Developing Self-assessment with respect to Goals of Research and Engagement

CCT 698

There are two ways of using these goals: a) conscientiously as you go; or b) once at the end. If you decide on the latter, simply use the self-assessment template you will write after your synthesis is complete (see the links at the bottom of http://www.cct.umb.edu/synthforms.html). If you want to try a), let me know and I'll help keep you to the task, following these instructions:

The goals are divided into two sets:

I. "My Submission Shows That..."

With each assignment (or revision) you should record (or update) for the goal related to the assignment:

a) something that reflects what you have achieved well related to this goal, and

b) something you have struggled with/ need more help on/ want to work further on.

In addition, taking into account the development of your project as a whole, you should also update your previous assessments for earlier goals.

(Some of the goals below are accompanied by specific prompts; others allow you to decide what to record.)

II. Developing as a reflective practitioner, including taking initiative in or through relationships

Whenever you notice something along the lines of a) and b) for any of these goals record it or update your previous record. For mid- and end-of-semester self-assessments, you will be asked to record something for a) and b) of every goal.

Submit the latest version of this with each assignment. If there are discrepancies between my assessment and what you record, I will note this in my comments on the assignment or self-assessment. We can discuss the discrepancies and try to come to a shared understanding about them.

I. "MY SUBMISSION SHOWS THAT..." (goals of the ten phases of research and engagement)
A. I can convey who I want to influence/affect concerning what (Subject, Audience, Purpose).
Last update:
Working title:
Researchable question:
Single-paragraph overview:

B. I know what others have done before, either in the form of writing or action, that informs and connects with my project, and I know what others are doing now.
Last update:

C. I have teased out my vision, so as to expand my view of issues associated with the project, expose possible new directions, clarify direction/scope within the larger set of issues, and decide the most important direction.
Last update:
Directions shifted into the background:

D. I have identified the premises and propositions that my project depends on, and can state counter-propositions. I have taken stock of the thinking and research I need to do to counter those counter-propositions or to revise my own propositions.
Last update:

Counter-propositions needing more research:

E. I have clear objectives with respect to product, both written and practice, and process, including personal development as a reflective practitioner. I have arranged my work in a sequence (with realistic deadlines) to realize these objectives.
Last update:

F. I have gained direct information, models, and experience <u>not readily available from other sources</u>.
Last update:

G. I have clarified the overall progression or argument underlying my research and the written reports.
Last update:

H. My writing and other products Grab the attention of the readers/audience, Orient them, move them along in Steps, so they appreciate the Position I've led them to.
Last update:

I. I have facilitated new avenues of classroom, workplace, and public participation.
Last update:

J. To feed into my future learning and other work, I have taken stock of what has been working well and what needs changing.
Last update:

II. DEVELOPING AS A REFLECTIVE PRACTITIONER, INCLUDING TAKING INITIATIVE IN AND THROUGH RELATIONSHIPS

1. I have integrated knowledge and perspectives from CCT and other courses into my own inquiry and engagement in social and/or educational change.
Last update:
Examples:

2. I have also integrated into my own inquiry and engagement the processes, experiences, and struggles of previous courses.
Last update:
Examples:

3. I have developed efficient ways to organize my time, research materials, computer access, bibliographies...
Last update:

4. I have experimented with new tools and experiences, even if not every one became part of my toolkit as a learner, teacher/facilitator of others, and reflective practitioner.
Last update:

5. I have paid attention to the emotional dimensions of undertaking my own project but have found ways to clear away distractions from other sources (present & past) and not get blocked, turning apparent obstacles into opportunities to move into unfamiliar or uncomfortable territory.
Last update:

6. I have developed peer and other horizontal relationships. I have sought support and advice from peers, and have given support and advice to them when asked for.
Last update:

7. I have taken the lead, not dragged my feet, in dialogue with my instructor and other readers. I didn't wait for the them to tell me how to solve an expository problem, what must be read and covered in the literature, or what was meant by some comment I didn't understand. I didn't put off giving my writing to my instructor and other readers or avoid talking to them because I thought that they didn't see things the same way as I do.
Last update:

8. I have revised seriously, which involved responding to the comments of others. I came to see this not as bowing down to the views of others, but taking them in and working them into my own reflective inquiry until I could convey more powerfully to others what I'm about (which may have changed as a result of the reflective inquiry).
Last update:

9. I have inquired and negotiated about formal standards, but gone on to develop and internalize my own criteria for doing work—criteria other than jumping through hoops set by the instructor so I get a good grade.
Last update:

10. I have approached this course as a work-in-progress. Instead of harboring criticisms to submit after the fact, I have found opportunities to affirm what is working well and suggest directions for further development.
Last update: