

MPS1-1

MPS 1: Awareness © copyright, Donald R. Woods, 1998

Awareness: is the ability to describe aloud your thoughts and feelings as you solve problems

Skill development:

1. Ability to talk about thought processes
2. Shift to a focus on accuracy (instead of on time)
3. Emphasis on being active and writing things down
4. Recognizing that others solve problems differently than they do
5. Acquire some skill at listening
6. Acquire some skill in self assessment
7. Acquire some skill in giving and receiving feedback
8. Through self awareness, begin to improve self confidence
9. Begin to realize that assessment is based on **evidence**
10. Begin to develop an environment of trust where risking is OK.

Pretest:

Awareness: how aware are you of what you do when you solve problems? Rate with an "x"

0	1	2	3	4	5	6	7	8	9	10
Unaware				Aware of						Very aware
I just				Some						I can describe
do it										The details of
										how I do it

Skill: how skilled are you in doing this activity? Rate with an "x"

0	1	2	3	4	5	6	7	8	9	10
Poor		Fair		Good			Very good			Excellent

Comments:

MPS1-2

Learning Objectives and example assessment

MPS 1 Awareness

1.1 given a term listed under "concepts introduced", you should be able to give a word definition, list pertinent characteristics and cite an example.

3.1 given an exercise, you will be able to verbally describe the mental processes you are using to solve the exercise such that there will be fewer than two silent periods of more than 10 s duration.

3.2 given that you are the listener in the TAPPS, Whimbey pair method, the feedback from the problem solver will be that you are within two scale ratings of "about what I wanted" on both the "degree of interaction" and the "tone of the interaction."

3.3 given that you are the problem solver in the TAPPS, Whimbey pair method, the feedback from the listener will be that you are within two scale ratings of being active, methodical, careful and that you check and double check as you describe the process.

3.4 given that you are a listener in the TAPPS, Whimbey pair method, and given a set of possible responses, you will be able to select the most appropriate response as judged by the tutor.

3.5 given a problem, you will be able to write out the process you used to solve the problem. This will be judged to be at least 70% "complete" by the tutor or by an independent judge. Your written description shall show that you are active, methodical, systematic, careful and that you check and double check.

4.1 given a problem in the context of a trouble-shooting, critical instant or OSCE situation, you can describe your thought processes so well that you will agree with the assessment given by the tutor, observer, assessor.

6.1 given that you are stuck in solving a problem, you will be able to identify where you are in the process of solving the problem and identify where you want to be. Your assessment should agree 90% with the assessment of a tutor, peer or trained assessor.

6.2 given a set of evidence and learning objectives related to the MPS 1 Awareness unit, you will be able to rate the degree to which you can achieve the objectives. Your assessment shall agree 90% with that of an independent judge (peer, tutor or trained assessor).

Concepts introduced

Awareness, characteristics of successful problem solvers,

advantages of becoming aware of the process, TAPPS-Whimbey pair process, role of Listener, role of Problem solver.

MPS 1: Awareness: Example assessment tasks:

1. As a listener in the TAPPS-Whimbey pair method, the problem solver has misread the problem statement, has chosen an incorrect answer **D** and has said "That completes that problem."

Your response is:

- "You have misread the problem, please reread it and start again."
- "I'm sorry, I should have told you earlier but you misread the problem; let's reread it carefully again."
- "Are you sure?"
- "You are wrong, the correct answer is **C**; you can do better on the next problem."
- "Can you check?"
- "OK, Let's go on to the next problem."
- Other (provide your specific response)

2. Record in writing the first 10 minutes of the process you use to solve the following exercises:

3. From the in-class activity, you have the following evidence:

- your reflections that you wrote three times during the activity.
- your worksheets and the statement of the exercises.
- the feedback forms as a listener and as a problem solver.
- the DISCOVERY sheet.
- your awareness and skill checklist **before** and **after** the activity.

Write up a reflective assessment of the degree to which you have achieved the objectives. Refer to the evidence by number and relate your evidence and claims to the objectives by number. For example, "The worksheets and statements in Table 1 show that I was active because I created charts, circled and underlined information in the problem statement. This suggests that I have achieved part of objective 2.3."

4. For one of the stations in an OSCE, describe your thinking process aloud.