

MPS Unit 3: Self assessment.

Definition: deciding on the merit or value of your own performance

Rationale: owning the assessment motivates us, develops a positive self image; develops our confidence; helps us to see where we are and to see progress; is a skill needed in life and in professional practice; guides us in modifying our life.

Background: where it fits into the overall MPS program; misconceptions about assessment; role play demonstration of "draw a perfect circle" where inadequate communication leads to an anticipation of a grade of 9/10 whereas the teacher assigns 2/10; discussion of "what went wrong".

Route ahead: address the four issues of "observable goals"; "measurable criteria"; that are "consistent with the resources available"; and being able to "provide evidence of achievement". The issues are considered in:

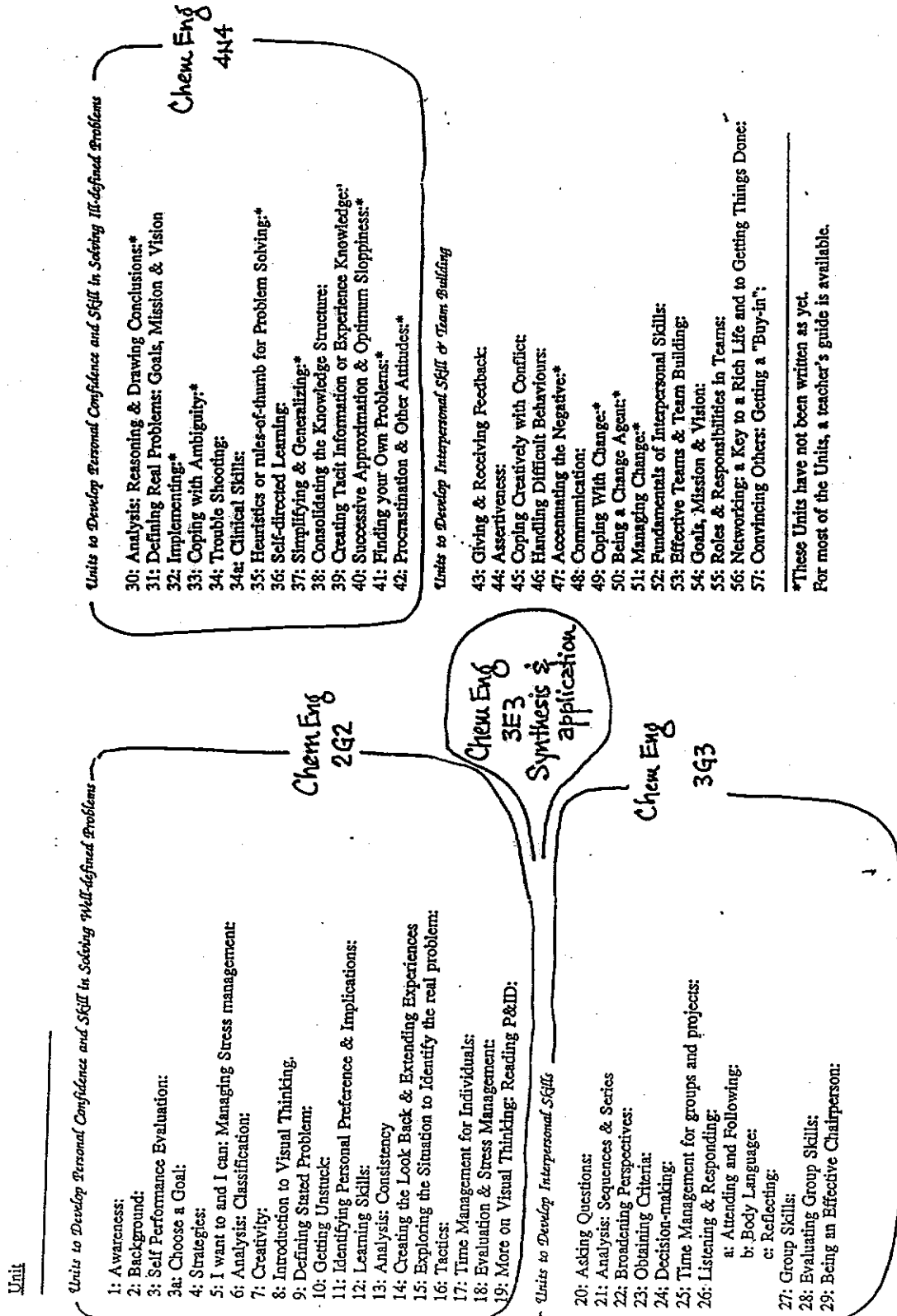
- 1) an everyday example such as "brushing your teeth" or "driving the car";
- 2) an enrichment objective of "creating your own goals, criteria and evidence" for a personal goal;
- 3) writing a resume and a job application;
- 4) writing a reflective journal;
- 5) presenting yourself in an interview.

Activities: The five main activities are enriched by having small, short tasks to develop skill in identifying observable objectives and then creating observable objectives; identifying measurable criteria and then creating these.

Post Workshop activities: write a reflective report about the workshop, about the bridging the application of the skill to solving homework problems in their "other courses" and extending the skill application to solve everyday problems.

Other activities include creating their own goals for personal enrichment (and submitting criteria and evidence as to the extent to which they have achieved their goal); writing a resume and the personal interview.

Table 84-3: Example Topics of Units in the MPS Program.



MPS Unit 3: Example Objectives

- 1.1 given an evaluation or appraisal situation, you will be able to state the components necessary to do the assessment.
- 3.1 given an evaluation or appraisal situation, you will be able to write out in observable terms the goals and expectations. Your results should agree to within 90% of that of the tutor.
- 3.2 given an evaluation or appraisal situation and an observable goal, you will be able to write out measurable criteria that are consistent with that goal. Your results should agree to within 90% of that of the tutor.
- 4.1 given your written evidence, you will be able to objectively discuss your self assessment with another person and reach agreement as to the assessment.
- 4.2 given a workshop activity related to problem solving, you will be able to write down what you did before and what you can do after the unit, to provide evidence and interpret that evidence in terms of the goals and the degree to which you can achieve the goals. Your reflections will be judged to be consistent and objective by the tutor.
- 5.1 given situations encountered in other courses, at work or in your everyday life, you will be able to evaluate how well you can apply your problem solving skills to solve those problems. The goals, criteria and evidence and your interpretation will be assessed by the tutor to be consistent, complete and objective.
- 5.2 given a personal goal, you will write that in observable terms, create measurable criteria, select evidence and write a reflective journal such that an independent assessor will agree that you have achieved your personal goals.

Discovery: this is completed in-class at the end of the Unit.

Activity	Discovered	Application
"Draw a perfect circle"	<i>problems need to be defined so that they are not ambiguous</i>	
Toothpaste example, Joe's goals and criteria activity	<i>creating measurable criteria is not easy; the suggestion "look at the extremes of good and lousy behaviour helps"</i>	
Creating your own goals for enrichment	<i>need more than 20 min. hard to do. easy to think in general terms but hard to write it out; how to present evidence?</i>	
Job Application	<i>everything you've ever done is important; hard to extract evidence</i>	
Lab writeup	<i>pain to do; easier to do things than to write about them; we don't treat the activity as thoroughly when we are doing them as opposed to when we write about them</i>	
Interviews	<i>Lab writeups are marked on consistency and objectivity; interviews are based on the degree to which I have achieved the Unit's objectives; it is hard to separate the two.</i>	

For more: see D.R. Woods, R.R. Marshall and A.N. Hrymak (1988) "Self Assessment in the Context of the McMaster Problem Solving Program", *Assessment and Evaluation in Higher Education* 13, 2, 107-127.

