

**Exit Self-Assessment**  
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**I. My Synthesis Product Shows That:**

- A. *I can convey who I want to influence/affect concerning what (subject, audience, purpose)*
1. My purpose was to dispel myths about my subject, Generation X, and my audience was anyone I could get to listen. Commentary from various readers revealed that through my research and writing, I was able to change attitudes and beliefs about my synthesis subject.
  2. I had difficulty conveying my whole message to two individuals who did not quite understand certain stylistic choices I made in my writing. I believe these difficulties stemmed from generational differences, differences that I have not had enough experience with to help these two individuals bridge the gap between the generational styles.
- 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.*
1. My research initially revealed that my subject was a forgotten fad doomed to para-sociological distortion. I was able to dig past these early setbacks to find other authors engaged in the same generational sense-making as I. The deeper I dug, the deeper my understanding of my subject.
  2. Starting in 2001, there has been a resurgence of interest in Generation X and all it's works. I need to keep on top of this information and hopefully add my own view before this current trend is exhausted.
- 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.*
1. My vision has widened and balanced as a result of my work in this program. My initial views expressed in chapter two (dealing with the divorce revolution) of my synthesis were initially narrow and passionately one-sided. Through feedback from my readers, I was able to read the views of researchers whom I did not agree with. This balance dramatically improved my entire synthesis.
  2. I still have areas of my research that could use some more balance, e.g. my understanding of the Baby Boomer Generation is admittedly shallow and continued research into areas contrary to my overall premise will only be beneficial to my writing.
- 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 to revise my own propositions.*

1. My subject matter naturally lends itself to examining counter-propositions. The impetus to this project was to counter the counter-propositions of my understanding of Generation X. I actively sought out those researchers who presented information that ran contrary to my experience as a member of Generation X.
2. I am still feeling resistance to counter-propositions related to my beliefs about the effects of divorce on children.

*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.*

1. I have high standards for my end product writing and a clear objective of continuing my work on *tales of a gen x nothing* with the end goal of publication. My process, though convoluted, has been made clear by my work in the program, and this knowledge of my creative process has improved my productivity.
2. I had difficulty setting realistic deadlines for myself while in the program. I was continually derailed by disabling migraine pain, and I had trouble working a “pain delay” into my overall strategy for timely submission of projects.

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

1. The most important information I had for the writing of my synthesis was my own experience as a member of Generation X. My childhood, my adolescence, my young adulthood experiences offer the best framework for my writing. My ability to share these experiences did not come easily, but the sharing in my honest writer’s voice makes the synthesis what it is.
2. I have spoken with many X’ers about their experiences, but only informally. I would have liked to interview Generation X icons, but they are all celebrities and impossible for someone in my position to access. I have not put enough thought into my options in this area

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

1. I believe the progression of my argument to be persuasive and thought provoking. Though the process of review and revision I was able to take a very one-sided argument and make it the strong statement I envisioned it to be.
2. I believe there is always room for improvement in this area. With each reading of my synthesis, I found words that could be deleted or changed to strengthen my overall message. Every word counts.

*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.*

1. Through my work in this program, I discovered a sharp writer's voice that grabs my readers and yanks them along in accordance with my goals for the project. I believe I have excelled in this area.
2. My verbal presentation of this material is weaker than I would like, but since I am a writer first and foremost, this is not an area I focus on.

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

1. One of my goals for this program was to be able to move from being a closet writer who hid her journals in a safe to a public writer who produces a work suitable for publication. I have met that goal.
2. I still struggle with other forms of public participation, and since I can no longer work due to my migraine disorder, I am even more isolated. I am hoping that in my search for a publisher for *tales of a gen x nothing*, that I will have the opportunity for increased public participation.

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

1. My practitioner's narrative brought to light patterns and obstacles in my creative process. This analysis of my inner workings will serve me well in my future work.
2. My work is stylistically different than most students in the program. I am still resistant to feedback from certain sources because I believe the style with which I write is as important as the content of the project. I know that I may be wrong with some of my assertions, but at this point in time, I feel that I am following a correct course of action.

## **II. Developing as a Reflective Practitioner, Including Taking Initiatives in and Through Relationships.**

*A. I have integrated knowledge and perspectives from CCT and other courses into my own inquiry and engagement in social and/or educational change.*

1. In early CCT courses, I took a few tools and applied them directly to my work situation. The success of these tools were varying yet ultimately satisfactory as they pointed my workplace in a new direction at least for the time I was employed there. More importantly, my writing would not be what it is today without the deep understanding of the creative process learned in the CCT program.
2. In my practitioner's narrative, I could have incorporated a whole chapter devoted to creativity theory e.g. Davis' self-actualization theory and Amabile's concepts involving intrinsic and extrinsic motivation in creativity.

