

FSP111-01 (Fall 2004) Attachment Module B 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. (also discussed in A4-6)
 - a. Understood typical behaviors/properties of securely/insecurely attached children/adults.
 - b. Understood how different types of attachment would develop in an infant’s mind.
 - c. Can explain this goal statement to a students outside this class.
2. Child-caregiver attachment is crucial to the development of family values.
3. Our family values affect the direction of our future society.
4. Mind emerges from brain activities as we interact in a society (i.e., “emergence” aspect of a complex system).
 - a. Understood the basic organization of the brain, esp. in connection to attachment.
 - b. Understood the connection between memory, emotion, and attachment.
 - c. Understood *each* Module B group’s problem, its cost/significance and the response.
 - d. Can explain this goal statement to a students outside this class.
5. Society emerges from individuals as they interact.
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).

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. Identified (or trying to identify) a *research* question and its cost related to your main (practical) problem [in preparation for your project paper/presentation in Modules C-D].
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.
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.
 - a. Obtained known information in the literature (textbook/library books/on-line).
 - b. Clearly indicated the source of information in your exercises/papers in some standard way, so that the same information can be easily retrieved later.
 - c. Analyzed how the obtained information is related to the problems.
4. Critically analyze our own presuppositions and other people's ideas, including the literature.
5. Express unique ideas orally and in writing, in a logical manner clearly understandable by other students and the college community in general.
 - a. Made efforts to contribute to the class discussion in a way every student expresses ideas in a balanced way.
 - b. Took your part in the *presentation* of your group research.
 - c. Expressed unique ideas in exercises.
 - d. Your ideas were logical and convincing.
6. Deepen the understanding of the course topics through a free exchange of ideas and mutual criticism of a constructive and civil nature.
 - a. Improved your understanding of the topics presented by your and other groups through research, presentation, critical review, and discussion. [Can you say that you can learn this way, cf. lectures?]
 - b. Responded to the instructor's comments/suggestions in your exercises.
 - c. Pursued this goal in other aspects (in this module).
7. Take initiative in both independent and group activities.
 - a. Proactively asked questions and/or sought clarification whenever appropriate, so that the clarify of course materials can be improved.
 - b. Regularly examined the evaluation criteria and placed check marks.
 - c. Regularly contributed to your group throughout the module, esp. the *group research*.
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 review exercise. [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; concisely explain why you assigned the grade**]

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)

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