

I. "MY SYNTHESIS PRODUCT SHOWS THAT..."

A. I can convey who I want to influence/affect concerning what (Subject, Audience, Purpose).

I want to reach other arts option synthesizers. This seems to be the road less traveled. I know there are many creative types in the program and they need to see example of more options. I offer my work as example. This is not how-to TV but it is how-to synthesis. Or better, one example of how-to synthesis.

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.

My synthesis is about a product and the road to complete it. In hindsight I would have preferred to shoot on a sound stage without the live audience so that I could have placed the cameras differently. This would have been for TV only and the lighting and staging would have been better for that.

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.

The longer I think about the dance I wonder if I should try to explain more of the spiritual origins of the piece. I am happy with the final product. The visual metaphors can be confusing but they are also beautiful to watch even without complete understanding. This is NOT a documentary about modern dance and it is NOT a tutorial on visual metaphors. I did not want to hold the audience hand, I wanted to entertain and inspire. In this I feel I succeeded.

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 identified the premise that the project is built on. It is evident in the video. I captured the choreographer's visual storytelling on video. Another director would have done things differently but would have achieved the same result in varying levels of success. I don't counter this difference of vision I celebrate it. I would love to see another's production of the same piece.

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.

The beauty of a product is the final reality of it. It is an existing whole. It is clear in its finality. I am satisfied with achieving my objectives. Now it is time for the audience to have an opinion. The process is less clear. I could have done a more complete job of learning the dance in pre-production. My organization of the process was good.

F. I have gained direct information, models, and experience not readily available from other sources.

The individual working relationship with a client is the primary source of information. This is different for each product. It was one of my first concerns. I found it difficult at first. Shari is a very private person. She kept me at arms length at first until she understood my working habits and motivations for this project. Usually I work easily with clients, this was not the case. The experience I gained is invaluable. How I overcame her suspicions was a process of slowly feeling my through a maze. Could I help someone else do this? I wonder, successfully dealing with personalities is probably one of the toughest skills to acquire. Some people don't even know when they have a problem.

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

N/A

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 can say my video does this, my writing may do this. I find writing difficult. I'd rather present orally than write. With good editing, my writing grabs attention and takes my reader on throughout steps but my conclusions are usually not focused enough and take too much for granted. I have trouble telling people what I just told them. This I know needs work.

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

While this statement is true, it has little to do with my synthesis. I will be pursuing opportunities for the video to be publicly broadcast. I have incorporated CCT learning into my classroom and my workplace. I facilitate a sub-committee and use the talking stick during meetings. I ask that my fellow committee members suspend judgment and bias and look for ways to accept differing opinions. I use a list of critical thinking verbs when teaching. I stop students when the use one of these verbs and ask them to think about their thinking. In committees that I am not facilitating I find it difficult to participate because of the free-for-all type of communication and the already decided issues based upon pre-conceived notions. I don't give up though; I just wade in through the chaos and try to get others to explore the better way.

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

See answer I.

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.

As stated before about committees.

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

I am much more aware of my thinking processes. I try to step back and think about my thinking. This is something I never did before CCT. Now if I could get my son to do this!

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

More than all of this I can say that I am not afraid of jumping into a large academic or research project, thanks to my experience in grad. school. My undergrad experience was difficult, but now I have more confidence in myself as a life long student.

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.

In particular I have experimented with search engines that I did not know existed. I have learned how to see what others are doing in a related topic. I would like to create a live multi-camera television production text book based upon my curriculum someday. This will expand my toolkit even more.

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.

I covered some of this earlier. The more I accomplish the more confidence I have to take on larger projects. I have also learned one important fact of life that affects emotional balance. The two most important aspects of life are your health and your family. I did not think this when I was in my 20's or 30's. This perspective allows me to pick my work with a clearer view of how it fits into my life. I do not waste my time attacking windmills.

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.

All of the students I met in CCT are very special to me. We have an open and trusting rapport that allows criticism without personal emotional damage. This is unusual and very beneficial. I hope to expand this circle to include more of my professional colleagues.

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.

I tried to send my advisor my work ASAP. My reader was also my client. If he didn't see things the way I did then we were doomed. These things had to be worked out from the start. It was a great process!

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).

Yes to all of this. I am not a confident writer so I easily take editing suggestions from all. My vision on the video was always open to discussion. My desire to please the client is paramount. When I was asked to do something I knew to be wrong, I found ways to educate the client and make him see that what he wanted was what I wanted. When he suggested something I hadn't thought of I was very happy to incorporate the idea and make sure he knew he was responsible for the great change. The preliminary presentations we gave in class allowed my colleagues to offer suggestions that were very helpful. I did not work all of them in but I found my thinking expanded once again. These became important substantive additions to my work.

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.

This is a good one. I did negotiate about formal standards. I was afraid that all of the work I put into the video production would be discounted in favor of "the paper". I felt the paper was just a hoop. Instead, I could maintain all of my production values for the video and find a way to write a paper. Once I knew my paper could be a reflection instead of research I found the way to write something that meant something to me and I could be proud of.

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 and to suggest directions for further development.

For a while I did harbor criticism of the program. Now I have let that go, in the true spirit of CCT. I do have a few suggestions to make the program better. The courses need to have a more direct connection to CCT, especially the courses from other departments. Also I think that the philosophy course should be about aesthetics and not a historical primer of philosophical thought. And thirdly, I found that, with only one exception, the program defines creativity as scientific problem solving. I came from a fine arts background and found this to be a straight jacket of thinking. The program needs more creative outlets for the non-scientific mind.