Question 1: This particular course (Research Methods in Environmental Science) was taught from a different perspective, using a “Problem-Based Approach” to teaching and learning. Basically, students were quickly walked through a series of “case studies” and associated problems first hand in the classroom due to the delay caused by hurricane Irene. We were then quickly introduced to your subject in the field and you were able to read, discuss and react to past research on the individual problems.

Can you please comment on your reaction and experience to the Problem-Based approach in this course? Was it an effective way of approaching research methods compared to a traditional lecture-based course?

I believe that it was a more effective way of learning research methods. In a lecture based course the knowledge would have been learned in time for the test and then forgotten. Going out into the field made it stick, I am not going to forget what I learned! (Or at least not as much of it.)

I really appreciated the problem-based approach. In reality life is not going to be as black and white as a traditional lecture-based course teaches. There is not always be one correct answer that will work for all situations and having to actively work these issues out was more memorable to me then if I had learned the same things in class. This course really stressed the fact that when doing research, problems will arise and sometimes you will not always be able to solve them in conventional ways. This course really showed me how weather has a HUGE affect on plans. Whether flight plans or simply identifying the proper path to take up a mountain. The problem based approach also proved how frustrating it can be to work in large groups and that problems will arise and you must deal with them in the best way to make the group as a whole happy and if some members of the group are satisfied with doing a mediocre job they will only help up to that point.

Yes. Absolutely, I was thrown into a project that I wanted to work on, was interested in, and was excited about. We were given the appropriate material ahead of time so that when we found our site we had knowledge of what we were doing, we experienced so much on out site and learned more in one day then I have in a semester of lectures (and I actually go to and listen to lectures so that says something). I normally forget things after a day or so, but its been since August and I still remember what we did, why we did it, and I know I could go out into the field and do these same things again with confidence.

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I very much enjoyed the problem-base approach of this course. To me, it is a more accurate interpretation of what research is really like: you encounter problems, and you have to solve them as you go. Getting the actual experience is more for effective than learning the theory in a classroom.

I really liked the Problem-Based approach because it allowed us to go through all the steps that are required to conduct research ourselves instead of just learning about them in class. We were able to gain hands on knowledge about dendrochronology, glaciers, Lichenometry, clinometry and many other measures, tests and statistical analyses through research that we gathered ourselves. This will prove invaluable later in life if we ever decide to apply to grad school or go into a research position which is really the point of the course. I believe that there is no way that I would have learned and retained as much information as I did in this course if the course we not taught using a Problem-Based approach.

This approach was very effective. I learned so much more than I would have in a classroom.

Having a project that I could really take hold of and own was great. It meant that I was discovering the challenges faced by researchers first-hand instead of being told what I might encounter later in my career. The practical approach allowed me to see what field research was actually like and I really enjoyed it (even writing the paper afterwards!). Owning this project made me more excited to get to the bottom of things, to get our results just right, and to share it with others. I am sure most of my family and friends are tired of hearing about lichens, but I still find it so interesting!

I know that we only met beforehand because of the unfortunate circumstances surrounding Hurricane Irene, but I feel this pre-trip meeting was really useful. Even though we could have had similar meetings in the first few days of the full-length trip, having some idea of what we might look at and the literature/methods that were available before getting on the airplane was somewhat comforting. The course readings were also helpful in this regard, to get the juices flowing.

This approach is far superior to the lecture based method, especially for learning research methods and gaining an in-depth understanding of one area of scientific study. I am very grateful that this course was offered to me and I found the Problem-Based approach challenged and inspired me beyond my usual level of engagement in lecture-based courses.

The problem based approach was an effective method of learning for me, because I was able to choose which type of problem to do further research on, and really got a feeling for my own study during the following semester. Traditional lecture based learning is okay, but I found that the hands on experience in the field was THE BEST way of
Question 2: This particular course was initially set to be delivered over a different time schedule than the traditional fall session course period, in that it was an intensive, six-day delivery schedule (Tuesday to Sunday with travel days on either end) requiring your entire day to attend and live within the classes. Obviously due to the Irene delay, our course was cut even shorter to a three-day field process.

