

FSP111-01 (Fall 2004) Attachment Module A Evaluation Form

Name	Self-evaluation (A, B, C, D possibly with +/-)	
	Adjustment by the instructor	

Evaluation Materials (Portfolio)

Your evaluation materials (referred to as “**portfolio**,” and to be placed in the provided manila folder) consist of the following **Items**:

1. This form (must be filled out; see the instructions below)
2. Word-processed **supporting notes** responding to the instructions in this form (except for the materials completed during the evaluation workshop)
3. Take-home **exercises** (including module paper, etc.), chronologically ordered
4. Materials completed during the **evaluation workshop** (to be explained in class)

Self-Evaluation Procedure

During the module, before the evaluation workshop

- You regularly examine the learning goals check list (included below).
- If you think you satisfy a criterion, (i) place a check mark in the box () at the end of the criterion, and (ii) in your supporting notes, explain how you satisfied the criterion in a way the instructor is convinced.
- If you also believe that you exceeded the standard for the criterion, explain how you did so.

During the evaluation workshop (preliminary)

- At the beginning of the evaluation workshop, you must have **Items 1 through 3 as hard copies**, as well as blank sheets for **Item 4**.
- There will be open-ended module summary exercise(s) to check your understanding of the content goals. Although your answers will not be graded per se, they may be used to validate your supporting notes. For example, if you checked a certain content goal criterion, you must be able to respond to relevant questions reasonably well.
- You will review other students’ portfolio and write a reflective essay based on the comparison of the portfolios as well as your own experience in the module.
- At the end of the session, you will submit your portfolio.

After the evaluation workshop

- If your written justification for a criterion is convincing, the instructor will also place a check mark next to yours.
- The instructor adjusts your grade, if necessary.
- Normally, your portfolio will be returned in the next class meeting.

Learning Goals Checklist (the goals not pursued in this module are “grayed”)

In your **supporting notes**, clearly identify the criteria, e.g., **C1a** (for Content Goal 1 criterion a), **P8b** (for Performance Goal 8 criterion b), referring to the labels below.

Content Goals

1. Our personality and behavior are affected by our infancy and childhood experience including the child-caregiver attachment.
 - a. Identified your own examples characterizing this statement.
 - b. Developed a sense of what you know and what you do not know about this statement.
2. Child-caregiver attachment is crucial to the development of family values.
 - a. Identified your own examples characterizing this statement.
 - b. Developed a sense of what you know and what you do not know about this statement.
3. Our family values affect the direction of our future society.
 - a. Identified your own examples characterizing this statement.
 - b. Developed a sense of what you know and what you do not know about this statement.

4. Mind emerges from brain activities as we interact in a society (i.e., “emergence” aspect of a complex system). [later modules]
5. Society emerges from individuals as they interact. [later modules]
6. In a variety of complex systems (biological, cognitive, social, and computational), “emergence” is observed. Complex systems cannot be fully understood through “reductionist” approaches (assuming that the whole is the sum of its components). [later modules]

Performance Goals

1. Identify your main personal and/or social problem related to the content goals and propose a well-thought solution developed in stages, reflecting critical reviews of other students and the instructor.
 - a. *Either* identified a problem *or* seriously searching for a problem.
2. Constantly pay attention to everyday events and phenomena around us, and identify problems and the associated costs (of not solving the problems), esp. those related to the content goals.
 - a. Identified a variety of problems.
 - b. Identified the “cost” of each one of the problems.
3. Analyze the source of the identified problems by applying known facts, principles, hypotheses, and other available ideas, esp. those related to the content goals. [later modules]
4. Critically analyze our own presuppositions and other people’s ideas, including the literature. [later modules]
5. Express unique ideas orally and in writing, in a logical manner clearly understandable by other students and the college community in general.
 - a. Regularly expressed ideas in front of the class.
 - b. Expressed ideas in exercises.
 - c. The expressed ideas were your own.
 - d. Your ideas were clearly understood by other students.
6. Deepen the understanding of the course topics through a free exchange of ideas and mutual criticism of a constructive and civil nature.
 - a. Respected other people and their ideas.
 - b. Regularly offered comments/suggestions to other students and the instructor.
 - c. Listened to others’ comments/suggestions with an open mind and accommodated them where appropriate.
 - d. Responded to the instructor’s comments/suggestions in your exercises.
7. Take initiative in both independent and group activities.
 - a. Regularly examined the evaluation criteria and placed check marks.
 - b. Regularly contributed to your group.
8. Assess students’ own performance relative to the learning goals (except for this one).
 - a. Was able to reflect your experience in this module by reviewing your and other students’ portfolios including the module summary exercise(s). [write the essay on a blank sheet, i.e., your portfolio **Item 4**; then, check this criterion]
 - b. Self-evaluated your achievements *accurately*. [**check this criterion at the end of the evaluation workshop**; no need to write justification for this criterion]

Self-Evaluation Criteria

At the end of the module evaluation workshop, propose your grade based on the following scheme (possible qualification with +/-):

- Grade A: *Exceeded* the standards of almost all the learning goals relevant to the module [see the note on the syllabus]
- Grade B: Achieved all the learning goals relevant to the module
- Grade C: Achieved almost all the learning goals relevant to the module (except for a few incomplete goals)
- Grade D/Pass: Achieved most of the learning goals relevant to the module (except for several incomplete goals)

// End