

• Synthesis of Theory and Practice Self-assessment (see Instructions at end)

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).

Achievement (A) = Prepare content and method to help people in the community broaden their perspectives to hear what people from differing cultures and walks of life are saying.

Struggle (S) = I feel like I can organize, but am not that good at teaching or conveying what I want to say.

**

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.

A = I have found discovered the field, authors and publishers who are doing what I want to do. I have read them and found the relationship to what I am doing and how I can use it.

S = I need to stay current with what is happening now in the field of Intercultural Communication and world events.

**

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.

A = I have been playing with all sorts of directions and settled on further developing them through a community course.

S = I may be spreading out too much and wanting to do it all. But I am learning the importance of focus.

**

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.

A = I can definitely state the counter-propositions because people bring them up when I tell them about what my main premises are. I already plan on meeting with some of these people to really hear their objections and think more deeply about what I believe.

S = This project isn't as developed as I want it to be, but it never will be. I will always be wanting to improve upon it. There are many elements I left out, due to time, that I would like to include. I would have liked to include more on methodological belief, generalizations, cultural and moral relativism and philosophical stuff about reality and truth.

**

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.

A = My clear objective was to finish by January 24th and I did. My enabling objectives were to sit down and get into it so I didn't keep thinking about how hard it was to not want to do it. As a result I actually enjoyed it and it became less of a bear. I'm much, much better and enjoy it more when I focus on process.

- rather than product because the end product is never the end and that frustrates me. I'm always reflecting on personal development.

S = In regards to objectives, I'm getting better at disciplining myself, but I work best with outside pressure to get things done. I need to read more current events and literature in my field to develop more as a reflective practitioner. I did not arrange my work in a sequence with realistic deadlines because I haven't found that works for me. I have worked best when I take it one paragraph at a time and don't worry about finishing X by Y.

->

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

A = ?, in the CCT Program? Definitely, yes. Dr. Peter Taylor has modeled for me how to encourage other people in what they do best and in what they want to do. He is inspiring in his approach to this subject.

S = In regards to my subject, I wish I could've found a mentor to challenge my ideas so I could further develop them, and they weren't so naive.

OK

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

A = Definitely. I was going in every direction to find the answer, but on analyzing what I had learned and collected I realized how it all fit together. I feel very good about that.

S = I may not have made it clear to the reader. I would have liked to show how everything I learned connects to each other.

**

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.

A = This final product is very much improved from what I had before. But now my family and friends can understand it. So that's a bonus.

S = I'm still not satisfied. It still takes a lot of concentration for a reader to get what I'm saying. That's lame.

OK

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

A = Definitely. I talk about perspective all the time, when I'm on the plane, when I'm with friends. I've had great, stimulating discussions with people where we can all share our ideas and learn from each other.

S = I'm not quite sure how I'm going to officially start my program. I don't feel coherent as a presenter.

**

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

A = I'm going to subscribe to more magazines and have a bigger notebook I take with me to write ideas down. I also learned how important writing is to thinking. I will write more. I found a great editor who studied anthropology and prepares classroom materials. Hopefully, she can help me make target dates.

S = It's all good in this area.

**

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.

A = When I meet people I notice what my thinking is and try to suspend it to give them room to be what they are without my trying to predict or categorize it. The beauty about CCT is that it's changed me to really internalize what I've learned. But, you should also try Landmark Education too. I mean it!

S = I don't know enough to really help with educational change. I need to study there more. And I would like to.

**

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

A = ? Haven't thought of this before.

S = Here's what I'm thinking now. Some things didn't work for me. Oh, well. I'll go after the things that do and try to create that for others so I can be there for those who work the same way I do. I don't need to force things to work for me that don't.

OK

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

A = I'm beginning to. It's all about the notebook. I finally have a personal computer in my home again and plan on writing daily. I want to work in the evenings, but haven't gotten into a schedule yet. Now that I'm finished I'm buying more organization materials and will spend time putting it together.

S = I found that organizing something doesn't mean you'll know where it is or that it will be in a useful place. But going through the files again can bring back good ideas.

OK

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.

A = Definitely. I've tried the dialogue, check-in process with friends. I've gotten a really opinionated conservative to try the methodological belief thing with me.

S = Feel good about this one.

**

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.

A = I finished the Synthesis after being blocked for a long time.

S = I guess the opportunity that I took a while to recognize was the opportunity to learn of my style of writing. I did learn of this, but before I just thought it was the Synthesis in general that was the beast.

**

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.

A = I've discussed many of my ideas with friends and they bring their ideas to me too.

S = It was hard to share my Synthesis, even two months ago when it was in the messy, lame stage. I don't like feedback unless I have something solid to get feedback on.

**

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.

A = I don't wait for people to tell me how to solve stuff, but I need them to tell me when things need to be solved that I didn't recognize before. When I'm told I go look up how to do it on my own, especially if I'm pointed to a source of information.

S = It's really hard for me to seek feedback from someone when I don't trust s/he cares about my personal vision. When I do trust them I care to ask what they meant. Otherwise it feels like a waste of time. I doubt people can help me when I haven't first done all I can do.

->

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).

A = The best revision was working with my editor. We read the manuscript together and could communicate objectively about how best to convey the meaning. It wasn't a struggle it was a joint effort to make the paper easier for the reader to understand. I also enjoyed the comments about word choice--the thing I hadn't thought of before that were helpful. I never felt I had to bow to the view of others.

S = Sometimes, in the interest of time, I would just accept the suggestions. My main ideas never seemed to be challenged so that I didn't like what was suggested. The main difficulty came when there was a misunderstanding about what was being discussed. I felt we were discussing two separate papers. It wasn't bowing down, it was more like walking away.

OK

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.

A = Grade?! I just want to graduate. And I just want a paper I feel good about.

S = I didn't know we could negotiate formal standards. This program was flexible enough for me. I liked learning how to write a formal paper.

**

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.

A = My only criticism is with the big department for not giving the support needed. That just chaps my hide!!!

S = I haven't GCOE that..

OK

27 points: A -