Example report:

<p>MPS Unit 3</p>	<p>Title: <u>SELF ASSESSMENT</u> Name: _____ Date: <u>OCTOBER 25, 1993</u></p>	
<p>Objectives</p>	<p>Numbered on attached orange sheet. Plus personal objective of: TO DEFINE EXACTLY WHAT "CRITERIA" MEANS; TO DEFINE THE TERM "OBSERVABLE" CRITERIA; TO IDENTIFY AND SET CLEARLY STATED GOALS FOR MYSELF; TO FEEL GOOD ABOUT MY SELF ASSESSMENT.</p>	
<p>Key Concepts:</p>	<p>List five or six you feel were important: (Attach "Discovery" Sheet)</p> <ul style="list-style-type: none"> ✓ IT'S A GOOD IDEA TO KNOW WHAT EXACTLY THE QUESTION IS ASKING BEFORE EVEN ATTEMPTING IT. ✓ IT IS NECESSARY TO HAVE A COMPLETE UNDERSTANDING OF WHAT IS REQUIRED OR EXPECTED BY THE MARKER OR SUPERVISOR BEFORE BEGINNING A PROBLEM. THIS ELIMINATES ANY MISUNDERSTANDING OR DISCREPANCY THAT MAY ARISE BETWEEN THE TWO PEOPLE. ✓ SELF ASSESSMENT IS A GOOD THING - IT KEEPS YOU ON TRACK AND AWARE OF YOUR PROGRESS OR LACK THEREOF. ✓ IT IS SO EASY TO ASSUME ANOTHER PERSON KNOWS SOMETHING. MY FINITE MATH TEACHER USED TO SAY "IF YOU ASSUME SOMETHING, YOU MAKE AN ASS OUT OF U AND ME!" ☺ ✓ SELF ASSESSMENT/EVALUATION AIDS IN PUTTING TOGETHER A COMPLETE AND UNIQUE JOB APPLICATION. ✓ BY SELF ASSESSING, TASKS OR ACCOMPLISHMENTS COMPLETED IN THE PAST, THAT ARE IMPORTANT ARE NOT OVERLOOKED. 	
<p>Objective:</p>	<p>Before: I AM ABLE TO REWRITE A GOAL INTO A SERIES OF SUB-GOALS. HOWEVER MY SKILL/COMPETENCE AT THIS IS LACKING.</p>	<p>After: I AM SO MUCH MORE CONFIDENT WITH MY ABILITY TO REWRITE A GOAL INTO A SERIES OF SUBGOALS. NOW I JUST NEED TO POLISH MY SKILL.</p>
<p>① ✓</p>	<p>THE DEFINITION OF "OBSERVABLE TERMS" IS UNCLEAR.</p>	<p>THE DEFINITION OF OBSERVABLE TERMS IS NOW CLEAR. I AM IMPROVING USING THIS SKILL.</p>
<p>② ✓</p>	<p>I AM SOMEWHAT ABLE TO DO THIS BUT I NEED TO WORK ON THIS AREA.</p>	<p>THIS AREA HAS IMPROVED DRASTICALLY. ☺ IT IS EASIER TO EVALUATE THE EXTENT OF ACHIEVEMENT OF A SUBGOAL.</p>
<p>③ ✓</p>	<p>THE DEFINITION OF "MEASURABLE" TERMS IS UNCLEAR.</p>	<p>THE DEFINITION OF MEASURABLE TERMS IS NOW CLEAR. I FIND IT EASIER TO EMPLOY THIS SKILL.</p>
<p>④ ✓</p>	<p>MY ABILITY TO EVALUATE MY PERSONAL PROGRESS THROUGH THIS COURSE IS IMPROVING WEEKLY.</p>	<p>I THINK THIS OBJECTIVE HAS BEEN FULLY ACHIEVED. I AM QUITE CONFIDENT WITH MY ABILITY TO EVALUATE MY PERSONAL PROGRESS.</p>
<p>⑤ ✓</p>	<p>I AM QUITE CONFIDENT WITH MY ABILITY TO PROVIDE WRITTEN EVIDENCE OF MY PERSONAL PROGRESS. PERHAPS I CAN USE SOME WORK IN THE RATIONALIZATION DEPARTMENT.</p>	<p>I AM STILL QUITE CONFIDENT WITH ABILITY TO PROVIDE WRITTEN EVIDENCE OF MY PERSONAL PROGRESS. I AM ABLE TO RATIONALIZE MY EVALUATION.</p>
<p>⑥ ✓</p>	<p>SOMETIMES I FIND IT HARD TO DISCUSS MY "PERSONAL PROGRESS" WITH OTHERS. I DEMAND QUITE A BIT FROM MYSELF AND EXPECT A LOT. IT'S HARD FOR ME TO SAY, "BEK, THIS IS AN AWFUL JOB" OR "BEK, THIS IS B-WORK." I DON'T SEEM TO TAKE A LOT OF NEGATIVE FEEDBACK WELL.</p>	<p>I DIDN'T REALLY GET ANY PRACTICE WITH THIS OBJECTIVE THIS UNIT. SO, I CAN'T SAY THAT THERE HAS BEEN ANY CHANGE FROM "BEFORE". STILL, I FEEL I HAVE A HARD TIME DISCUSSING MY PROGRESS WITH OTHERS. AS WELL, NEGATIVE FEEDBACK IS HARD TO TAKE.</p>
<p>⑦ ✓</p>	<p>THIS OBJECTIVE IS BASICALLY WHAT I'M DOING NOW AND WHAT WE'VE DONE FOR THE PAST TWO LAB WRITE-UPS. I FEEL THAT I'M PRETTY AWARE AND CAPABLE OF WRITING DOWN AND IDENTIFYING WHAT HAS BEEN LEARNED THROUGHOUT THE UNIT, AND IDENTIFYING WHAT EVIDENCE I HAVE TO SUPPORT MY CLAIMS.</p>	<p>THIS IS THE SAME AS "BEFORE". I FEEL CONFIDENT WITH MY ABILITY TO PROVIDE WRITTEN EVIDENCE OF WHAT I HAVE LEARNED, WHAT I DID BEFORE AND AFTER, AND HOW I'VE CHANGED. I FEEL CONFIDENT WITH MY ABILITY TO EVALUATE MY PROGRESS.</p>
<p>⑧ ✓</p>	<p>WHEN SOLVING A PROBLEM, REGARDLESS OF THE COURSE, I ALWAYS TRY TO IMPLEMENT MY PROBLEM SOLVING SCHEME. HOWEVER, I'M FINDING THAT IN 2D4, EVEN THOUGH MY PROBLEM SOLVING SCHEME IS IN ACTION, I GET STUCK IN EXPLORE AND CAN'T PROCEED IMMEDIATELY.</p>	<p>I AM HAPPY WITH HOW I EVALUATE MY ABILITY TO APPLY PROBLEM SOLVING SKILLS TO SOLVE PROBLEMS. 2D4 IS IMPROVING SOMEWHAT BUT THERE ARE STILL TIMES I GET STUCK IN THE EXPLORE STAGE.</p>
<p>⑨ ✓</p>	<p>I THINK I'M QUITE AWARE OF MY SELF-EVALUATION WHEN IT COMES TO APPLYING PROBLEM SOLVING SKILLS IN EVERYDAY LIFE... ALMOST 100%! ☺</p>	<p>STILL, I FEEL QUITE AWARE. UTILIZE A PROBLEM SOLVING SCHEME AND I FEEL IT WORKS FOR ME!!! EVERYDAY, IT KEEPS IMPROVING.</p>
<p>⑩ ✓</p>	<p>THIS IS A PROBLEM AREA FOR ME. HAVING NEVER REALLY WORKED BEFORE. I FEEL APPREHENSIVE ABOUT MY JOB APPLICATION. I FEEL IT'S LACKING AND UNIMPRESSIVE.</p>	<p>I FEEL MORE CONFIDENT NOW. I REALIZED THAT SEVERAL OF MY JOBS THAT I DIDN'T THINK WERE WORTHY OF WRITING DOWN AND INCLUDING ARE PERFECTLY ACCEPTABLE, AND, IN FACT, I CAN PROVIDE EVIDENCE OF SEVERAL SKILLS/QUALITIES BASED ON THESE JOBS.</p>
<p>✓</p>	<p>Comments about pre & post test on orange sheets: BEFORE THIS UNIT GOT UNDERWAY I FELT SOMEWHAT AWARE OF MY SKILLS AT MY SELF-PERFORMANCE EVALUATION. I THINK -NO, I KNOW- I OVERESTIMATED MY ABILITY AS I WAS COMPLETELY IN THE DARK WHEN IT CAME TO THE DEFINITIONS OF CRITERIA AND OBSERVABLE AND MEASURABLE TERMS. AS WELL, IN THE POST-TEST, I THINK I UNDERESTIMATED MY ABILITY WHEN IT COMES TO THE SKILLS I'VE OBTAINED AND TO THOSE I'VE IMPROVED UPON. I AM QUITE CONFIDENT OVERALL WITH MY SELF-EVALUATION SKILLS.</p>	

