

STUDENT LEARNING**1. What are the most valuable things you have gained from this course? (Possibilities may range from acquisition of very concrete skills or knowledge to changes in perspective or ways of thinking.)**

- Deeper understanding of urban ed, but also complication that knowledge seeing and hearing multiple perspectives (though sometimes painful) really pushed my own thinking.
- Better understanding of urban-the structural framework.
- The space to discuss complex issues concerning race was and inequities that affect student academic success. Exposure to a body of scholarship that supports and problematized my personal and professional views.
- I loved being able to apply a more holistic approach and understanding of urban ed issues to my project of change. That project allowed me to put into action ideas I've been building on throughout the year (and my time as an educator). Through working on it, I definitely gained some clarity as to what I really want to be studying and focusing on in this grad program.
- This course has helped me to examine the complexities and challenges associated with urban schools-my perspective has definitely broadened in terms of the possibilities and challenges associated with my "outsider" status in urban schools. I feel more prepared to continue studying urban education in a productive way.
- I have gained more knowledge in issues related to urban schools and problems and reforms. I gained analytical skills which helped me question issues in urban education.
- Knowledge of scholars in urban ed. The ability to think critically about various works done on urban schools.
- A strong foundation of the in structural urban ed lecture
- The most valuable thing I gained from this course was a better understanding of the state of urban education.

COURSE ACTIVITIES**2a. What specific course activities and materials did you find most valuable?**

(Consider lectures, section discussions, case studies, guest speakers, readings, field activities, written assignments, videos, feedback from the instructor(s), etc.) How did these activities or materials help you to learn?

- Video analysis was fun...but too easy-did it shift opinion? Is there something else we could do to step this up? Briefs-good. Less reading that overlapped. More diversity of readings/research.
- Film analysis. Alt ed panel, students talking about life experiences in relation to course material.
- Enjoyed the film review and the research for the project of change. Anyon was a great read.
- The briefs and the poc. I need to learn to say more with less! I needed to actively engage in a practical project where I could put my new knowledge to work. Please know that this new knowledge is so fallible. It is a work in constant progress.

- I really like the beginning readings on historical, social and economic contexts. I also enjoyed the variety of activities and how class was structured. In terms of the movies analysis-I would have preferred writing them a bit later in the semester just because it would have been much richer.
- I enjoyed the lectures-I know this is pretty contrary to traditional grad school setup but I think we need lectures-there are things that our professors, as experts in their field know, and I enjoy listening to them. I also enjoy when you challenge our thinking and think this too should be done more in grad schools-sometimes we need to be pushed in different directions.
- I loved discussion (whether as small group or large group). It helped me see things from different perspectives. I loved the film analysis. It helped me connect what I learned in the course in relation to themes with the film's themes.
- Project of change was a very valuable (but difficult) assignment. Also, as much as I dreaded writing them each week, the briefs were a very valuable tool in framing my ideas and questions about the readings. Class discussions were great-learned a lot from my peers.
- The discussion choices were innovative and highly effective.
- I found the material on the history of education the most valuable. I also really liked the project of change activity.

2b. In what ways does this course introduce and encourage consideration of diversity and/or diverse perspectives? (Consider content and process.)

- Need to break down diverse=African American more. We talked about it, but it still appeared in folk's language. Want to look at identity and sociocult peers on culture to about CRP/CRT.
- It pushes us to reconsider what we and society believe urban educators is who, what is urban and questions whether it is for to label people and things as "urban" when it has really become a stereotype.
- Humm, we had a tough start to the semester. Once we got past the issues around black/white we were able to accept others perspectives.
- The students represented diversity in ideas, values and culture educational intellect. This to participate valuing all contributions. The scholarship dealt with various scholars who had major points of conversation and diereses. We were given the space to agree, disagree and argue across the readings.
- I think the course is very open to diverse perspectives but, like urban ed courses for undergrad, they attract a certain group of Ss tend to think fairly alike. I think the inclusion of very different perspectives should be brought in more-maybe through readings-and we should spend more time giving these perspectives more consideration.
- This course introduces us to diverse perspectives. It pushes us to not overlook African American scholars' perspectives. It is important to embrace all perspectives to solve urban education problems.
- You practice what you "preach". Even though we sometimes engaged in very difficult conversations. I never felt as though my voice wasn't being heard.
- This course provided a great opportunity for individuals to speak from the lecture base.

- This course did a great job in presenting the perspectives and experiences of different cultural and ethnic background.

INSTRUCTOR(S)**3a. In what ways was the instructor most effective and why?**

- Had to read some rocky waters with race at the beginning, different position for you to be in. Would have liked to dig deeper (and into other constructs of identity).
- Really good at leading class discussions. Choice of readings, really good especially at the beginning of course. Encouraging deeper thinking/pushing thinking.
- Good knowledge of pedagogical frameworks. Able to tie the reading together.
- See 2b.
- Dr. Carter is incredibly receptive to all ideas. She created a comfortable environment in which it was easy to express a potentially contemptuous or unfavorable idea.
- Encouraging discussion, providing engaging ways to explore the readings, making students feel comfortable to share their perspective, creating an atmosphere that is both fun and professional at the same time.
- See 2b.
- Lectures, activity facilitation validation of experiences. All of these things made the experience authentic.
- The instructor did a fantastic job of presenting information and making it relevant to current issues and practices in urban education.

INSTRUCTOR(S) continued**3b. What recommendations would you make to the instructor to strengthen his or her teaching and/or make the course more valuable? (Consider content, materials, activities, assignments that should be dropped or added, grading procedures, amount and kind of feedback, as well as changes in instructor behavior.)**

- Assign-make media analysis more rigorous. Some people talked each class..facilitate differently. Maybe add another lit review/scaffold this feedback was good and helpful. Push back on racial understandings...get us past structural constricts to the unique constricts of identity.
- Balancing out the readings. It really seems like we were drowning in readings. Some weeks and we rarely discussed most of them. Giving more time for film presentations.
- Enjoy the jigsaw readings-maybe have more of this activity to engage more readings in each topic. Too many readings to do alone.
- More time discussing other ethnic groups during class discussions. In some ways I felt overwhelmed by the readings, mainly towards the end of the semester.
- Film analysis! Comment from the other side.
- Overall, I think the instruction was great. If anything I'd suggest being a bit more critical with students so they can push their thinking even farther.
- Maybe more emphasis on teacher ed...a little more choice on some of the heavy reading weeks.

- Upload the course readings much earlier.
- There is a lot of material to cover in this class but it's worth it.

ADVICE TO STUDENTS

4. To help prospective students choose wisely, what advice would you give to students who are thinking of taking this course (about its level, the amount of work required, any prior training needed, ways to get the most out of the course, etc.)?

- The course was straight-forward. Maybe to do some thinking on race, gender, sexuality ability, SES, etc. before coming into class.
- Set aside time each week for reading knows that a 4.0 is rare.
- You will need time set aside to read. Try to take it with a course that parallels on intersects so that you can think about urban ed. Issues in other context (i.e., teacher ed) Be transparent and willing to discuss tough issues (i.e., race class, SES) where you stand or you want to change.
- An understanding of urban ed is helpful although not required.
- I would encourage Ss to have an open mind and to be willing to share their perspective and push their thinking.
- Don't wait until the last half of the class to your briefs!
- Balance your reading load well with your other classes. Be prepared to be honest and to unpack any assumptions about urban ed.
- Please don't think you can read every word of the readings. But this is a wonderful course.