Can you please comment on this course delivery style, in terms of the intensive, one-week period, with the remaining period to complete course assignments?

I think that although the course was cut short it was still an invaluable experience. As a result of the nature of my data collection in Jasper, I didn’t feel as though I was limited by time in the least. Well worth it in my opinion!

I think it is a well formatted course. As everything we were learning was hands on, I really absorbed a lot during that week. Having the rest of the semester to work on the project taught me how to help myself – because I wasn’t being spoon fed which readings to do and notes made for me by my prof, I learned not only how to better self motivate, but how to really learn things on my own. I think it’s a more accurate portrayal of real world science projects. If I want to know something, of course there are people that I can go to for help (as there was in this course), but most of my learning needs to be initiated by me. I need to go out and read the literature and educate myself.

I really liked the intensity of the field course. I leaned the majority of the course in that short time frame. I would have preferred to have a more structured period following the field trip. When you work in a group of 6 people, who have very different schedules and work ethics, as opposed to getting work done faster, it actually takes much longer to accomplish even the simplest of tasks. I feel if there were a mandatory timeslot that the group HAD to meet up and work on the course, group members would not have lost focus from the objective set forth at the beginning.

Its funny, until you asked this question, I never actually realized that I was technically doing school stuff all day. If I was on my own, I would have done the same thing for fun, but this had purpose, which made it even better. Honestly, keep me in a classroom all day, I’d probably leave or cry, keep me on a mountain doing research all day, I’m happy as can be.

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I love this set-up, and would take more classes like it if I could. As a fourth year student, this provided me with a great experience, and also allowed me the flexibility of doing the course work on my own schedule. With this set-up, I was able to set my own deadlines and work my research around my other classes. I’m sure that this delivery style benefitted my overall academic performance.

The one week intensity is awesome. We get to be completely immersed in what we are doing and learning which makes us pay more attention and learn way more. However, I did not do all of my learning in the one week intensive period. A lot of my learning happened back in Sackville when we learned what to do with all of the data and stuff that we had collected. We spent a lot of time here working in the lab, on microscopes, on computers with data analysis software and writing papers. So although the one week intensive period was the main learning opportunity of the trip there was also an incredible amount of learning and work that went into the project once we had returned.

The one week period was just enough time to get our data and info. Having the rest of the semester to complete assignments is a must have.

It was really too bad that our trip was cut short by the hurricane. My group was one of the least affected as we had a good idea of what we were doing and 2 days was just enough to collect all of our data, but I know this limited timeframe gave some groups a lot of trouble. It would have really been nice to have the added experience of a few more days but I am still glad to have gone, even with the shortened field process. The intensive learning environment, in my opinion, was an effective way of teaching research methods. Research in the ‘real world’ often involves a single field visit due to time and budget restraints so it is reflective of what we might encounter in our later careers. Being prepared and having some idea of what you project you might do once you get to the field is useful when there is that short timeframe, but my other research experience has taught me that researchers have to be flexible because often the conditions they encounter are not what they were counting on and plans have to be changed at the last minute. This style of course really drove that message home to a few groups and I think it is an important one for aspiring researchers.

Having the rest of the term to work on our independent projects was good as it tested our organizational and time management skills. The professors were very approachable and always available, whether to meet face-to-face or answer questions via email. This meant that we were able to work through any issues that we encountered while compiling and analyzing our results a lot easier than if we were left alone. As in any course, some took advantage of the independent nature of the course and were less proactive in their paper-writing process. I do not think this can be attributed to the style of the course because the professors gave every kind of reminder and opportunity for assistance.
This style challenged me to be self/peer-motivated and take initiative for my own learning outcomes. I appreciate the challenge that this course presented due to the time schedule. I really enjoyed the intensive one week (or less in this case) of field studies. This condensed learning method is the perfect way to launch a large research project.

