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Process Review
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This course was a lot of work. I found myself constantly researching the topics covered in class to try and make valid online comments and to write detailed installments throughout the week. And, since I can be somewhat scatter-brained, I would bounce from research on class topics to research on something mentioned in the research for class that would then lead me to something else and so on. But, in that whole process I learned a lot.

When I started this class I had no idea where I would wind up. I had hoped to strengthen my critical thinking and analytical skills which I did. I had also hoped to learn how to better streamline my researching and to become better at time management. I unfortunately did not gain better time management skills. I think I managed well considering I enrolled myself in 5 graduate level classes this semester, but that also forced me to sometimes curtail my researching and questioning because I would realize it was about 1 A.M. on Thursday morning and I had not posted my installment or comment for class yet. I would like to try to work more in the future on my time-management skills, but I don't want to curtail my questioning anymore. I think I need to guide it more to stay on task and on topic, which I started to do towards the end of the semester. I now have a bookmark folder titled "For later reading" which I started compiling when I would find myself going off topic in my research.

Overall, this class really helped me learn to question and to think about what I read. Part of that came home to me when I was completing my project. I started questioning my own paper as I wrote it and found myself double-checking (looking for that confirmation) after all, how could I ask my students to question what they read, if I was not going to do the same?

My critical and creative thinking journey is still ongoing. I'm not sure where I will go. I would like to continually re-check in with some of the class ideas I came up with, and hopefully over winter break I can set up a webquest or simulation that I might be able to one day use in class. My own research exposed me to a variety of real-life scientists of whom I had never before heard. An idea I began toying with, but did not include in the paper because I have not yet thought it through, is to assign students each year to read about the Nobel Prize in science and one other field that interests them. Maybe they could free-write about the winners and discuss what motivated them, and how the students could relate to them. Again, this idea needs some work before it is classroom ready.

I anticipate that I will never reach the end of my critical and creative thinking journey because even now I am adapting the classroom practice of free-writing to help me de-stress with regards to end of the year final projects and papers, and I think I will recognize when my mind is stuck in a rut because I will realize that my thoughts are boring. If there are no questions I will start to realize something is wrong. I think that attitude can only help me as a teacher because if I am not

stimulated by the material or driven to question it, how can I ask my students to be driven by it, or to question it?

Thank you Peter for helping to guide me, and the rest of the class, on our own journeys of creative and critical thinking.