

APPENDIX

“Being Patient Through the Quiet”: Partnering in Problem-Based Learning in a Graduate Seminar

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End-of-Semester Reflection: Public Rhetorics for Social Change

Disclaimer: We talked in class about the tendency of reflections to prompt certain kinds of narratives from students—ones that demonstrate growth/progress, enlightenment, and/or praise for the course/teacher/assignments. While I welcome those kinds of responses if they are relevant, I invite and encourage you to critically interrogate this project, noting its strengths and weaknesses for you as a learner and scholar.

1. What were your expectations for the public project at the beginning of the semester?
2. What do you see as the benefits and/or challenges of the process our class went through to define the public project?
3. In what ways, if any, did the public project (both the work of defining it and the work of collaborating and completing it) put into action some of the theories and concepts we read about in the course? In what ways, if any, did the public project fail to put into action course theories/concepts?
4. What aspect(s) of the public project most surprised you?
5. What aspect(s) of the public project most challenged you?
6. Would you judge the public project as a success or failure (or some other designation)? Why?
7. Are there any other thoughts or comments you have about the public project?