

Exit Self-Assessment

The assessment centers on your Synthesis experience, but allows room for you to review your CCT experience as a whole. A copy will be kept in your CCT file to help document the Program's effect on students. This assessment also serves as stock-taking to inform your future work; and to provide insight for the instructor, advisors, and for other interested parties. ([Word version](#)) The assessment, which is adaptable to any project of research and engagement, addresses two sets of goals:

- [My Synthesis Product Shows That...](#)
- [Developing as a Reflective Practitioner](#)

Describe for each goal

- 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.
(Even though you may have many examples for some items, one is enough. Download the handout from the website so you can prepare your own document.)

I. "My Synthesis Product Shows That..."

(adapted from the "Phases of research and engagement" in the Practicum course because these are also relevant goals for students' work in moving towards the synthesis product)

A. I can convey who I want to influence/affect concerning what (Subject, Audience, Purpose). My project can relate to the experiences that I have dealt with in the past and can relate to the things that some children go through today. Through research in my process of engagement class I have realized that there was a bigger issue in children's development other than growing up in a fatherless home. Children are a product of our future, with that in mind, they should be aware of their surroundings and value all the qualities of both genders.

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. Throughout my research and parts of my experience I have noticed that some countries are recognizing the issues of lack of man teachers and positive male role models in a child's life and their development. Through the Children and Science class this semester I realized that there is a way to incorporate the needs of children in their learning methods so that they can get the best out of their education. There are ways to incorporate these same methods into children's development also and that is what I would like more individuals to be away of.

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. In the beginning my synthesis project was based off of the relationship that custodial and non-custodial parents have with their children, and the way that it effects their children's development. After intensive research on father's rights, I notice that while fathers were going through court fighting, there was no male presence in the child's life. I struggled with this in my childhood over twenty five years old and I know that there are children till this day that is going through the same issues. My project started to take the direction of the importance of positive male role models when I realized that children didn't have it at home or at school.

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. I have never really succeeded when it came to this assignment but I did attempt to do them, it allowed me to change the way that I thought about some things and look closer into other things and for that I was grateful.

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. I have had some personal things that could have really affected me this semester but with the support from family they assisted me emotionally and physically for me to be where I am with the process of my paper.

F. I have gained direct information, models, and experience not readily available from other sources. I got deep into the minds of who I knew, previous male teachers who had it rough, from their experiences and struggles; I was able to recognize their concerns for the children and transform them into the concerns that children had about their development.

G. I have clarified the overall progression or argument underlying my research and the written reports. There have been studies that argue whether or not that male teachers teach differently than women teachers do; my underlining argument is that children need to know how to interact with both genders teachers not just the female ones.

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. I have created an Involving more positive male role models guide and that is to inform teachers, mentors, coaches, etc to be more involved in a child's life and to learn what it means to be a part of children's development.

I. I have facilitated new avenues of classroom, workplace, and public participation. Creating the right space is important especially at home if you spend most of your time there. I have created several options at home, school, work and even at a friend's house so that I am able to get the most amount of writing done with the time that I have.

J. To feed into my future learning and other work, I have taken stock of what has been working well and what needs changing. I have done a lot of personal learning of myself of knowing what I can change, adjust or completely just stop doing and that has taught me to be a better co-worker, friend, sister and student.

II. Developing as a Reflective Practitioner, Including Taking Initiatives 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. I have taken several Critical and Creative Thinking courses along with some Counseling class along the way, they have taught me to be a better listener and better communicator in work and in my personal life.

2. I have also integrated into my own inquiry and engagement the processes, experiences, and struggles of previous courses. I had to do several personal reflections to finally realize my struggles and weaknesses but once I did I was able to get better understanding of the courses I was in.

3. I have developed efficient ways to organize my time, research materials, computer access, bibliographies, etc. This is something that I felt that I never had time for, but once I finally took the time to organize my research and materials; I realized that it took me less time to find things which helped me out a lot.

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. Experimenting with new things is the joy of being a student, some I will use again and again and others I will have nightmares about; it's part of the learning that goes on in school.

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. Choosing a project that is important to me is very important and that's how you don't let other obstacles get in your way.

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. Support is what made me through this semester, realizing the type of relationship that I have with my family and love ones, allowed to rely on them when I needed them.

7. I have taken the lead, not dragged my feet, in dialogue with my advisor and other readers. I didn't wait for them to tell me how to solve an expository problem, what must be read and covered in a literature review, or what was meant by some comment I didn't understand. I didn't put off giving my writing to my advisor and other readers or avoid talking to them because I thought that they didn't see things the same way as I do. In the process of still working on my synthesis I was very open minded to comments and suggestions. I did not drag my feet on my writing but I did give it to another set of eyes when I knew my the points I wanted to make across where clear.

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). Incorporating suggestions did adjust my reflection for the better, and will continue to do so with the comments that I get.

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 professor so I get a good grade. All the suggestions and comments given to me by professors was needed, it was done for the fact of getting a good grade.

10. I have approached the CCT synthesis course and the CCT program as works-in-progress, which means that, instead of harboring criticisms to submit after the fact, I have found opportunities to affirm what is working well in the synthesis course and program as a whole and to suggest directions for their further development. Take the time that is needed, there are opportunities for you to learn the most that you can learn so take advantage of that.

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