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

1. Each CCT course brought me closer to my realization of my primary goal, which was to work on my writing. Each class brought with it unique obstacles to overcome. For example, while I enjoyed Cognitive Psychology very much in terms of content, I had troubles figuring out how to “use” the course to contribute to my end goals. My answer to this problem was to write my final in the form of a fairy tale. It demonstrated my grasp of the material and gave me the new experience of writing a fanciful tale.
2. In the last three courses, Eval, Practicum, and Synthesis, I found myself derailed a number of times for varying reasons. I think I let myself get too discouraged by some of the setbacks, though I see now that it all contributed to my end goals.

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

1. I tried out many different organizational systems in my time in the program. Each one worked well enough for what it was used for. I discovered the need for a lap top computer so that I could continue to write in a reclined position in the event of a migraine. I discovered the best way to keep track of my ideas and thoughts was to keep all my notes in with my journal.
2. I still have not settled on one single system to keep articles and citations organized. But since I can almost always find what I need, I do not consider this to be a top priority for me.

*D. I have experimented with new tools and experiences, even if not every one became part of my tool kit as a learner, teacher/facilitator of others, and reflective practitioner.*

1. I have always been open minded when it came to trying new ways to improve my learning. Experiences like the focused conversation and strategic planning process made it into my work-related toolbox, while other ideas I keep handy in case I need them. Freewriting remains the most useful tool I learned in CCT.
2. Graphic organizers and acronyms were the tools I was most resistant to. I believe this is because these sorts of organizers usually confuse me more than help me. I did try them out when called upon to do so, and I maintained an open mind with them all, but these tools never panned out for me.

*E. I have paid attention to the emotional dimensions of undertaking my own project but I have found ways to clear away distractions from other sources (present and past) and not get blocked, turning apparent obstacles into opportunities to move into unfamiliar or uncomfortable territory.*

1. My entire synthesis was about exploring uncomfortable territory. The emotional dimensions of my synthesis were thick and opaque. Getting past emotional barriers was the purpose of the synthesis, and in that I have achieved this goal.
2. I did let myself get bogged down too many times, and my time table for graduation suffered for it. This is an area where I need to continue work, though the strides I made in the program were significant.

*F. 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.*

1. I was available to my fellow students for any and all help. I was a Teaching Assistant in the core courses which allowed me the opportunity to support a number of students through their “Creative Thinking” final projects. I like to think that I was helpful to all the students who asked me for help.
2. I have not found it in me to depend on other students for support and commentary on my work. I have found student comments to not be useful in that I did not think they fully understood my purpose and direction. This attribute has marked my entire academic career, and I am not sure it is something that I can change.

*G. 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 they didn't see things the same way as I do.*

1. I have kept up with conversations with my advisor and readers. At times I felt as if I were taking up too much of their time and it was only then that I avoided conversation with them. The only delays in submission of my writing were due to migraine activity.
2. I had a hard time speaking with one professor about my writing, and it was because I felt this professor did not understand my purpose and direction. While I did not avoid submitting to this professor, I did not give the commentary the weight that perhaps I should have.

*H. I 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 about (which may have changed as a result of the reflective inquiry).*

1. The RNR system under which I took most of my CCT classes was a helpful commentary/revision system. I took into consideration each and every revision suggestion, and if I did not agree with the suggestion, I spoke with the professor about it until we came to an understanding either way. The dialogue created by the RNR system was invaluable to me.
2. I tended to put more weight on certain professor's comments than others. I also did not give peer commentary as much attention as I could have. I am not sure how I could have changed this in me, but in the long run, the choice I made in this area worked well for me.

*I. 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 to get good grades.*

1. I have always had strong standards for academic work. I understand the hoops needed to compete work to a professor's satisfaction, but always my own standards came first. The dialogue created by the RNR system helped me to balance the two successfully.
2. I had little trouble in this area. I was always able to negotiate around professor expectations.

*J. 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.*

1. I have always been honest with my professors. I rarely had a complaint that I kept to myself, and the things my fellow students were complaining about, I embraced as necessary steps in my ongoing learning.
2. I have no criticisms to offer the program. The director is just as deserving of ongoing reflective inquiry in building the CCT program as we students are in building our synthesis projects.