Chemical Engineering 203

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Hamilton, Ontario

Unit 3: Self Performance Evaluation

OR TO IMPROVE MYSELF

- ① - given a general goal "to improve problem solving", you will be able to rewrite this into a series of subgoals.
- ② - given a poorly stated subgoal, you will be able to rewrite it into observable terms.
- ③ - given a well-stated subgoal, you will be able to write at least criteria that could be used to evaluate whether or how well the subgoal has been achieved.
- ④ - given a criterion, you will be able to rewrite this into measurable terms.
- ⑤ - given a course in problem solving whose goals are stated in measurable terms, you will be able to use the identified criteria of improvements that you make for the criteria to evaluate your personal progress through this course.
- ⑥ - given your evaluation of your personal progress, you will be able to write down the evidence that you have used to satisfy each criterion and rationalize your evaluations.
- ⑦ - given your written evidence, you will be able to objectively verbally discuss your self evaluation with another person and reach agreement as to the evaluation.
- ⑧ - given a laboratory/workshop activity related to problem solving, you will be able to identify and write down what you learned from the unit, what you did before and after and how you changed and the evidence that you have used as a basis for your evaluation.
- ⑨ - given assignments in courses other than the problem solving course, you will be able to evaluate how well you can apply your problem solving skills to solve those problems.
- ⑩ - given situations in everyday life, you will be able to evaluate how well you can apply your problem solving skills to solve those problems.
- ⑪ - given that you want to apply for a job, you will be able to evaluate your unique skills and complete a job application form such that a person from Canada Manpower/Career Counselling will give you an interview.

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PS/BK/2-16

7/9/84

Chemical Engineering 203

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Unit 3: Self Performance Evaluation: Pretest

Definition:

Self-performance evaluation is the ability to identify and set goals, identify and quantify criteria and apply the criteria to identify achievement of the goals. The goals pertain to personal skills you possess, and skill at problem solving.

Awareness:

How aware are you of how you apply this skill? Use an "x" to indicate your assessment.

0	1	2	3	4	5	6	7	8	9	10
							X			

Unaware.
I just do it

Aware
of some

Very aware.
I can describe
the details of
how I do it

Skills:

How would you rate your skill? Use an "x" to indicate your assessment.

0	1	2	3	4	5	6	7	8	9	10
							X			

Poor

Fair

Good

Very Good

Excellent

Comments:

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DISCOVERY

Good

Topics & activities in Unit	Discovered	Application
ILLUSTRATING CIRCLE (THE KEY EXERCISE WAS A SIMILAR EXERCISE)	<ul style="list-style-type: none"> - PROBLEM DEFINITION WAS AMBIGUOUS - LACK OF SPECIFICATION ON PART OF PROFESSOR; LACK OF QUESTIONING ON PART OF STUDENT - CRITERIA SHOULD HAVE BEEN STATED - EXCESSIVE "PUT DOWN IS" REALLY UNNECESSARY - EXCESSIVE NEGATIVE FEEDBACK CAN ELIMINATE FUTURE ENTHUSIASM OR MOTIVATION OF THE RECIPIENT OF THE NEGATIVE FEEDBACK. 	<ul style="list-style-type: none"> - IF UNCERTAIN OR JUST WANT TO BE 100% SURE, ASK FOR A CLEARER PROBLEM DEFINITION. - KNOW WHAT IS EXPECTED ESPECIALLY ON AN EXAM OR COMPANY PROJECT - GIVE NEGATIVE FEEDBACK IN A POSITIVE WAY. INTERPERSONAL RELATIONSHIPS ARE MAINTAINED BUT TASK OF RELAYING NEGATIVE FEEDBACK IS COMPLETED.
DR WOODS INTERVIEW	<ul style="list-style-type: none"> - GREAT APPROACH (INTERVIEWER) - DR. WOODS TO ENTHUSIASTIC: "I HAD AN AWESOME TIME!!" 	<ul style="list-style-type: none"> - BE YOURSELF. PHONY DOESN'T WORK TO YOUR ADVANTAGE
TOOTHPASTE USE CRITERIA	<ul style="list-style-type: none"> - STATE THE CRITERIA - NOT EASY TO STATE CRITERIA - SUGGESTION: LOOK AT EXTREMES OF GOOD AND LOUSY BEHAVIOR - ITS THE STUFF THAT WE ASSUME THAT MAKES IT AMBIGUOUS - IF WE MAKE THE CRITERIA UNAMBIGUOUS, THE END RESULT MAY BE INFINITELY LONG. 	<ul style="list-style-type: none"> - MOST PEOPLE ARE NOT 100% AT SKILL LEVEL FOR WRITING OBSERVABLE AND UNDERSTANDABLE CRITERIA. I HAD TROUBLE FOLLOWING AN INSTRUCTION MANUAL FOR MY EXERCISE BIKE. THERE WERE 17 PIECES OF UNASSEMBLED EQUIPMENT AND 4 INSTRUCTIONS.
CREATING YOUR OWN GOALS IN PROBLEM SOLVING AND OTHER AREAS	<ul style="list-style-type: none"> - NEED MORE THAN 20 MINUTES - HARD TO DEVELOP MEASURABLE CRITERION (CRITERIA) - HARD TO WORK/THINK IN THE CLASS SET-UP; IT WAS NOISY, THERE WAS ALWAYS SOMEONE MOVING AROUND, I DIDN'T HAVE ENOUGH "PERSONAL SPACE". I WAS SCRUNCHED. - HARD TO DEVELOP CONCRETE OBJECTIVES. 	<ul style="list-style-type: none"> - NECESSARY TO DEFINE CRITERIA, WELL IN ORDER TO ACHIEVE OPTIMUM RESULTS.
LABS	<ul style="list-style-type: none"> - ITS EASIER TO DO THE EXERCISES IN WORKSHOP THAN IT IS TO WRITE IT UP. - DON'T TREAT ACTIVITY AS THOROUGHLY WHEN DOING THEM AS OPPOSED TO WRITING THEM. - A MORE THOROUGH UNDERSTANDING OF EXERCISES/OBJECTIVES IS OBTAINED. 	<ul style="list-style-type: none"> - THOROUGH UNDERSTANDING OF UNIT ACHIEVED. - AN OPPORTUNITY TO EMPLOY WRITING SKILLS AGAIN!!
INTERVIEW	<ul style="list-style-type: none"> - EVERYTHING YOU'VE EVER DONE IN YOUR LIFE IS IMPORTANT - ONE CHANCE TO MAKE THAT "FIRST IMPRESSION" - BE YOURSELF - PHONY DOESN'T WORK, IT'S TOO OBVIOUS; NERVOUSNESS IS OKAY, PHONINESS IS A BAD APPROACH 	<ul style="list-style-type: none"> - BE POSITIVE - PRESENT THE "BEST YOU" - YOU HAVE TO "SELL" YOURSELF - ITS THE FIRST STEP TO GETTING A JOB ONCE YOUR RESUME HAS BEEN O.K.A.Y.E.D.
JOB APPLICATION	<ul style="list-style-type: none"> - ON A RESUME YOU WILL SELECT ONLY THE IMPORTANT THINGS YOU'VE DONE - SOMETIMES WE DON'T SEE THE RELEVANCE IN THE THINGS WE DO. - LACK OF PREVIOUS JOB EXPERIENCE ISN'T AS DISADVANTAGEOUS AS I FIRST THOUGHT. 	<ul style="list-style-type: none"> - OPPORTUNITY TO PRESENT THE "BEST YOU" - STEP TO GETTING AN INTERVIEW - ITS JUST A PIECE OR TWO OF PAPER; MAKE IT COUNT.