The full day intensive course was a more realistic way of learning, where we were able to apply ourselves a lot better to the work over a longer period, rather than stopping after only 50 or 120 minutes. The following semester of work was a good way of teaching us time management skills and the ACAG Conference was an excellent interactive experience where we were able to share our findings with fellow geographers.

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**Question 3:** Some might argue that introducing the entire range of research methods in one week (36 hours) is too much to grasp for students. Included in the course were a number of different methods of delivery: pre-reading lists, lectures, field experiences, mentor guidance, meetings with individuals in Jasper, applied research methodologies and guests/practitioners in research methods who visited or worked with the class.

**Can you please comment on the range of methods used in the course? Did it meet the objectives of teaching you research methods? Can you comment on the timing and the subject matter presented in the course?**

I think that the field experiences and the mentor guidance were the most valuable means of teaching. When I did the pre-readings they were only somewhat helpful but overall pretty dry. Once I had completed the first half of the course (the field based section in Jasper) I went back and read some of the pre-readings again and I came out with a much deeper understanding and appreciation because I shared some of the same experiences as the scientists that had written the papers. I could better understand them as well.

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I learned everything I could ever imagine learning in a research methods course. The course isn’t just one week, it’s a summer of reading the necessary material, gathering data in a number of different ways, and lab time was huge when we got back. There is no way I missed out on anything by only collecting data for one week. Not only did we do a number of collecting and processing on our own project, but because we became so close with the other groups, we learned their process too and methods of collecting data. Even if I were to learn more methods in class, I would have forgotten them all by now anyway, but in Jasper I learned how to take tree cores, tree cookies, lichen data, etc, etc… And I
remember how to do these things and I doubt I’ll forget anytime soon. So, either way, I benefited way more from this method of teaching then a classroom has ever given me.

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While it’s true that 36 hours is a short amount of time to grasp ‘research methods’, spending even that short amount of time in the field would be impossible to emulate in a classroom. You could have 100 hours of class time and still not understand things in the same way as you do by experiencing them first hand. This is particularly true in a class like research methods, where theory exists but the most important part is the ‘practice’.

I thought that all the material that was presented was awesome and really helpful for our projects. It might have been nice to have a couple of classes in September to learn how to do some of the dendro stuff on the computer but we learned as we went and got help when we needed it which is exactly the way it would happen in a really research setting which was a great learning experience.

Having the readings assigned before the trip was great. I was able to grasp different research methods before going out to collect data. And while working on the assigned work through out the semester. I was able to learn much more than I ever expected.

The entire research methods curriculum was not really shoved in our faces over 36 hours as we had the pre-readings months before the trip and mentor guidance was provided throughout the term. Obviously all research methods were not taught to every individual, we gained experience, and eventually some level of expertise, in the research methods that applied to our independent projects and then were able to learn and see in action other research methods from the numerous presentations of the other students in the class. This meant that there was hands-on practical experience with some methods and the rest of the methods were taught through case studies, presented mostly by other students in the class. This allowed us to see their learning process, instead of simply how these techniques should work in theory.

Having two opportunities to present and discussion with other groups in the field was beneficial for sharing and learning about a range of research methods. The initial meetings (pre-trip) were a good way to get a quick introduction to the types of research projects and methods available in Jasper.

I found that due to the time constraints of our trip and the way that each group worked independently for the rest of the term, I did not get a very thorough concept of research methods used by other groups. The pre-readings were very helpful and provided a base and good understanding of the research options. The presentation of previous groups...
data and the group presentations at the very end of the course were also very helpful for better understanding the variety of research methods.

The pre-study readings were a great way of introducing the subject material to us on our own time during the summer, when we have a lot more time to focus on the topics at hand. This way we were able to digest the material at our own pace and not feel pressured to get it out of the way for other assignments or courses. Being immersed in the natural environment of which we were studying was, in my opinion, the best method of learning.

I feel this course exceeded my expectations on teaching me the necessary research methods to become successful in an environmental science or geography-based career.

**Question 4:** You were provided a range of readings before the class even started, and related course material during the field week.

