

Exit Self-Assessment

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The assessment centers on your Synthesis experience, but allows room for you to review your CCT experience as a whole. A copy will be kept in your CCT file to help document the Program's effect on students. This assessment also serves as stock-taking to inform your future work; and to provide insight for the instructor, advisors, and for other interested parties. (Word version) The assessment, which is adaptable to any project of research and engagement, addresses two sets of goals:

- My Synthesis Product Shows That...
- Developing as a Reflective Practitioner

Describe for each goal

- a) something that reflects what you have achieved well related to this goal, and
- b) something you have struggled with/ need more help on/ want to work further on.
(Even though you may have many examples for some items, one is enough. Download the handout from the website so you can prepare your own document.)

I. "My Synthesis Product Shows That..."

(adapted from the "Phases of research and engagement" in the Practicum course because 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). *The application of my life experience to my CCT program. Being able to apply the knowledge of the course to my personal life.*
- 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. *Learning from other student's work helped me to formulate my own thesis.*
- 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 ability to connect my CCT with personal life experience provide me with a lot of challenges and Creativity.*
- 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. *Surveying the Nigerian Boston Community on my Website provided me with counter-argument not readily available.*
- 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 formulation of my Synthesis was a well thought out plan that coordinated very well with class activities. It enabled easy flow and meeting up with deadlines.*
- F. I have gained direct information, models, and experience not readily available from other sources. *Putting into practice all the elements of CCT program enabled me to come up with original materials not readily available to me.*
- G. I have clarified the overall progression or argument underlying my research and the written reports. *To the best of my knowledge and ability.*

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.

Those who read it were satisfied. They appreciated the Creativity that was exemplified.

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

Yes my work was very unique in style and originality. It was quite different from what everybody has done.

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

There is nothing to throw away. Everything I was taught worked well for me.

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.

My Synthesis was built on that. I integrated my personal experience with the course material and showed the relationship.

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

Every course tends to build on the one before. This helped me to retain what I learned over time.

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

The Practicum course helped me immensely. I am a better organizer and writer.

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.

As a reflective practitioner, I took seriously to the best of my knowledge every comment from the instructor and from my peers.

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.

Yes indeed. I used long gestation, deliberation and brainstorming tools to get past obstacles.

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.

This is what being a reflective practitioner called for. I took seriously every comment made by the instructor and fellow students.

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 very much fulfilled all the obligations and submitted my re-writes on time for review.

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 did every revision that was required of me sometimes meeting up with deadlines and sometimes not. But overall, I have done well.

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 did not jump hoops, but tried to negotiate those rules I felt that don't matter much.

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.

I did just that.

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