MPS Unit <u>3</u>	Title: <u>SELF ASSESSMENT</u> Name: <u>SE</u> Date: <u>OCTOBER 25/93</u>
Observations & Evidence from the Workshop:	Green sheets from unit are attached and identified separately by Fig or table number: Discussion of this evidence:
TABLE A :	CIRCLE EXERCISE - THIS IS EVIDENCE FROM AN OCTOBER 4 WORKSHOP WHERE I WROTE DOWN MY FEELINGS ON WHAT HAPPENED DURING THE "PERFECT CIRCLE" EXERCISE. THIS LITTLE EXAMPLE MADE ME STOP AND THINK ABOUT MAKING SURE I KNOW EXACTLY WHAT IS EXPECTED TO BE CONSIDERED A "PERFECT SOLUTION". AS WELL, THOUGHTS ON THE DR. WOODS INTERVIEW WERE WRITTEN DOWN. HOWEVER, THESE WERENT DISCUSSED IN THE WORKSHOP. (OBJECTIVES : ②, ③, ④)
TABLE B :	THIS IS ALSO EVIDENCE FROM AN OCTOBER 4 WORKSHOP. THIS EXERCISE WAS NOT MENTIONED ON THE DISCOVERY PAGE AS IT IS ABSORBED IN TABLE C.1 AND C.2. AND THESE ARE JUST MY THOUGHTS ON THE "KEY" EXERCISE. (OBJECTIVES: ②, ③, ④)
TABLE C.1 AND C.2 :	THIS EXERCISE WAS TO DEMONSTRATE THAT A SET OF INSTRUCTIONS SEEMING TO BE UNAMBIGUOUS TO ONE IS STILL AMBIGUOUS TO ANOTHER. THIS EXERCISE WAS DIFFICULT. I AM SATISFIED WITH THE REVISED SUBGOALS BUT THEY MAY STILL BE CONSIDERED AMBIGUOUS TO SOME. (OBJECTIVES: ②, ③, ④)
TABLE D.1 AND D.2 :	THIS EXERCISE WAS TO HELP DEVELOP THE SKILL OF CREATING MEASURABLE CRITERIA. SOME OF THE IDEAS ARE A LITTLE CRAZY IN MY MIND BUT I'M "GETTING THE HANG" OF CREATING SUCH CRITERIA. (OBJECTIVES: ③, ④)
TABLE E.1 AND E.2 :	THIS EXERCISE WAS TO HELP DEVELOP THE SKILLS OF IDENTIFYING WELL-STATED GOALS. I HAD A BIT OF DIFFICULTY IN DETERMINING WHICH ONES WERE WELL-STATED. PHRASES LIKE "WRITE DOWN" AND "SELECT" WERE PROBLEMS. (OBJECTIVES : ①, ②) AS WELL, "JOE'S GOALS" WHICH WERENT WELL-DEFINED, WERE REVISED AND MEASURABLE CRITERIA WAS STATED. (OBJECTIVES: ①, ②, ④)
TABLES F.1 TO F.6 :	THESE SHEETS WERE USED AS AIDS IN WRITING A RESUME. THESE WERE EXTREMELY HELPFUL. AS STATED BEFORE, I FELT VERY INSECURE ABOUT MY JOB APPLICATION. HOWEVER, NOW, EVEN THOUGH MY JOB EXPERIENCE IN THE WORK FORCE IS NOT ENGINEERING ORIENTATED, I AM MORE CONFIDENT WITH MY RESULTING RESUME. (OBJECTIVES : ①)
TABLE G :	THIS WAS ALSO USED IN THE DEVELOPMENT OF MY RESUME. IT WAS EXTREMELY HELPFUL IN VISUALIZING WHICH SKILLS I CAN PROVIDE EVIDENCE OF HAVING. (OBJECTIVES : ①)
THIS LAB REPORT :	THESE LAB REPORTS (ie. UNIT 3, 17 AND 4) RELATE TO OBJECTIVE ⑤. THEY ARE VERY HELPFUL IN OBTAINING A THOROUGH UNDERSTANDING OF EACH UNIT. BY HAVING TO WRITE OUT WHAT WAS LEARNED, WHAT I DID BEFORE AND AFTER, AND HOW I'VE CHANGED AND PROVIDE EVIDENCE THAT WAS USED AS AN EVALUATION BASIS, YOU TAKE A MORE IN-DEPTH LOOK INTO THE WORKSHOPS AND WHAT THEIR PURPOSE WAS.
SEE PAGE #	THIS SHEET PROVIDES THE OPPORTUNITY TO THINK BACK OVER THE PAST WEEK AND REFLECT ON HOW PROBLEM SOLVING SKILLS WERE APPLIED AND TO EVALUATE THE EXTENT TO WHICH YOUR FINAL GOAL TO PROBLEM SOLVE WAS ACHIEVED. IT IS ALSO A MOTIVATOR TO USE PROBLEM SOLVING SKILLS LEARNED IN THE WORKSHOP FOR OTHER COURSES, ESPECIALLY CHE 2D4. (OBJECTIVE: ⑤)
SEE PAGE #	AS WELL, THIS SHEET PRESENTS THE OPPORTUNITY TO THINK BACK OVER THE PAST WEEK AND REFLECT ON HOW PROBLEM SOLVING SKILLS WERE APPLIED FOR SITUATIONS IN EVERYDAY LIFE AND TO WHAT EXTENT THEY WERE CARRIED OUT. (ie. EVALUATE !) THIS IS A HELPFUL EXERCISE BECAUSE IT IS EASY TO FORGET THAT PROBLEM SOLVING SKILLS ARENT JUST APPLIED IN SCHOOL/WORK RELATED PROBLEMS BUT IN EVERYDAY LIFE AS WELL. (OBJECTIVE: ①)
ENRICHMENT UNIT TO BE HANDED IN AT A LATER DATE.	THIS UNIT, WHICH IS TO BE HANDED IN AT THE END OF NOVEMBER, IS A PERSONAL EVALUATION OF AN AREA IN WHICH THE INDIVIDUAL FEELS NEEDS WORK. THE INDIVIDUAL WILL MONITOR DAILY PROGRESS BY USING STATED CRITERIA, OBSERVABLE AND MEASURABLE TERMS AS WELL AS SELF EVALUATION. EVIDENCE TO SUPPORT ANY CLAIMS MUST BE PRESENTED BOTH WRITTEN AND VERBALLY. (OBJECTIVES: ⑤, ⑥, ①)
INTERVIEW NEXT WEEK	THE UPCOMING INTERVIEW IS TO PROVIDE EXPERIENCE IN INTERVIEW SITUATIONS. THE PURPOSE OF THIS INTERVIEW IS TO PROVIDE VERBAL DISCUSSION OF SELF-EVALUATION WITH A T.A. AND TO REACH A MUTUAL AGREEMENT AS TO YOUR SELF-EVALUATION. (OBJECTIVE: ①)