**Can you please comment on the course materials presented? Did this approach work well, given the problem-based approach? When did you actually complete the readings (before the course/during/after/never?) Would there have been a more effective way of transmitting the knowledge contained within these materials?**

I read all the readings before going to Jasper and as I mention above, I had a much bigger appreciation and better understanding of them when I came back. They did give me somewhat of an idea of what I wanted to do while in Jasper however.

I think that I got a lot out of the course. I am really proud to have been part of it. Not only did I get great research experience, and experience presenting in a conference (which was so awesome thank you! Now I REALLY know how I feel about them, because I’ve actually experienced one), there was the chance for personal growth as well, because no one was holding my hand the whole time. I think that university courses generally do not put enough emphasis on personal growth, but this one managed to give me that, which is really great!

I read all the papers a week prior to the trip and I reread the papers that pertained to my potential research during the plane ride to Jasper. I remember thinking that I really had no idea of what the reasoning was behind these papers. Obviously I knew they pertained to the course but I did not know in what capacity. Perhaps I was told in passing that from the papers we would have a similar project but I think it would have been more beneficial to me if I had fully known how I would use the papers to benefit my knowledge on the study site.

I think it was important that a lot of the course was self-discovery. We had to do a lot more research for papers and external papers provided. I think it is really important to not be handed everything because this way I actually learned how to research properly.
To be honest, I didn’t finish the readings. I read some and they were certainly helpful for knowing what to do when we got to Jasper. My suggestion would maybe be to place more emphasis on the readings and make sure students know how important they are. They are important for a number of reasons including picking a topic so you know that this is that interests you most so you can get the most out of your trip, knowing what data to collect, using the readings as a reference for writing papers, etc. They are important to know throughout the whole process of this class. But really, all readings are up to the student, and in most cases, students don’t read the material anyway, whether in a classroom setting or not.

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I feel that the readings were beneficial to provide students with a context for what we were going to be getting into when in Jasper. I had done some of these readings the first time around so had notes on them, and read the others before leaving for the trip.

I can’t really think of a more effective way of transmitting the knowledge …. Maybe in the coming year(s) it would be neat to put film footage together of the Jasper area so students could look at that before leaving? Even things like a video of the Palisades would be neat to have and would help build excitement about the trip beforehand …. But maybe such a thing already exists on their website. I just think a combination of papers (formal) and other media (informal) would be useful.

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The readings were helpful but somewhat repetitive and a lot of them didn’t apply to my project. I read at least the abstract and results/discussion for all of them but then only returned to read the ones that applied to my project in greater detail. Perhaps next year there could just be one paper on each subject (dendro, lichen etc.) so that each group is introduced to all of the topics but other and more specific papers are only given to the group that requires them? There could also be a Field Guide to Jasper handbook type thing that has section on each of the commonly used methods and links to papers that use them…this could be a kind of course textbook.

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The readings were affective. I read them throughout the summer.

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I was able to complete all of the readings before the class started and I found that they were useful in introducing me to the range of research that could be/has been conducted in the Rocky Mountain region. Even though I wasn’t interested in all of the papers (I will admit to skimming a few), it was an effective way of communicating the information and it allowed me to gauge my interest in the various topics.

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I completed the readings over 1 week before the course started. I appreciated the variety and the information provided by the papers. The skype session with the other group members before the trip was also helpful for inspiring me to read further scientific papers on my topic of study.

For people who didn’t read the papers over the summer a powerpoint slide show or a video/film clip before the field study would have provided the basic knowledge of research methods for the area before the trip, and then class-time lectures/discussions of
methods would have been helpful after the study for getting a better understanding of the different research methods presented in this course.

The readings issued before the course even took place were very effective at delivering the required background knowledge before we were asked to tackle any related problems. I finished the readings before the course started.
The problems presented to us did not seem to be out of left field, they worked well with the topics covered in the pre-readings.

Question 5: Can you please comment on the course instructor.

Were classes and related materials well organized? Was the teaching style and various formats (discussion, field based instruction, powerpoint, individual attention and assistance, public presentation etc.) effective for your needs? Feel free to make any comments you would like on the style and delivery of the course materials and the teaching and learning environment created in the class. Make sure to think through the entire course, from March consultations, to April applications, through summer briefings, to the end of the course in December.

