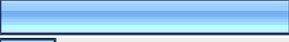


Brookfield Seminar

1. The workshop was useful to me.		
	Response Percent	Response Count
Strongly Agree 	20.0%	4
Agree 	60.0%	12
Disagree 	15.0%	3
Strongly Disagree 	5.0%	1
Comments 		5
answered question		20
skipped question		0

2. There was content or strategies presented that I can apply to my teaching/work.		
	Response Percent	Response Count
Strongly agree 	45.0%	9
Agree 	40.0%	8
Disagree 	15.0%	3
Strongly Disagree	0.0%	0
Comments 		5
answered question		20
skipped question		0

3. I would recommend this program to my peers.		
	Response Percent	Response Count
Strongly agree 	25.0%	5
Agree 	55.0%	11
Disagree 	10.0%	2
Strongly Disagree 	10.0%	2
Comments 		3
answered question		20
skipped question		0

4. What were the strengths of the program?		Response Count
		20
answered question		20

skipped question **0**

5. What improvements could be made?

	Response Count
 view	20
<i>answered question</i>	20
<i>skipped question</i>	0

6. How much knowledge of critical thinking did you have BEFORE this program?

	Response Percent	Response Count
A great deal (100%)	0.0%	0
A lot (50%) 	60.0%	12
A little (25%) 	40.0%	8
None	0.0%	0
<i>answered question</i>		20
<i>skipped question</i>		0

7. How much did your knowledge of critical thinking INCREASE AS A RESULT of this program?

	Response Percent	Response Count
A great deal (100%)	0.0%	0
A lot (50%) 	45.0%	9
A little (25%) 	35.0%	7
No increase 	20.0%	4
<i>answered question</i>		20
<i>skipped question</i>		0

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The workshop was useful to me.		
#	Response Date	Comments
1.	9/25/2008 2:48:00 PM	Asking for regular student feedback to restructure the teaching approach is a great suggestion.
2.	9/29/2008 11:45:00 AM	Brookfield spent the entire first hour and fifteen minutes chatting about his life and personal experiences. It was a terrible waste of time. Further, the techniques he did end up sharing fall more squarely into the domain of student engagement, less into that of critical thinking...Is there some overlap? Maybe, but the content was very, very thin...And, his presentation was anything but dynamic. A real "yawner."
3.	9/30/2008 5:17:00 PM	I had heard a similar talk by him previously.
4.	9/30/2008 5:24:00 PM	I have similar experiences in teaching in Asia, Canada, and U.S. Like him I was also educated under British system. I could relate a lot of what he said to my own experiences. I was never been exposed to objective questions like TF and MC. Also, had to write critical essays for my college and university days back home.
5.	9/30/2008 7:17:00 PM	The only reason I didn't rate this "strongly agree" is my previous knowledge of Brookfield's writings.

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There was content or strategies presented that I can apply to my teaching/work.		
#	Response Date	Comments
1.	9/26/2008 8:54:00 PM	The trick will be to create a setting where audience will be helped to apply and discuss the lessons of the workshop,.
2.	9/29/2008 11:45:00 AM	But, almost everything he did present I learned elsewhere, or had always been doing, such as: "Encourage students when they make mistakes. They will learn from mistakes they make." Oh, come on! A first week teacher would know this.
3.	9/30/2008 5:16:00 PM	I have already used one method.
4.	9/30/2008 5:24:00 PM	I have been using the same strategies to build student trust first and then build relationship to get their maximum cooperation and attention in class.
5.	10/1/2008 5:43:00 PM	There is a wealth of useful information on the presenter's web cite. Taking advantage of this greatly increases the potential content of the presentation.

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I would recommend this program to my peers.		
#	Response Date	Comments
1.	9/25/2008 3:50:00 PM	Did not feel it was critical thinking at all. First hour was cute but not helpful. Really disappointed with presentation
2.	9/26/2008 2:12:00 AM	Apart from his delightful personality, Brookfield's strengths lie in his ability to bring into his discussion instructors from every possible discipline. Even at the most specific level, his examples and the simple exercises are relevant to the processes involved in teaching almost all sorts of students.
3.	9/30/2008 7:17:00 PM	I've read some of the presenter's writings and would recommend anything he does!