~~TABLE A~~

OCT 4 / 93

What did you think about the "perfect circle" example & the Dr. Woods interview?
 What went wrong?

PERFECT CIRCLE:

- instructions should be defined clearly so that both parties are in agreement & understand what the outcome should be. Lack of specifications. Lack of questioning.
- excessive put down is really unnecessary. It just makes the recipient of the put down defensive, upset & perhaps unwilling to be enthused or try hard the next time.
- Other alternatives weren't explored.
- Criteria should have been stated green centered → geometric or visual?
- bad self evaluation Small size

DR. WOODS INTERVIEW:

- interviewer was great in approach. He got his point across that Dr. Woods was a good worker but his project was completely on the wrong topic. He didn't put Dr. Woods on the defensive.
- Dr. Woods was a bit too enthusiastic about the time he had at the job. ie. "IT WAS AWESOME!"

Worksheet 300

EVALUATION

Stated Goal (WRITE DOWN UNAMBIGUOUSLY, SO THAT THERE IS NO DISCREPANCY AS TO HOW TO BRUSH MY TEETH. (How to put toothpaste on toothbrush))	Stated Criteria	Stated Constraint
	BRISTLES PICK	OK
Subgoals.	Revised subgoal	Measurable Criterion
LOCATE THE CAP OF THE TOOTHPASTE TUBE. UNSCREW THE CAP OF THE TOOTHPASTE. PLACE THE CAP ON THE COUNTER TOP.	THE CAP OF THE TOOTHPASTE IS CYLINDRICAL IN SHAPE AND IS RIBBED. LOCATE IT. OK	ONCE YOU THINK YOU LOCATED THE CAP - USING FINGERS AND THUMB - SQUEEZE THE CAP LIGHTLY IN FINGERS. THUMB NAILS ARE IMPORTANT. THEN CAP HAS BEEN FOUND. MAKE SURE RIBBED COUNTER CAN BE MONITORED.
PICK UP TOOTHBRUSH AND HOLD IN YOUR LEFT HAND. IN YOUR RIGHT HAND HOLD THE TOOTHPASTE TUBE. POSITION THE OPEN END OF THE TOOTHPASTE (ie. where the top used tube) AT EITHER END OF THE BRISTLES.	PICK UP TOOTHBRUSH IN LEFT HAND IF LEFT-HANDED. IN THE RIGHT HAND IF YOUR LEFT HANDED. PICK UP THE TOOTHPASTE IN THE OTHER HAND. HOLD THE TOOTHBRUSH SO THAT YOU ARE HOLDING THE END OF TOOTHBRUSH IN WHERE THE PASTE IS. MAKE SURE THE BRISTLES OF THE TOOTHBRUSH ARE PICKED UPWARDS TOWARDS THE CEILING.	IF YOU FOUND THE PASTE AS YOU GO, IF YOU MAKE AN IMPRINT OR DRAW BLOOD - YOU GOT THE RIGHT END. QUANTITATIVELY MEASURE 0.5 CM WITH MEASURING DEVICE
SQUEEZE THE END OF THE TOOTHPASTE TUBE GENTLY SO THAT ONE LAYER OF TOOTHPASTE COVERS THE BRISTLES END TO END.	YOU SHOULD BE HOLDING THE TOOTHBRUSH GENTLY SO THAT ONLY 0.5 CM PASTE COME OUT END OF TOOTHPASTE. PASTE COVERS THE BRISTLES. OK	PLACE A SCALE IN THE COUNTER TOP. WHEN THE SCALE READING INCREASES TOOTHBRUSH HAS BEEN SUCCESSFULLY PLACED ON COUNTER TOP.
SET THE TOOTHPASTE TUBE DOWN GENTLY. TURN ON THE WATER - BUT NOT TOO HARD.	SET TOOTHPASTE TUBE GENTLY ON COUNTER TOP. TURN ON THE COLD WATER TAP SO THAT A GENTLE STREAM OF WATER IS RUNNING OUT OF THE FAUCET. OK	THE BRISTLE OF THE WETTER COMING OUT OF THE TAP CAN BE MEASURED.
MOVE THE TOOTHBRUSH UNDER THE WATER TO WET IT.	MOVE THE TOOTHBRUSH UNDER THE COLD WATER STREAM FOR 2 SECONDS TO JUST WET THE BRISTLES AND THE TOOTHPASTE. OK	THE LENGTH OF TIME CAN BE MEASURED USING A STOPWATCH
BRING THE TOOTHBRUSH WITH WET TOOTHPASTE TO WITHIN 5 CM OF YOUR MOUTH. OPEN YOUR MOUTH TO A COMFORTABLE WIDTH.		AGAIN, DISTANCE CAN BE MEASURED USING A MEASURING DEVICE.

300

3

~~TABLE DEN~~

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Worksheet 16-3 continued.

CRITERION

8 What is the best method for making acetic acid from acetaldehyde?

9. What is the quickest route from McMaster University to your home?

~~are you hungry?~~

record grows by meter

IS "STOMACH" GROWLING? FEEL FAINT? IS IT {DIZZY}

TIME TO EAT - LUNCH/DINNER/BREAK FAST-FOR THE NORM

measure using calibrated gauge

SALIVA CONTENT. HOW LONG HAS IT BEEN SINCE LAST EATING?

