



(4) Do the lectures stimulate your interest in the subject?

(5) Some Professors fall into a mind set that says: "I put the knowledge out there. It's the students' job to pick it up." How active a role do you feel students should play in the learning process?

(6) Do you feel that the lectures are stimulating you to change the way you think? How?

(7) How do you go about evaluating your learning process?

(8) What would you like to change in the course? Why?

(9) Would you say you are generally enjoying this course? Why/Why not?

(10) (from the book: "What the Best College Teachers do." By Ken Bain.) What kind of learning are we trying to promote in our students? One group of psychologists has identified four levels of understanding that students can go through. (1) "Received knowers" are students who expect there to be definitive answers that they can regurgitate on tests or in papers, ideally word-for-word. Received knowers may eventually become aware of the fact that, in many areas, there are no simple right or wrong answers. They then typically graduate to being (2) "subjective knowers." Subjective knowers regard everything as simply a matter of opinion. If they get a low grade, their initial reaction is that it represents nothing but the professor's subjective (and annoyingly punitive) personal opinion. (3) "Procedural knowers" are the students who have learned to "play the game." They have learned that there are standards internal to intellectual disciplines, and they have learned to meet those standards. But for procedural knowers, it's still just a game. Like the students in the physics class who get an A but continue to think the same way about motion, procedural knowers never really internalize the standards. (4) Those who do internalize the standards of the discipline have achieved "commitment." But commitment is not just mindless acceptance of the standards. The student who is committed thinks deeply and critically about those standards. Within the level of commitment, the student is distinguished between "separate knowers," who like to remain skeptical and critical, and "connected knowers," who try to understand other views sympathetically and synthetically.

In which of the above stages do you currently see yourself as a student? Why?