

Exit Self-Assessment

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

(adapted from the "Phases of research and engagement" in the Practicum course in the expectation that 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 synthesis shows that I have developed in my thinking. I have grown to a reflective person, able to self-evaluate, identify and resolve my problem that surrounds my quest to become a writer. The power of reflective thinking has filtered to my personal as well as professional life and evidenced in my thinking and solving problems.

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.

I know that many people have addressed the issue writers have on writing. Yet, on a very personal level, my issues are unique to me and the solution or development is specific to me.

I am also aware that there are many talented writers writing multicultural picture books. As the number of authentic story is low, I feel I have the ability to add the list that exists. Children and in turn society benefits from diverse cultural knowledge.

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.

I have explored and learned more about the use and issue that surrounds multicultural literature. I discovered in depth why I love multicultural picture books and directed my writing more focused towards it.

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.

As my project is very personal in nature there was no opposition that I needed to evaluate. On the other hand, the issue of multicultural story telling. I do understand both sides of the argument about the insider/outsider to be able to tell cultural stories. Both sides have valid points. I am an example. I am not an insider to the US culture yet I have lived in the culture for over 20 years that I have a good understanding to tell tales about the US.

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 plans to keep writing my stories. My current story I plan to submit for consideration to be published. I have written my cover letter and filtered possible publishers down to three. My next step is to verify publisher and editor information and mail my story.

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

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

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 believe my reflective journal is engaging to the readers and will show them the path I took to arrive to my present place.

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

I hope that through my writing I will contribute to cultural learning and letter writing among children.

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

This one important facet of my entire synthesis. It was all about reflection. Analyze what works and does not work. Plan for other avenue to take and re-evaluate the process again.

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.

I have learned the value of judgment suspension when having a dialogue, the concept of SCAMPER when solving problem, and risk taking. Reflective thinking allows me to be clear on my thoughts and come up with ideas that help me with my professional life as well as writing stories.

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

I have utilized in my synthesis lessons from my dialogue class, critical thinking class, and creative thinking class. There were fundamental thinking skills that were reinforced through all other coursework.

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

I have kept two sets of data. One with articles that I knew I was going to use, and another that I could possibly use. As I marked articles that I was going to use, I have started a running bibliography document.

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.

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.

Through reflection, I had stepped into my past to evaluate my present and map my future development as a writer.

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.

Throughout the synthesis program, I received the support of Andrea and others from my own class as well as give support to Andrea others. We were able to clarify unclear ideas and encourage each other to continue when the going got tough.

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 had no reservation seeking the advice and getting feedback from both my reader and advisor. I found that through a different perspective they opened up ideas I had not thought of as well as knowing what I was saying also made sense to them.

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).

I have learned through various readings and personal experience the value of revising. Reflecting on the writing and revising the writing to clarify concepts or adding new idea was an invaluable. I have utilized the revision process several times.

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.

My synthesis is not traditional in style or form. I was able to convey my creative and reflective thoughts in a different manner that was acceptable to my advisor. Since my story was a correspondence, I wanted my synthesis to reflect that personal format as well being personal In terms of content.

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.

My synthesis is a continues work-in-progress. There is always room for learning and developing. I need to keep my skills updated and revisit the CCT toolbox. I have progressed very far since joining the CCT program and aim to continue my development.