KEEP A LOG/BOOK

11. Who in this group is most likely to succeed?

12. Should I work on the plant improvement project or on the expansion of the ethylbenzene project?

13. What is the most imaginative idea?

EVALUATION.

Worksheet 16-2: Identifying Well-stated Goals.

Circle the appropriate answer to identify whether or not the goal is unambiguous and observable. Can you observe Joe achieving the goal? Is there any room for disagreement or misunderstanding between an observer and Joe? Can you measure Joe's success?

Joe's Goal.

Unambiguous and observable

1. "to know calculus" [DOESN'T DEFINE WHAT TO KNOW MEANS]

Yes

No

* 2. "to become aware of what a Chemical Engineer does" [WHAT DOES BECOME AWARE MEAN?]

Yes

No

* ← 3. "to select the longest string" [YOU MUST HAVE A GIVEN SET OF CONDITIONS, I.E. RULES SHOULD BE KNOWN]

Yes

No *

4. "to be creative" [WHAT CREATIVE IS TO ONE PERSON ISN'T NECESSARILY CREATIVE FOR THE NEXT]

Yes

No

5. "to be able to think in terms of thermodynamics" [EXTREMELY AMBIGUOUS - NOT OBSERVABLE - THINK?]

Yes

No

* ← 6. "to write down three causes for the malfunction" [PROBABLY WANT REASONABLE CAUSES - NO CONDITIONS GIVEN - NO CRITERIA TO IDENTIFY CAUSES]

Yes

No *

* ← 7. "to write down three good causes for the malfunction" [MISSING GIVEN CONDITIONS - WHO'S GOING TO JUDGE ANSWER - WHAT'S A GOOD CAUSE?]

Yes

No *

Refer also to TABLE E.2

* IF WE SAID "to become more aware"

- such more ambiguous → how much more?

→ what was the previous knowledge or awareness (i.e. requires a posttest and observe a difference).

- will... + ...

NORN

(3)

Worksheet 16-4

EVALUATION: Problem Solving

Stated Goal: REVISION OF JOE'S GOALS
 (Corresponding to 304 OR TABLE E.1)
 Stated Criteria: _____
 Stated Constraint: _____

Yr N.	Revised subgoal.	Revised subgoal	Measurable Criterion
1	"TO KNOW CALCULUS"	TO UNDERSTAND THE MATERIAL IN 2ND MATH TEXT BOOK	EXAM
2	TO BECOME AWARE OF WHAT A CHEMICAL ENG. DOES	TO LEARN AN ACCEPTED DEFINITION OF A CHEM. ENGINEER AND TWO SPECIFIC JOBS OF A CHEM. ENGINEER.	CONSULT A DICTIONARY OR PANEL OF CHEMICAL ENGINEERS.
3	TO SELECT THE LONGEST STRING	TO PHYSICALLY POINT TO THE STRING OF LONGEST LENGTH AND TO END WITHOUT MOVING THE GIVEN STRING	A MEASURING DEVICE TO DETERMINE LONGEST LENGTH
4	"TO BE CREATIVE"	State a superdifficult goal to attain because of someone's idea of creative is different.	← →
5	TO BE ABLE TO THINK IN TERMS OF THERMODYNAMICS	TO BE ABLE TO WRITE DOWN 3 EQUATIONS USED IN THERMO DYNAMICS	ASK PROF OF THERMODYNAMICS class to agree with the 3 written equations.
6	TO WRITE DOWN THREE CAUSES FOR THE MALFUNCTION	SPECIFY THE MALFUNCTION, SAY THE MALFUNCTION OF THE TV SET. WRITE DOWN ON A PIECE OF PAPER, USING A PEN, THREE POSSIBLE CAUSES FOR THE MALFUNCTION OF THE TV SET. What else good mean?	HAVE SOME COFFEE THE POSSIBLE CAUSES BEING WRITTEN DOWN
7	TO WRITE DOWN THREE GOOD CAUSES FOR THE MALFUNCTION	SAY "WRITE DOWN USING PEN & PAPER THREE CAUSES FOR THE MALFUNCTION OF THE DISTILLATION COLUMN DISCUSSED IN CLASS ON WEDNESDAY OCT. 6/73.	ASK PROF WHAT WAS DISCUSSED CONSULT STUDENT NOTES

TABLE 16-7

307 Oct. 10, 1993

VOLUNTARY

TABLE 16-7: Skills Background Worksheet		Work	Spare Time <input checked="" type="checkbox"/>	School																								
Name and Location of Employer or Activity. <u>PEACE LUTHERAN CHURCH</u>		Date <u>SUMMERS 90, 91, 92</u>																										
Job or Activity Title <u>PRE-SCHOOL BIBLE SCHOOL</u>	Supervisor <u>TEACHER</u>																											
What you did <u>-45 MINUTE SESSIONS WITH 10 PRE-SCHOOLERS</u> <u>- MORE ARTWORK & SINGING THAN DISCUSSION</u> <u>- BASIC DISCUSSION</u> <u>- REST TIME / SNACK TIME</u> <u>- CLEAN UP</u> <u>- played piano at beginning & end of session for all bible school classes</u>	Quantitative dimensions; how much; how many? <u>2 WKS in duration</u> <u>4pm - 5:30pm</u> • Initiative shown/needed None <u>Some</u> <u>A lot</u> • Supervision received None <u>Some</u> <u>A lot</u> • Originality/Imagination None <u>Some</u> <u>A lot</u> • Communication skills needed None <u>Some</u> <u>A lot</u> • People skills needed. None <u>Some</u> <u>A lot</u>																											
What you enjoyed <u>- THE KIDS</u> <u>- THINKING OF NEW IDEAS FOR PROJECTS</u>																												
What you learned <u>- 10 pre-schoolers require constant supervision!</u> <u>- 10 preschoolers can make quite a mess</u>																												
What achieved <u>- a madly time during our sessions</u> <u>- explaining Bible stories at a very basic level</u>	What commended for <u>- peppier tunes during session for all classes</u> <u>- good relationship with the kids</u>																											
<table border="0"> <tr> <td>Descriptors</td> <td></td> <td></td> </tr> <tr> <td><u>Anticipating</u></td> <td><u>Explaining</u></td> <td><u>Reading</u></td> </tr> <tr> <td><u>Arranging</u></td> <td><u>Interpreting</u></td> <td><u>Setting up</u></td> </tr> <tr> <td><u>Compiling</u></td> <td><u>Listening</u></td> <td><u>Speaking</u></td> </tr> <tr> <td><u>Controlling (to kids!)</u></td> <td><u>Meeting with public</u></td> <td><u>Supervising</u></td> </tr> <tr> <td><u>Coordinating</u></td> <td><u>Organizing</u></td> <td><u>Talking</u></td> </tr> <tr> <td><u>Creating</u></td> <td><u>Planning</u></td> <td><u>Teaching</u></td> </tr> <tr> <td><u>Entertaining</u></td> <td><u>Preparing</u></td> <td><u>Tolerating (at times)</u></td> </tr> </table>					Descriptors			<u>Anticipating</u>	<u>Explaining</u>	<u>Reading</u>	<u>Arranging</u>	<u>Interpreting</u>	<u>Setting up</u>	<u>Compiling</u>	<u>Listening</u>	<u>Speaking</u>	<u>Controlling (to kids!)</u>	<u>Meeting with public</u>	<u>Supervising</u>	<u>Coordinating</u>	<u>Organizing</u>	<u>Talking</u>	<u>Creating</u>	<u>Planning</u>	<u>Teaching</u>	<u>Entertaining</u>	<u>Preparing</u>	<u>Tolerating (at times)</u>
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~~TABLING~~