[<< Back to Summary](#)**What were the strengths of the program?**

#	Response Date	Response Text
1.	9/25/2008 2:48:00 PM	The material was very transferable for developmental math courses.
2.	9/25/2008 2:53:00 PM	Knowledgeable speaker who had strong presentation skills.
3.	9/25/2008 3:50:00 PM	The time of day and the environment was nice
4.	9/25/2008 5:36:00 PM	Time to try the activities and learn from my colleagues.
5.	9/26/2008 2:12:00 AM	See above and note that Brookfield's lack of didacticism did not mean a vague or undefined approach to teaching but rather one which adapts to most situations, a manner of approach to the students first, to subject matter, second.
6.	9/26/2008 2:50:00 PM	The concept, including the reception.
7.	9/26/2008 2:59:00 PM	Concise message with pertinent examples, blended with a touch of humor.
8.	9/26/2008 4:00:00 PM	Handouts with ideas for exercises, doing the exercises during the training, his story of what he overcame, and the talk about putting yourself in the student's shoes (whitewater rafting example) and decreasing student anxiety by having previous year student talk to the new class
9.	9/26/2008 4:46:00 PM	Delightful personality of the Brookfield - practical examples
10.	9/26/2008 8:54:00 PM	Basic intelligence of the presenter, aided by his experience.
11.	9/29/2008 11:45:00 AM	The packet of materials he provided is useful. Would that he had presented these things during the time we had for him to talk.
12.	9/30/2008 5:12:00 PM	I like the ideas of engaging students in structured discussions.
13.	9/30/2008 5:16:00 PM	Dr. Brookfield was an entertaining speaker. The material was practical. No major pieces of technology required. Just about good teaching practices.
14.	9/30/2008 5:17:00 PM	The group work and interactions - apply what we heard to a practical application.
15.	9/30/2008 5:24:00 PM	His program was to think of students as the "center of gravity". Faculty and management should work together as a team to work toward the common goal which is to give students the best education they deserve.
16.	9/30/2008 7:17:00 PM	Timely topic, good graphics and ready access via Brookfield's website.
17.	10/1/2008 1:07:00 AM	He was humorous.
18.	10/1/2008 5:43:00 PM	There were some good practical strategies to try in the classroom.
19.	10/1/2008 6:40:00 PM	His engaging manner and knowledge
20.	10/2/2008 5:27:00 PM	The small group work that gave us time to practice his techniques

[<< Back to Summary](#)**What improvements could be made?**

#	Response Date	Response Text
1.	9/25/2008 2:48:00 PM	The time went by very quickly. I would've liked to have heard more!
2.	9/25/2008 2:53:00 PM	I wish we'd processed out our experiences in the groups.
3.	9/25/2008 3:50:00 PM	Would not repeat this particular speaker.
4.	9/25/2008 5:36:00 PM	Have you considered a "pre-presentation" packet? Materials could be available for participants before the workshop, and then the presentation may be even more meaningful.
5.	9/26/2008 2:12:00 AM	Fewer tempting tapas!!! Double oink!
6.	9/26/2008 2:50:00 PM	He did not share nearly enough content. It seemed a bit rambling. I would like to have more formal opportunity to talk to those people from off campus.
7.	9/26/2008 2:59:00 PM	A little less emphasis on his early difficulty with academics - despite the fact that I shared that background, I found that just as his students did not want to know as much as he shared with them on the first day of class, I did not gain comfort that he had such a rocky beginning. Some but not as much information about his background would be fine.
8.	9/26/2008 4:00:00 PM	He went over time and the material he discussed could have been done in 1 hour or so (too long) and he talked too long on his failures in a way that I think it discouraged the audience, although I appreciated his honesty greatly.
9.	9/26/2008 4:46:00 PM	His intro could be shorter
10.	9/26/2008 8:54:00 PM	More compact opening section. Perhaps a more structured Q&A.
11.	9/29/2008 11:45:00 AM	Vet the speaker's talk more carefully in the future. Find out exactly how he'll spend the time. We are all too busy to sit and listen to anecdotes for an hour at the end of an exhausting day, especially when we have loads of work to get done before we sleep.
12.	9/30/2008 5:12:00 PM	Less time could have been spent on the introduction.
13.	9/30/2008 5:16:00 PM	I think Dr. Brookfield could have given a more concrete description of what it means to think critically.
14.	9/30/2008 5:17:00 PM	Too long for the actual content presented. Also, both group work assignments were very similar.
15.	9/30/2008 5:24:00 PM	I expected him to point out some of his international experiences. Example: how students in U.K. Canada, U.S. and Australia compare and contrast in critical thinking. This could help us learn something from it.
16.	9/30/2008 7:17:00 PM	His program seemed better suited to a longer time period than what was allotted, especially the beginning portion.
17.	10/1/2008 1:07:00 AM	He had nothing particularly innovative or instructive to say. I kept waiting for the good stuff, to no avail.
18.	10/1/2008 5:43:00 PM	While personal anecdotes are important to engage the audience, a little more focus on hard information would have been beneficial.
19.	10/1/2008 6:40:00 PM	He spent too much time at the beginning on the abstract concepts, and some of the points could have been made in much less time, leaving more time for the more concrete second part of the program. In the future, I would be more interested in an expert like this coming in to work with faculty on specific assignments and curriculum at BCC to help us better meet the criteria of the CT Rubric.

20.	10/2/2008 5:27:00 PM	I have heard his "stories" before, but would have enjoyed more time on practice of techniques followed by discussion. Also, if we had an opportunity to do some kind of action plan to implement a strategy, it would have been helpful.
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