discussion
 - I agree with your pedagogy, using films and having to analyse their content is very valuable in the learning process / I'm going to try and use this method more in my classroom
 - I enjoy films, because I am a movie buff / I find it very educational and fun with the use of a movie to learn — I think we always learn from movies, but we are not aware at what we picked up from it / being in this class made us focus more and look deeper than just being entertained
 - loved it...great way to hear how others view different events — based on their own learning & teaching / the films were entertaining but provided lots of great discussion about teaching & learning
 - loved it... evoked emotional debates & delivered the same messages that a two (2) hour lecture would have but in a much more enjoyable way
 - I think they were absolutely great / they gave us live examples of how things were reflected on as far as the three (3) questions
 - the choice of films is key / these films touched upon many issues & the questions were a great spark for discussion

- I tend to *feel* movies much more so than lectures / the process of internalizing info is much easier for me when I more explicitly *feel* the course material as I did in the movies
- love the idea of using films / it is an effective way to teach when the films are chosen appropriately which they were ☺
- loved them!! you could see theory & pedagogies in action / then a chance to reflect on what we saw / maybe stopping in set spots to discuss may have been beneficial
- I thought that two (2) of the three (3) were excellent / instead of using *Renaissance Man* I think that discussion around two (2) or three (3) shorter clips would have been better
- I think the guided use of films worked very well, particularly considering the length of each day's class —> with the appropriate guidance and direction (which was defined in advance) we were able to view the films with a critical eye & actively draw from them useful discussion of points about the course subject
- valuable but three (3) may have been too many / a choice of films may have been valuable / possibly view films ahead of time &/or have a more formal reflection process
- full length film, with guided questions & time to process, excellent / I'm not sure how, but time to debate, maybe an elective — **Critical Pedagogy 2??**
- the deconstruction of a film is a great tool in strengthening your own personal philosophies/pedagogies / it allows us to examine/compare/contrast our present views / I would have liked to do the deconstruction with an article/literary excerpt/piece of non-fiction as well!
- I feel that the use of the films shown allowed for us to see the different pedagogies of different teachers, administrators & Board-based staff / you were able to see what we as teachers & students go through / I don't think we would have gotten as much through total lecture

- I think that films are a good learning tool / I was happy to have the questions beforehand in order to give me direction as to what to focus on while watching the movies / instead of using three (3) films in the course, perhaps one (1) would have been sufficient with a different methods being used in lieu of the other two (2) films
 - you need the full-length film to understand the entire message
 - too many films can be problematic but the three (3) we saw in class get at pedagogical issues & experiences that **no** lecture could adequately cover / worth it? Absolutely
 - although different, which as we have seen, is not always bad, it put the ideas & topics directly into context / it gave time to absorb information & time to critically think / I think it was awesome / I can much more easily pay attention for a solid 1.5 - 2.5 hours when I am entertained rather than for a lecture
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- What is your reflective response on the way the textbook was used including having teams work together to interpret a given chapter? Does the course need a textbook at all? And, if so, is this the right text & the right way to use it? If not, make recommendations...
 - I did buy & read the textbook before class started & found it useful / that being said, I don't think it was necessary / it was complimentary to the other course content / if used, I would keep the same format
 - textbook had its use and was presented in an interesting way
 - teams working to interpret chapters is effective, in some situations a course book may not be required / I don't know that this was the best book for the course at the present time
 - I'm not so sure we needed a textbook; perhaps if we were going to study other people's pedagogies, maybe / but talking/viewing/reflecting seems to be more practical & effective, in terms of developing our own pedagogies, on an on-going basis
 - I believe the text was beneficial to this course / with only five (5) days to cover a wide range of topics, I liked how we covered the chapters with group presentations

