**EXPLAIN QUALITY OF COURSE RATINGS**

I would say the course was intellectually confusing! The only thing that saved this course was Twana helping out. I did not feel Micheal connected with anyone nor provided clear guidance or instructions to the students on assignments or reading. He is condescending in nature which is not a good trait as an instructor. 

I feel that if the directions for an assignment are posted in canvas, they should not be changed up whim because students in class do not understand vague instructions and therefore, the assignment is changed to suit the needs of those struggling. This adjusting around the needs of those that are struggling, makes it difficult for others who are not struggling as much, and the "dumbing" down of content, to assist those who need the extra help, makes some assignments not challenging or rewarding, intellectually for students like myself, and others who do not feel they can comment. Also, power points are not meant to contain a "book" or a "page" of written content, they are meant to be an "aid" to guide you through a lecture, you are not supposed to read off of them or have more than a sentence of words upon them, as well as being hard for some of us to even read them if we wanted to. If we should explore a legal case or an issue, why can we not take a day to explore one case or issue in great depth, as much as time will allow us, so that we can truly understand the inner workings of how or why an issue or case evolved. To merely read about it on a slide or as a reading and then not have a day to tear it apart and understand it, does not do much for us. I realize this is a Masters program, but in seminar as an undergrad at Evergreen, we took our readings, and connected them to other issues in the bigger picture, other issues in the United States and across the globe, however, in doing so in the Masters program, constitutes not sticking to the reading...I think this counters what we have learned as undergrads here at Evergreen. Also, if feedback on our papers cannot be done in a timely fashion might I suggest helpers in class or within faculty offices get back with us? It would assist us to better understand issues or problems we may have with our work, or our writing, prior to continuing on and writing more papers and repeating the same mistakes...to get feedback for paper #1 in the core class, after you are probably on paper #4 or #5, does not do us any good.



There are some issues of racism in our cohort...



Michael is wildly disorganized which affects our learning experience. He also does not incorporate enough time for seminar into our classes, and when he does, he dominates most of the conversation.



The intellectual content was superior quality. Strong focus on academic writing without time or foundational knowledge to complete (unclear) writing prompts. Writing feedback rarely addressed themes of writing and focused on grammar, comma usage, citation styles etc. Most presentations were hours of slides populated by walls of text. Two presentations were talking through collections of text simply copy and pasted from websites. Seminar was used as a q&a session with faculty and also as discussion time depending on which faculty. Some students felt they missed out on important information who were not a part of the "q&a" version of seminar group sessions.



Fortunately, I did not have Michael as my Seminar leader and Tawnee encouraged a great learning environment. Of the course, all assignments were modified or changed frequently and it was difficult to anticipate expectations. Because of the ongoing confusion, it did not foster confidence or a desire to do well.



The MPA policy change, to increase student writing requirements, should be amended to encourage quality over quantity, in our writing skills.

Enough with the power points! It's extremely frustrating when power points are used as reading materials rather than stating a few key ideas as reminders to a lecture. Often times, the power points contain hundreds of words on a single slide! Power points are a great tool when used correctly, but I can't process a slide with a paragraph of information while people are talking. I process information audibly and orally and struggle with the power point presentations.

I really enjoyed learning a history that I was never taught in school or by my family.

Overall, readings were enlightening but there was no context has to how the Canadian government works. I felt that we should know what the issues are in Canada but it is rather difficult when we do not have working knowledge of how the governement system works. I was bored most of the time due to material being presented was what was learned in Undergrad and it was also very dry.

Respectful learning environment? NEVER!

The course material was really good, I just think that the presentation style made it difficult to absorb everything. I think that there is only so much lecturing that a student can take, before they start to zone out. I know this is a long weekend intensive program, but I really do think that we need more interaction, group work, maybe a video or documentary, and other types of visual aids. I love lecture and taking notes, but I just found myself antsy after the 3+ hour of a lecture. Even if we get to take a break and then come back and do more lecture, it is just too much. I would honestly prefer that we were assigned more reading and that could cover some of the lecture material.

I did not enjoy this class and the learning I received came from seminar with my peers and Twana. The reading assigned was overkill as I feel Micheal's attitude towards the group formed in the core class as he treated us all in a condescending manner and made comments to the group that were uncalled for.



See above comments



Much content went over students' heads. Workshops were confusing due to presentation style. Instructor is well- versed and is competent to a superior level, in the subject matter. Teaching methods are often jarring. Faculty do have spirit which shines through this, nonetheless.



The instructor often fell asleep in class and snored during a guest speaker's presentations. The instructor was condescending and sarcastic when posed with a question or concern. Because of his sarcastic responses and condescending manner, I was reluctant to participate, as I did not feel comfortable or supported. I am now questioning whether I should continue in this course and according to the instructor’s attitude, maybe I should not. I fully understood that the Master's program was more intense than the undergraduate program and I expected challenges. However, the environment of this course is not conducive to my learning.



The only area of improvement could be the use of "reliable" guest speaker participation. The instructor tailored the course to include guest speakers, but the speakers backed out of their agreement, or did not show up to class.



Instructor falling asleep in class during other instructor presenting and when guest speakers were presenting. Very unproffesional and embarassing.

**WHAT CHANGES SHOULD BE MADE?**

NEW INSTRUCTOR



See comments in the first comment box



The Tribal Governance program should have an introduction course that describes the expectations of TESC as far as the "greener way" goes, and maybe explaining that the Tribal Governance program is for EVERYONE, not just native students. Racism should not be tolerated to any degree, and I feel like this needs to be addressed at the beginning of the program.



The issue of inherent sovereignty for Indian tribes is one of the most important themes in Indian country and should continue to be taught by faculty who are well-versed and experienced in this subject matter, such as the current faculty. The teaching methods should be more tailored to various learning styles. Strongly recommend faculty to relearn presentation skills. The syllabus changed a lot more than it should have. Strong focus on producing papers for students overshadows learning and creates environment of anxiety over writing rather than a safe feeling of learning and growing. Overall, presenting content in an more organized manner with clear learning objectives on a timeline might be strongly improve students experience.



Better equipped Instructors



The work should be spelled out at the beginning of the term with a written explanation of the expectations. Instructors should be interested in teaching as well as in the student's learning. Students should be comfortable seeking advice and input from the instructor. Instructors should stay awake during class.

In my opinion, I feel that the course was a tad unorganized and the faculty was unprepared. I know that the original co-teacher cancelled at the last minute and we can attribute much of the confusion and disorganization to that, but it worries me that I'm paying a good amount of money, out of my own pocket, to be taught pertinent information and skills that I don't feel I've received. It was disappointing that we had to find a new faculty member in the eleventh hour. While I appreciate Tawna stepping up to the plate, I feel that the lack of time to prepare for the course was apparent in the organization and the coursework assigned.



\*Make it optional and not a concentration for those that have a working knowledge of content. \*Realistic deadlines for papers. \*No last minute changes to readings or additional readings need to be made optional.



Different Professor



My thoughts are that the instructor should re-evaluate how he communicates and interacts with his students. A more encouraging overall classroom dynamic would make my time more worthwhile. Also, it is embarrassing when our instructor falls asleep when guest speakers are presenting.



Break it up and provide different learning aids for people who learn and absorb info differently. We did a class discussion and Michael drew a square and a circle on the board when discussing positive and zero sum games. This little thing really helped a lot of students and I think interact stuff like that would really help keep students engaged in what we were discussing.