

Comments for APSY446401-EDUC446401-PSYC446401-PSYCH PERSPECTIVE SCHOOL

What are the strengths of this course?

The structure of the class was great. We got through a lot of different types of schools by doing one a week. The reading, classmate presentation, and skype with an expert were all great ways to learn about the types of schools from different perspectives. The professors were also both very welcoming and made discussion easy.

The reading materials that the teachers selected are very good. They are very helpful for students to understand education philosophy and form their own education theory. It gives students connection with the real world, such as inviting experts through Skype to answer practical questions beyond the textbook. It focuses a lot on student's discussion and involvement.

2nd part of course - students teaching different school types + expert skype calls

The professors are very knowledgeable because they have both had experience in the field of education. Very engaging assignments and good use of class time. Never boring.

How could the instructor improve the course?

The final project could have been improved in structure, although I liked the overall idea of the project. I think it would have been helpful to have the lit review due before the final presentation as they two were somewhat distinct and it was difficult to complete both at the same time when they each had their distinct elements. The instructions for the final project were also a little too broad to have a good direction of where to go. I think there needed to be some more limitations or structures to lead to a final project. The group sizes were also large and it was sometimes difficult to work with so many different personalities. However, the idea of creating and presenting a school was a perfect ending to this structure of class.

I believe it might be more helpful to improve the assessment. In this part, the instructors have done a great job, but many students feel uncomfortable with one point that the teachers assess students' questions that students ask based on their reading. Students inevitably connect their thinking quality with the scores of their questions. I believe a better might be like this. The instructors require students to ask questions based on their reading. As long as students put forward questions, they will get the scores for that part. When students don't have much pressure, they are more likely to ask deeper questions.

Co-teaching is a good way to provide different perspectives from teachers. But sometimes instructors' opinions are too different and it causes confusion, especially things related to grading and expectation for students.

Smaller groups for school project

n/a

Would you recommend this course to other students, majors, etc.? Why or why not?

Yes. I think this course is a great way to learn about types of schools in order to inform your practice regardless of where you end up teaching. It is so extremely helpful to know the research behind these different psychological constructs when thinking about implementing them in your classroom.

Yes, I will recommend this course to undergraduate students and graduate students who don't have much work experience. This is because this class emphasizes the depth which is related to the reading

assignments. If the students have many years of work experience, they may be also interested in breath and hope to communicate with people about their reflection on their work experience. However, this is an excellent class for undergraduate students who don't have much work experience. For them, this course is both deep and broad enough.

YES. It is very interesting, engaging, and we learned a lot through reading, interacting with peers. It gives us autonomy to express our own thoughts. I feel I grow a lot through the class. I wish it can be offered next year so I can recommend my friends to take it.

Yes - it's a great way to learn about education systems, even if you don't know as much before

Yes, I learned a lot.