I think the course was well done. In March and April all the profs involved got me excited to go on the trip and excited about learning. While in Jasper, the class was very well organized. We had a great balance between working hard and enjoying ourselves. It had been a long time since I have gone on a school related trip and it was nice to feel like I wasn’t being babysat. Throughout the term everyone in the MAD lab was very helpful. If I needed to see Colin he always found a time to meet with us. If I am honest, there are times where I did feel like I was drowning, but as I mentioned before, I came out of the course learning how to “save” myself. I learned that when I feel like I am drowning, there are ways of dealing with that by doing some real independent learning (and that can be through going to see someone for help!).

Dr. Laroque knows his “shit”! He has done a lot of research and knows how things should be done properly. That being said he likes to see excellence from his students. If a student shows interest and that they actually want to get something out of the course Dr. Laroque will be the number one tool! Ask for his help and he will gladly give you his two cents and actually make your project better, as I said he knows everything!

Everything was great, the teaching method great and all the work we did got reviewed and assessed throughout the whole process. Even though we were thrown for a loop when our trip got shortened, I don’t feel shorted what so ever. I got everything out of the course I could have asked for.

The classes and materials were well organized, and Dr. Laroque thrives in the field. There was a lot of individual attention in the course, in part because of the assistants that
were there to help out (meaning we could split off from the big group and really go see what interested us).

Dr. Laroque is a great professor. He knows what he is talking about and is always willing to give advice and help whenever it is needed. His teaching style is very personable and he always gives small group help which is really great. The moodle page was well organized but I didn’t spend very much time on it. There were no official classes but all of the material that we needed was taught to us when we asked for it.

The instructor was great. He always made time to discuss things and meet with us. He gave us great tips and guided us in the right direction. He edited our draft a million times and helped us with the conference. He was always there along the way.

I found Dr. Laroque to be extremely helpful, flexible, and encouraging throughout the course. The information and communication before the field-study week was excellent and helped me understand the material and expectations of the course. Throughout the term he was very helpful and approachable and provided lots of information and encouragement toward our project. Given the sudden time constraints for our field research-collection in Jasper, Dr. Laroque was still able to brief the class on what to expect and help us decide the topics of study beforehand for efficiency once we were there.

Dr. Laroque performed very well as the instructor for GENS 3401 and it was nice to have someone who has been to Jasper many times and knew all the procedures and timings to make the most out of our short time there. I was able to complete the data collection for an additional project for another course (GENS4951) with the guidance of Dr. Laroque on the Athabasca Glacier. The tackling of the logistical requirements early in the summer made it very easy to prepare for the course and the handling of the delay caused by Hurricane Irene was done very well. Very happy that we were able to take a vote (and have a say) on how we should move forward from there.

Question 6: Can you please reflect on the course evaluation structure (problem-based cases, user defined course outline, conference work, and final written assignment and presentation).

In particular, did you find the in-depth study of an individual problem to be a useful, informative, and reasonable amount of work to achieve your learning goals? Did you find that the instructor was available to answer any questions or issues you encountered after the one-week field period had finished?

Yes I did find that the instructor made himself available for questions and issues. I did find the study informative. I am still working on synthesizing everything I’ve learned into
a good base knowledge, but upon reflection I did really learn a lot, and a lot of it was very cool. I think I may have underestimated how much I have learned.

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At first I really liked the “make-your-own” course outline, but the more the course progressed it was really easy to get side tracked and put this course to the side (NOT GOOD). I really wish my group had sat down to set some due dates as it was really frustrating leaving things to the last minute, I ended up looking really pushy in the end when I was adamant that things get done but most people were “really” busy.

People may think that making your own marking rubric is key but if you don’t set proper goals it can really derail a student’s perspective on how hard the course is! I know most students are going to be a little shocked by the final marks they get because they basically set themselves up to get A+, but if the work as not been constant all semester it is very hard to justify this mark.

