

USING BROOKFIELD'S CRITICAL INCIDENT QUESTIONNAIRES TO IMPROVE COLLABORATION IN COURSE MODULES

ASEE BEST PRACTICES PRESENTATION: DECEMBER 12, 2019

**PRESENTERS: ALBENA YORDANOVA, DT., CM, & ELIZABETH TOFTE, PHD., LANDSCAPE
ARCHITECTURE**

QUESTIONS INCLUDED IN SURVEY IN CM 360-460 ONLINE CLASS MAY-JUNE 2019

- At what moment during this on-line class did you feel most **engaged** with what was happening?
- At what moment during this on-line class were you **most distanced** from what was happening?
- What action that anyone (teacher or student) took during this on-line class did you find most **helpful**?
- What action that anyone took during this on-line class did you find most **puzzling**?
- What about this on-line class this week **surprised** you the most? (This could be about your own reactions to what went on, something that someone did or anything else that occurred).

STEPHEN BROOKFIELD'S CRITICAL INCIDENT QUESTIONNAIRES(CIQ): WHY THEY WORK

- Critical incidents are brief descriptions of vivid happenings that for some reason people remember as being significant.
- It is a quick and revealing way to discover the effects your actions are having on students and to find out the emotional highs and lows of their learning.
- The critical incident questionnaire helps us embed our teaching in accurate information about students' learning that is regularly solicited.

(from: Brookfield, *Becoming a Critically Reflective Teacher*, 1995)

STEPHEN BROOKFIELD'S CRITICAL INCIDENT QUESTIONNAIRES(CIQ): HOW TO USE

- A single page form that is handed out to students once a week at the end of the last class you have with them that week.
- Analyzing and Responding to Data from the C.I.Q.
- At the start of the first class of the next week I spend ten to fifteen minutes reporting back to students a summary of the chief themes that emerged in their responses.
- At the start of the first class of the next week I spend ten to fifteen minutes reporting back to students a summary of the chief themes that emerged in their responses.
- I clarify any actions, ideas, requirements or exercises that seem to be causing confusion.
- The critical incident responses alert me to the need to make my rationale explicit.
- (from: Brookfield, *Becoming a Critically Reflective Teacher*, 1995)

ADVANTAGES OF CRITICAL INCIDENT QUESTIONNAIRES (CIQ)

- 1.They Alert Us To Problems Before They Are Disasters
- 2.They Encourage Students to be Reflective Learners
- 3. They Build a Case for Diversity in Teaching
- 4. They Build Trust between Teacher and Students
- 5. They Suggest Possibilities for Our Development

DISCUSSION

APPLYING THE CIQ IN CM 360/460 SU 2019

APPLYING THE CIQ IN OTHER ENGINEERING CLASSES