- I thought group work on each chapter was a great idea / I enjoy working in groups and seeing things from different perspectives / I think a textbook is required but not @ \$55 (LOL) / the text was a good guide during the course
- I liked the textbook — I found it an easy read & it did provide some personal insights into critical pedagogy for me / so yes, I think it should be used & I think we spent just the right amount of time discussing it
- I wish I didn't buy the text — what a waste of sixty (\$60) bucks / no text required, a photocopy of a chapter for a group to present on would suffice
- this course does not need a text book / there are so many live examples of what it is that we do not need to waste money on it / it was a real disappointment that we had to buy it
- I don't believe you need a text as there is no definitive answer to what is critical pedagogy / it is more meaningful to construct these thoughts on our own by discussing it & researching different areas of education
- I thought it was great / financially doable as I didn't have to buy the book / it places a lot of responsibility on the entire class to each do their part / team concept critical to the success of this textbook style
- the process was a good way to present the information in the book / however I believe we would have benefited more from exploring a variety of researchers / *critical pedagogy* should include exposure to a number of different opinions to be truly critical
- presenting a chapter was an effective way to interpret the book — however I feel that this course does not require a text
- **no** / I liked the jigsaw approach but purchasing the book was of little value / being given the chapter I needed makes more sense / I enjoyed the book because it was an easy read and thought-provoking
- I would rather have paid for copies of the chapter we presented on then buy the book later if I thought it was useful / overall I liked the book but I would like to use it more if I'm going to buy / also, it's a reasonable price but a little pricey for one (1) chapter

- for the length of the course & the depth we are able to explore the text, it doesn't seem appropriate — selected & diverse sets of readings may be more effective & appropriate for this format & subject focussed course
- the way the text was used was good...but I don't think it was the most valuable piece of literature I could have read to enhance my learning / with that said, I had to read the text to know that / I don't believe this course needs a text... a collection of readings from different authors with different viewpoints may have been more valuable / that said, this was the *right way* to use the text!
- great question — I found the assigned textbook supportive, although just one (1) perspective / isn't that what this was all about though, learn — unlearn — relearn... I liked how you used it / for me reading the entire text was essential, without this perspective I couldn't have provided the input or reflected the way I did / does the course need a book? — perhaps not, the book is the tool, there are other tools
- I am not convinced that many Masters' programs actually need texts / unfortunately in each course at UPEI, we have taken a Chapter of a text & presented it to the class / after the presentations we rarely, if ever, re-visit the text / I would like to see students chose a piece of writing (fiction/non-fiction/poetry/text) which re-affirms/validates their own ideas of critical pedagogy; this, in turn, could be shared with the class
- I liked the jigsaw process of teams taking chapters / I don't feel this textbook was the best / it might be more interesting to have novels, journals or articles about topic
- I like how the textbook was used during the class / I think working in terms to present chapters is a very effective way of discussing the content in the text, especially when the course is one five (5) days / however, I did not feel the text was the best choice and am not sure if the course requires a text at all / perhaps several articles that are critiqued would be more beneficial
- I like this structure because we only had five (5) days so using two (2) hours to get through a book is great / in an intense class like this, I do not think a book is necessary

- I really don't feel we needed one, and having said that, I'm not sure the text we had was the best choice (for reasons so well explained by Jen in class) / it almost didn't **fit** with the rest of the course, and seemed to be largely about info we already knew or at least had encountered before
- I don't know if this is the right text because although I got a glimpse of what other chapters were about, I do not feel I know them in any manner / therefore I can not comment if it is the right book to use / a text is not needed, rather good papers, chapters from books, etc., could be used & presented on / or have text ready well before hand for students to read / but relate back to the book in the course

Part Three: In conclusion...