How much you enjoy using this skill 10 = tops	Name of Skill.	Name of Activity							Other
		PRESCHOOL BIBLE SCHOOL TEACHER	ADDRESSING OF ENVELOPES	CHEMICAL ENGINEERING STUDENT	ENGLISH AND CANADIAN HISTORY TUTOR	PIANO PLAYING	HALL PROGRAMMER		
5	ANTICIPATING	X	X	X	X	X	X		
9	ARRANGING	X	X		X		X		
7	BUDGETING		X	X		X	X		
5	COLLECTING		X	X	X				
6	COMPILING	X	X		X		X		
9	COORDINATING	X	X		X		X		
9	CREATING	X	X			X			
8	INTERPRETING	X		X	X	X			
9	LISTENING	X		X	X	X	X		
9	ORGANIZING	X	X	X	X		X		
7	PLANNING	X	X	X	X	X	X		
7	PREPARING	X	X	X	X	X	X		
7	QUESTIONING			X					
6	RECORD KEEPING			X			X		
8	REMEMBERING			X		X			
8	SPEAKING	X			X		X		
9	SUPERVISING	X		X					
8	TALKING	X			X		X		
10	TEACHING	X			X				
8	TIMING		X	X		X	X		
7	MEETING WITH PUBLIC	X			X		X		

Week 31Course Chem Eng

What I learned about PS from the assignment exercises & problems this week.

Assignment CHEM 2D4 ASSIGNMENT #4 - DUE OCTOBER 21, 1993. CHAPTER 4 IN FELDER AND ROUSSEN. #32, #34, #37, #42, #49, #53 AND #56. FOR THIS ASSIGNMENT I COMPLETED NUMBERS 32 AND 42 THE DAY THE ASSIGNMENT WAS HANDED OUT. THESE TWO PROBLEMS ALONE TOOK ME 2 HOURS TO COMPLETE. I HAD SKIMMED OVER ALL THE PROBLEMS BEFORE BEGINNING AND TOOK THOSE 2 PROBLEMS TO BE THE EASIER ONES. TAKING THE TIME TO COMPLETE ONLY TWO PROBLEMS INTO CONSIDERATION, I WORKED ON ONE PROBLEM PER NIGHT. SOMETIMES I DIDN'T COMPLETE A PROBLEM AND I EXTENDED THE PROBLEM GOING TO THE NEXT DAY. THIS WORKED OUT TO MY BEST ADVANTAGE, AS IF I HAD LEFT THE ASSIGNMENT TO SUNDAY NIGHT I WOULD BE PANICKING. SO, FROM ALL OF THIS, I ISOLATED THE FACT THAT TIME WAS MY REAL ENEMY AND WORKED AROUND IT. I COMPLETED THE ASSIGNMENT ON TIME, WAS NOT TOO STRESSED OVER IT AND FELT THE UNDERSTANDING OF MATERIAL WAS GOOD. I'M JUST TICKLED. ☺

About PS

AS I'VE SAID BEFORE, WHEN DOING 2D4 ASSIGNMENT PROBLEMS, OFTEN TIMES I GET STUCK IN THE EXPLORE STAGE. BUT, UPON REFLECTING, THERE WERE TWO QUESTIONS WHEREBY MY PROBLEM DEFINITION WAS INCORRECT, RESULTING IN AN INCORRECT FLOW DIAGRAM, LEADING TO FRUSTRATION IN THE EXPLORE STAGE. IT'S THE RECYCLE-TYPE PROBLEM THAT IS A PROBLEM AREA FOR ME. MY DIAGRAM IS NEVER 100% CORRECT. SO, I WENT BACK IN THE TEXT, RE-READ THE SECTION PERTAINING TO RECYCLE, READ THE EXAMPLES AND THEN WORKED THROUGH THE EXAMPLES STEP BY STEP. I DETERMINED WHERE THE PROBLEM LAY AND NOW AM MUCH MORE CONFIDENT WHEN I SEE A PROBLEM IS A RECYCLE PROBLEM!! I AM, HOWEVER, A LITTLE CONFUSED AS TO HOW YOU CAN CREATE OBSERVABLE AND MEASURABLE CRITERIA FOR A 2D4 PROBLEM UNLESS YOU WERE TO ACTUALLY BUILD THE PROCESS UNIT YOURSELF. I AM PLEASED THAT I TOOK THE EXTRA TIME TO FIND OUT THE TRUE PROBLEM AND NOT TAKE THE APPROACH "I KNOW WHO HAS THE ANSWER, I'LL JUST GET IT FROM THEM LATER." RATHER, I NOW KNOW THAT, ON MY OWN, I CAN SOLVE A RECYCLE PROBLEM. ☺

Experience Factors I learned & will memorize.

