

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

The day I gave my presentation, a nurse came over to me when it was done. She told me that I should reach out to the community and give a motivational talk about not giving up and working hard like I had. It was nice to see that someone saw value in my story. What she said made me really want to do that for young people. I was able to convey to that nurse the message that I really want to deliver to others.

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 of many people who tried hard and never gave up easily, and who went on to succeed in their lives. For instance, Michael Phelps is a swimmer who won 28 medals — he is the most decorated Olympian of all time. He worked hard to earn those medals. Angela Duckworth wrote a book about people who do not give up, called *Grit*. She gathered many examples of people who worked hard to achieve their goals. I am glad when people who see the value of hard work get what they want. My father was boxer who trained hard. He would run many miles and practice boxing eight hours every day. As a result he never lost a fight.

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.

My project is totally different from the idea that I first submitted for my final project. At first, I thought about innovating a new education system. I imagined a school that would give students the independence to work on the topics that they are interested in. Instead of having the students spend most of their time doing homework and taking courses that they are not really interested in, students would spend their time working on their own topics — starting in elementary school or middle school. However, this proposal did not get a green light. I realized that this topic was too big for me, so I thought of a new idea for my project.

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.

At the beginning of my project, I did not really plan to write about how resolute I am. I wrote about how the CCT program had changed me. Later on, the theme of how I had worked hard and did not give up emerged, and it stood out more than how the CCT program changed me, so I accepted my professor's suggestion to focus my writing more on my resoluteness.

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 knew exactly what I wanted to do, and how much time I wanted to work on my project. The day after my proposal was approved, I sat and wrote down how many pages I wanted to write for my synthesis project. I decided how many chapters I wanted, and I wrote down the name of each chapter. It was a big relief when I knew what I wanted to write about, and how many pages I would need. It helped me calculate how much time I needed to reserve for my project.

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

I reached out to two professors at Harvard University: David Perkins and Shari Tishman. These two professors are two of the three authors of *The Thinking Classroom*, which is a book that I am really fascinated by. It was great to get to talk to these two professors; they were kind to me and gave me the advice I requested.

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

The first day that I knew my topic had been approved, I drew up a map and outline and talked to myself. I thought of my project all day long and I blocked things that could have bothered me. Having clear goals and a plan helped me foresee what I had to do to get my work done. I used my life as a timeline and I picked relevant parts of my life from passive learning to active learning to critical thinking and how resoluteness I am is the theme of my project.

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.

Besides my two editors and my professor, I have not had the chance to have others read my work. Yet I think that there are some parts of my writings that can grab a reader's attention. Mostly, they would be the parts where I explained in clear detail, and so will make my readers see clear pictures in their minds.

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

For now, since I have not had a chance to distribute my work, I have not had a chance to facilitate any new avenues of participation, but I am sure that when I do, students and teachers will definitely learn something from my work. At Harvard University, I started to have students to do some reflections and free writing. More importantly, instead of giving my student an exam, I had them a project that relevant to them. I am talking about a language class. Learning language does not have to be boring. I integrate Thai dances, cultures and what Thai people believe. What I do with my class made my teaching different than other teachers who teach the same thing.

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 recognized that there are many things I have done well and some things that I would like to work on. I am good at committing to my work, but I still have to work on my decision-making. I took me a long time to come up with my synthesis topic.

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 integrated the knowledge that I have learned from CCT and implemented it my classroom. I ask my students to reflect after each class. I also plan my lessons in a variety of ways so that my students get to engage and interact with me and their classmates more.

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

Having identified what I did not do well in my previous courses, I will avoid making the same mistakes again. I used to be very quiet, but then I learned that not saying anything is not a good way to learn. When I do not share my ideas and comments with the class, I have no idea if my ideas are right or not. When I do not speak, I do not get to organize my thoughts and think about how I am going to present my ideas to others. If I hadn't done all of those things in this course, I would not have had the chance to practice them.

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

My synthesis project was my first priority, so I started each day thinking about what I wanted to write about and planned how much time I needed to spend on my project that day. I did not have trouble with time management. Regarding materials, I was able to find most of what I wanted. I have developed research skills over the years that helped me save a lot of time. I have no trouble with computer access and bibliographies. I was lucky that I was able to access information from two universities.

- 4. I have experimented with new tools and experiences, even if not everyone became part of my toolkit as a learner, teacher/facilitator of others, and reflective practitioner.*

I learned to use Microsoft Word properly this time. I think it was the first time I have done so. I did not know how to take advantage of some Word's feature styles, but I learned that I did not have to do that. Microsoft Word had already made it easy for people to use. I wish I knew these things earlier; not just at the end of the last project. I used the technique of free writing often in this project: I would write whatever came to my mind on a piece of paper without worrying about grammar or whether my thoughts made sense or not. Later on, I would organize the thoughts that I had written in free writing and incorporate them into my paper.

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.*

When I got emotional, I would just let myself be. I did not blame myself. I think that it is completely normal for a person to worry. I did not have to do anything to fix myself. After I let myself work through my emotions, I went back to work on my project.

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.*

My peers gave me good support. They gave me good ideas that helped improve my project. On the other hand, I gave them support when they needed it, too.

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.*

When I reached out to my professor and my editors, I would listen to them carefully. Then I would think about and process what they told me. If I saw that what they told me made sense, I would follow their advice.

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).*

Every time I got feedback from my editors or my professor, I would rewrite the relevant parts of my paper seriously, because I wanted my work to improve.

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.*

I chose my own writing style without regard for the grade. I just thought about what I could do for myself, because this synthesis project would be my last project for CCT. In most of the projects I have done in other courses, I had to follow the course guidelines. I did not have much freedom to do it my way. Therefore, I wanted to be able to design this project freely — so that my last project would be the most meaningful to me.

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.

I think that more people need to know about CCT. I learned so much from CCT and I want others to be able to have the good experiences I did. I will carry with me what I have learned from the CCT program and my synthesis project. When I go back to Thailand, I will find opportunities to distribute my knowledge to as many schools I can. My first step will be to connect with my friends who are teachers and share my knowledge with them and their schools via presentations and training.