- Prior to the next delivery of this course what should be revised? & why?
 - spread final presentations over two (2) days
 - enjoyed the group set-up and how it changed to allow people to mix & experience other people's thoughts → then how the discussed issues got to be shared with the whole!
 - thoroughly enjoyed the set-up of this class / the structure was very effective, accurate & provided a great foundation /background as we moved forward throughout the week
 - to me this course was very well organized and pre-planned / yet, it also was flexible enough for impromptu discussion
 - I enjoyed all aspects of this course and how the material was presented
 - I think the movies are beneficial! / group work great! / presentations great! / the course needs no revisions!
 - sometimes the groups had to cut off their discussions (after presentations) so it would be good if more time was given for that... however offering the course in five (5) days doesn't really allow time for this to occur / also if we had a little more time to discuss the small group questions in the big group
 - the text
 - I think on the afternoon of Day One (1) our final project groups should be decided on and what their topics will be / two should present in the afternoon on Friday, Monday & Tuesday and spend the morning doing other work
 - you really don't need the text / maybe have some supplementary reading material about critical pedagogy (i.e. excerpts from this text)
 - I can't think of anything at this point
 - text / I have been in courses that have a photocopied package of material for purchase / we did not have to spend the money on Wink's text
 - **no text** / keep the rest the same ☺
 - handouts to present rather than one (1) book / more perspectives on critical pedagogies rather than one (1) author
 - already indicated / maybe go back to the definition a few times throughout the course to tie it with what was presented

- consider alternate readings & text options to guide some aspects of the course
- less movies &/or choice of movies — or use them differently / no text —> collection of articles instead / one (1) assignment done on an individual basis to allow time for more personal reflection
- revised: well... It may be helpful to clarify expectations regarding evaluation: by that, as a prof, you provide an evaluation, what is your criteria... I did listen & did, I think, discover this but would have liked understanding *what the measure was* — why? because marks are assigned, it's helpful to know, based on what...
- not much! I really like your methodology and your flexibility — you provide us with a forum to challenge & ask questions / perhaps (maybe it is in my nature) some rubrics or evaluation criteria prior to assignments...
- maybe one (1) less video / a debate on a specific issue or topic in education / more time for discussions of presentations
- textbook
- N/A
- I would like more time to work on the final presentation, or at least be given the topic earlier...we had a great topic but were frustrated by having our hand tied by time limits / could have said so much more / tried more ideas with more prep time / doing some of the final evaluations at home would also be helpful — found the process too rushed & would like more time to think & reflect
- more time to work on final project, dare I say, add a day to the course / fix the book issue either it is worthwhile for us all to read or not / it will not be at the top of my reading list to finish

- Reflecting on your original goal(s)/expectation(s) for this course; were these attained?
Very much **9** Yes **15** Somewhat **1** Not at all
 - still a work in progress...now I am better equipped to move ahead
 - wonderful, I will study this in more depth

- Considering your future career expectations & needs, was this course helpful?
Very much **10** Yes **14** Somewhat **1** Not at all
 - can see the value in change; in preparing to make it happen & in dealing with it when it occurs
 - I have the intention to make some changes in my classroom next fall
 - applies to more aspects of education & alternate careers (not just teaching)

- Aside from your responses above, was the course interesting?
Very much **16** Yes **8** Somewhat Not at all
 - many issues provided...addressed effectively!
 - the use of group activities & the opportunities to learn & share with peers was very valuable
 - engaging prof / knowledgeable classmates / interesting discussions
 - without a doubt...thesis...Ph.D.??

- In retrospect, did your classmates generally respect your efforts to participate?
Definitely **14** Yes **9** Somewhat **2** Not at all

- I probably give my opinion too much, but I find it difficult to restrain myself when I have something to say
- very respectful — genuine environment

- In retrospect, did the professor:
lead too little **1** lead too much Maintain a good balance **24**
 - provided a unique opportunity to learn / engaged in the roles of teacher, student, observer
 - thanks! I very much enjoyed this class!
 - allowed for student-led discourse as well as sharing his own valuable knowledge
 - I like the way he adheres to time-lines
 - valuable to receive some guidance, clarification & direction from instructor, but did not dominate
 - I look forward to taking another course from you at some point! Thanks for a great job! You are certainly refreshing.
 - sometime you knew where you were going & we didn't