Use SI units. MOST ECONOMIC FLUID VELOCITY THROUGH A PIPELINE: 1 m/s. ✓

Avogadro's number: 6.02×10^{23} molecules/gram-mole of species. ✓

mass concentration: (g/cm^3) ; (lbm/ft^3) ; (kg/m^3) ✓

18.02 g/mol H₂O ; C₂H₆ (ETHANE) → 30.07 g/mol C₂H₆ ✓

$n_i = n_{i0} + b_i z$

MPS Unit 3	Title: <u>SELF ASSESSMENT</u> Name: _____ Date: <u>OCTOBER 25/93</u>
Observations & Evidence from Application to ChE 2D4, other courses [red] and to everyday events [green].	<p>Green sheet for the week is attached. Discussion of this evidence:</p> <p>I FOUND MYSELF BEING MORE AWARE OF MY OWN PERSONAL EVALUATION OF PROBLEM SOLVING SKILLS. THIS WEEK I WAS PARTICULARLY TICKLED WITH MYSELF FOR TAKING THE EXTRA TIME TO WORK ON RECYCLE PROBLEMS. THOUGH IT TOOK A BIG CHUNK OF TIME OUT OF MY WEEK, I KNOW IT WILL SAVE ME TIME IN THE LONG RUN. (i.e. for the 2D4 midterm I can practice recycle examples instead of reading & re-reading the textbook.) AS WELL, I AM PLEASED THAT I DIDN'T PUT THE PROBLEMS ASIDE AND WAIT FOR SOMEONE TO HAVE A FINAL SOLUTION. THIS MAY SOUND CORNY, BUT I FELT SO HAPPY WHEN "THE LIGHT CAME ON" AND I DISCOVERED WHAT EXACTLY MY PROBLEM WAS. REFLECTING, I UTILISED A PROBLEM SOLVING SCHEME AND WAS REWARDED IN THE END. STILL, HOWEVER, THE ONLY MEASURABLE CRITERIA I CAN THINK OF IS THE FINAL ANSWER, EITHER ITS RIGHT OR WRONG. (OBJECTIVES: ①, ②, ④, ⑤, ⑥, ⑦)</p>
2M6	<p>Additional applications:</p> <p>MATH 2M6 - ASSIGNMENT DUE MONDAY OCTOBER 25/93. AS USUAL WEEKENDS ARE HECTIC. USUALLY I LIKE TO ALLOT EITHER FRIDAY OR SATURDAY NIGHT AS "ME TIME" SO I HAVE TO PLAN MY SCHOOL WORK AROUND 2 DAYS. BUT, BECAUSE THIS IS HOMECOMING WEEK, AND BEING PART OF MY HALL EXEC, BEING PRESENT AT ALL THE EVENTS IS A BOOST FOR HALL SPIRIT AND MORE GIRLS COME OUT, SO I KNEW I'D ONLY HAVE PART OF FRIDAY AND SUNDAY TO WORK. I TRIED TO COMPLETE THE MAJORITY OF THE ASSIGNMENT ON THURSDAY WHEN CLASSES WERE MINIMAL. AS IT TURNS OUT, I COMPLETED 10 OF THE 13 PROBLEMS THURSDAY. THIS ELIMINATED MUCH ANXIETY SUNDAY. TIME MANAGEMENT WAS THE KEY. I'M FINDING THOUGH THAT I STILL HAVE A BIT OF DIFFICULTY WITH MODELLING PROBLEMS. I (USUALLY) GET THROUGH THE PROBLEM - IT JUST TAKES SO LONG. AS IN 2D4, THESE MODELLING PROBLEMS GET STUCK IN THE EXPLORE STAGE. I KNOW WHAT THE PROBLEM IS ASKING BUT HOW TO SET UP THE EQUATION IS THE DIFFICULT PART. I KNOW I HAVE TO KEEP PLUGGING AWAY AT THIS. I'LL EITHER EVENTUALLY GET THE HANG OF MODELLING OR AT LEAST I'LL HAVE THE PERSONAL KNOWLEDGE THAT I TRIED MY BEST AND THAT'S ALL I ASK OF MYSELF. (OBJECTIVES: ①, ⑤, ⑦) VERY IMPORTANT!</p>
1Z6	<p>ITALIAN 1Z6 - MONDAY OCT. 18 I HAD TO WRITE AN ITALIAN COMPOSITION IN CLASS. AT FIRST I DOUBTED MY ABILITY TO DO WELL SINCE MY VOCABULARY INCLUDES ONLY A FEW KEY WORDS, PHRASES AND VERBS. HOWEVER, I TOOK A STEP BACK - I WENT THROUGH OUR TEXT BOOK, JOTTED DOWN ALL THE TOPICS WE COVERED AND POSSIBLE TOPICS THE PROFESSOR COULD ASK FOR THE COMPOSITION. I THEN WROTE OUT 50 WORD PARAGRAPHS FOR EACH TOPIC AND SEMI-MEMORIZED THEM. WHEN I GOT TO CLASS, ONE OF THE TOPICS I HAD PREPARED FOR ("NELL'AULA") WAS MY TOPIC! ☺ I WROTE DOWN MY PARAGRAPH AND ADDED A FEW EXTRA SENTENCES. I WAS DONE IN 15 MINS. WHEN 45. HAD BEEN ALLOTTED. THAT WAS SUCH A GREAT EXPERIENCE. THE END RESULT → AN A⁺ ☺ I GOT AROUND MY ORIGINAL ANXIETY BY PREPARING FOR CERTAIN POSSIBLE QUESTIONS. THIS "WINSTON CHURCHILL" DOESN'T HAPPEN VERY OFTEN BUT WHEN IT DOES -- BE HAPPY. THIS PROBLEM SOLVING METHOD WORKED EXTREMELY WELL IN THIS PARTICULAR CASE. (OBJECTIVES: ①, ⑨, ⑩)</p>

84-25

<p>MPS Unit <u>3</u></p>	<p>Title: <u>SELF ASSESSMENT</u> Date: <u>OCT. 25/93</u> Name: _____</p>		
<p>Other Evidence & discussion:</p>	<p>FOR THIS COMING WEEK I HAD TO LOOK WAY AHEAD AND PLAN. I'M GOING HOME FOR AN APPOINTMENT WITH MY ORTHOPAEDIC SURGEON ON WEDNESDAY. THIS MEANS I HAVE TO COMPLETE THE 2DA ASSIGNMENT DUE THURSDAY BY WEDNESDAY. AS WELL, I HAD TO COMPLETE AN ORGANIC LAB SCHEDULED FOR THIS FRIDAY THE PREVIOUS FRIDAY. I ALSO HAVE TO PACK - THIS MAY SOUND TRIVIAL BUT IT TAKES TIME TO COMPLETE. SO, I SAT DOWN, WROTE OUT ALL THE THINGS I HAD TO COMPLETE BEFORE WEDNESDAY. I MUST ADMIT I FEEL VERY PRESSED FOR TIME BUT I KNOW IF I PACE MYSELF, IT'LL GET DONE. MY MEASURABLE CRITERIA FOR THESE TASKS ARE THE FINISHED PRODUCTS. (OBJECTIVES: ①, ④, ⑤, ⑥)</p>		
<p>Conclusions:</p>	<p>OVERALL, AFTER THIS UNIT ESPECIALLY, I FEEL I AM VERY AWARE OF MY PROBLEM SOLVING SKILLS. I ALSO FEEL CONFIDENT WITH MY ABILITY TO EVALUATE MY SELF-PROGRESS AND MY PROBLEM SOLVING SKILLS. I FOUND THAT AFTER THIS UNIT I WAS SO MUCH MORE CONFIDENT WITH MY ABILITY TO REWRITE A GOAL INTO A SERIES OF SUBGOALS. AS WELL, THE IDEA OF "MEASURABLE AND OBSERVABLE" CRITERIA IS NOW CLEAR. I THINK THE GREATEST IMPROVEMENT CAME WITH OBJECTIVE ①. I DIDN'T REALLY REALIZE HOW APPREHENSIVE I WAS ABOUT MY RESUMÉ UNTIL I WAS SITTING IN THE WORKSHOP AND DR. WOODS MENTIONED THE WORD. MY MIND IMMEDIATELY WENT INTO PANIC MODE. "I'VE NEVER REALLY WORKED BEFORE." "YOU'VE NEVER EVEN WRITTEN A RESUMÉ." "IT'S GOING TO BE BLANK." ETC. HOWEVER, THIS WORKSHOP MADE ME REALIZE THAT I CAN INDEED FEEL POSITIVE ABOUT MY RESUMÉ. I HAVE EVIDENCE TO BACK UP SKILLS THAT I SAY I HAVE. THIS IS A LOAD OFF MY MIND. I'M RATHER LOOKING FORWARD TO THE INTERVIEW BECAUSE I AM AWARE THAT I NEED TO WORK ON DISCUSSING MY SELF-EVALUATION WITH OTHERS. I NEED TO LEARN TO ACCEPT NEGATIVE FEEDBACK AND TURN THIS NEGATIVE FEEDBACK INTO POSITIVE FEEDBACK. ALL THE OBJECTIVES WERE ACHIEVED BUT A BIT OF WORK IS STILL NEEDED ON ② AND ④. ⑦ HAS TO BE WORKED ON BIG TIME.</p>		
<p>Progress in Achieving Objectives:</p>	<p>Date: <u>OCT. 25/93</u> 80% ☺</p>		