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Yes, yes, and yes. I learned a ton in that week and it all stuck with me. The individual project made it feel like my group and I were responsible for something and that this project was ours to discover. It was an amazing thing, researching something new and exciting.

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Dr. Laroque always made himself available to us to answer any questions (and there were a lot) during the semester. In this way, the research methods class is not unlike any regular course in that there was always access to the instructors.

The amount of work for this course was both reasonable and challenging. A reasonable amount of work was expected, but we were challenged to do more along the way. This allowed me to push the boundaries of what I thought I could do without compromising my other classes.

The course evaluation structure is excellent in this course. It makes students realize that learning is not just about the grade you get, but the experience you have getting to the end. Being in my final year of study at Mount Allison, this was very refreshing because so often you are handed a syllabus on the first day of class and have to form to what the professor wants you to do, rather than learning how you want to learn.

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I really like the in-depth study of an individual problem because we got the opportunity to make up a project and follow it right through to the end having to deal with trials and tribulations along the way as any scientist would do. We cared about our projects, which means that there was always work to be done to make it bigger and better which made lots of room for marks to be assigned. Dr. Laroque always had the answers that we needed and made time for us whenever we needed.
Yes! I put a solid amount of work into my research project and the product thus far is something I am really proud of. As I said previously, Colin was incredibly available to answer all of our questions throughout the term.

The user-defined outline is a good idea, and lets students put more emphasis on certain aspects of the class. It is difficult to know, however, at the beginning of the term, what you should be putting on the outline.

I found that focusing on one large problem/project was great for learning about research and the reality of being a field scientist. My group, our project and Dr. Laroque made this one project into an extremely valuable learning experience which will stick with me far longer than an overview, lecture style course. Dr. Laroque made himself available practically any time we could possibly want and encouraged regular meetings and questions anytime throughout the term.

The in-depth look at one problem allowed us to see the study from start to finish, much like what we can expect to encounter in future years “in the real world”. The involvement of Dr. Laroque in our study was invaluable and much appreciated. This being the most scientific study that I have been part of, it was nice to get feedback on our abstracts, assignments, and papers. Dr. Laroque would read over many drafts of our papers and contribute greatly to the overall quality of the end result.

**Question 7:** Finally, can you please think about this course, in terms of scheduling and style of instruction, and comment on your overall evaluation, in comparison to your other course experiences here at Mount Allison. In particular, I am interested in knowing if this is an effective method for instruction and learning, rather than the traditional 3 hour-per-week lecture-based courses, where students take five courses at a time. We are considering these alternative styles for the future, including such things as block schedules, where students take a full week course in September or January or the March break or the Spring. Other methods may include a series of 3 week-ends, 2-week field courses to other locations, etc.

If you have no further comments on this, please feel free to make any comments, suggestions or improvements that you care to add about the course in this section....

I liked being responsible for my own scheduling, I thought that was great and more realistic of a real work place.

I think that this course made me step out of my comfort zone more than I had realized it would, which is great because then I really learned something.

I thought it was a great course. Jasper was a ton of fun, and I learned a lot there and throughout. What more could you ask for? Even though it wasn’t traditional, I learned
more in this course than many of the other courses at MTA. A lot of the other courses at MTA I’ve already forgotten most of the material (not all, but there are definitely some). The nice thing about this course is by applying some of the concepts I learned in previous courses, it solidified the knowledge. I am confident that without this course I would have no recollection of some of it whatsoever.

Another cool thing: from this course I’ve pinpointed two things I would like to work on: better communication and giving better feedback to group members. At first I really didn’t like partners, but I talked to a friend who is a prof at Dal over the break and he really showed me how it is very much like that in the real world (in science at least). I really enjoy learning things that will actually help me in the real world because sometimes university (although I am a huge nerd and enjoy it), feels like a series of hoops I have to jump through.
I also learned the valuable lesson that I need to educate myself in the basics before jumping right into things.

Keep up the good work!

I would not suggest a course in January or March because people will be less interested in cutting their family time short during the holidays. And during spring break I know many people are involved in committees that travel. I do however think that a course that has a field trip at the end of the winter term would be AMAZING! If you had perhaps, one class a week were you evaluated different research cases, and then a student could use every thing they learned in a semester and then apply it to field work and realize that not everything in the field can be solved exactly as is was in class.

This course was great. I can say with confidence that the one week condensed classes are a great thing. They allow you to focus your learning on one subject at a time so you can be more involved with what you are learning. This is made possible because your mind is directed toward one goal instead of five at one time.

Sorry for spelling, grammar, etc…

The week-long intensive course (or variations, like a two week or 3 week-end course) is essential for something like research methods. There are things you learn first hand, some tangible some not that you can’t emulate in a classroom setting. I can’t imagine anything that you could learn in the traditional 3 hour a week lecture style that you can’t learn on top of a mountain or a glacier. I think you learn it even better that way, and I think that more courses like this should exist at Mount Allison.

Having the experience to act as a peer mentor in this class was really beneficial to me and I hope others can do the same in the future. It reaffirmed my knowledge of research methods and gave me a good deal of confidence. This was a great experience to have as I pursue further study and puts this course in a class of its own in terms of what I will take away from it.
A suggestion would be to maybe start a moodle page over the summer for the course (is this possible?) as a way of communicating. You could put all of the readings their, use the discussion boards for things like ‘what to bring’ etc, people could post things they’re interested in to see if other people might be too … I think it would be a good way of getting a dialogue going before arriving in Jasper.

All of those options sounds really interesting. I think that hands on learning is the best kind and teaches you the most. 3-hour class slots are fine but the information learned is often lost just as quickly but, I know that the things I learned in this course will stay with me because they were applicable to my data and my projects and mattered to me. There should be more courses like this one.

I really liked this course. I learned so much about the topic and research methods. Having to do the work your self makes you learn so much more. I also learned a lot about myself and keeping my other class work organized. I think having a whole semester to work on a research paper is a must. But having one week out on the field is plenty of time to get data and figure out what direction you want to go with the research.

I thought this class preformed very well compared to others I have taken at this institution. It provided me with the opportunity to get into the field and get my hands dirty, and to really own my project, which I think is really important and makes things much more interesting. Being able to have some self direction in the course was much more engaging and exciting than traditional lecture-style classes and I think I got just as much, if not more, educational value out of the experience than most of my other classes that I have taken thus far.

I have taken two other 1-week courses at Mount Allison and they were two of my favourite courses. Being able to intensively dig down into a subject for a week without the distraction of other courses is a really great way to learn. They are also great for when you have scheduling conflicts (by taking an intensive course I was able to keep my scholarship without taking a course that I was not interested in taking just to have 5 courses).

A 2-week field course would be really awesome… but likely a lot more expensive. It might be cool to have the one-week class in Jasper and then a local field trip during the semester.

Overall, this course has been a great experience!

I feel that this method of instruction and course style is extremely valuable and should be continued and expanded at Mount Allison. The opportunity for field research alone is really incredible, but on top of that it develops a different set of skills including motivation and self-discipline, group cooperation on a large, extended project, presentations at national conferences, and initiative in learning.

This course style should definitely be included for applied/hands-on type courses in reading week and Spring and Summer session.
In comparison to the other courses I have taken at Mount Allison (I am in my 5th and final year now) I rate this course #1 out of all of them, bar-none. It allowed me to see the Rocky Mountains, which I believe I would not have been able to do until my student loans were taken care of, many years into the future, if ever. The course was quite literally “Once in a Lifetime” and I feel that this was one of the best things that I was able to take part in during my University experience. I highly recommend this course anyone who has any minute interest in the natural world, and know 100% that we could not have learned the same information in a 3hr/week classroom setting. Seeing and learning about a mountain from a book is nothing like being there breathing the mountain air and interacting with the subject material hands on. These type of courses must continue to be taught and become an integral part of anyone’s University experience.

Thank you for your time in completing this form! Please save the file and then e-mail it to mfox@mta.ca or claroque@mta.ca.