

FSP111-01 (Fall 2004) Attachment Module C 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)

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.
2. Child-caregiver attachment is crucial to the development of family values.
3. Our family values affect the direction of our future society.
 - a. Explained this goal in connection to Module C activities.
4. Mind emerges from brain activities as we interact in a society (i.e., “emergence” aspect of a complex system).
5. Society emerges from individuals as they interact.
 - b. Analyzed and documented real-life examples of competition, cooperation, and other types of social behaviors (possibly of humans’ and animals’).
 - c. Analyzed and explained (i) extreme forms of competition, (ii) extreme forms of cooperation, and (iii) the differences/similarities between the two.
 - d. Understood that the behavior of an individual is often affected by the visible and invisible force of the community/society to which the individual belongs.
 - e. Understood that an individual may not be aware of certain invisible force of the community to which the individual belongs.
 - f. Understood that the behavior of a community/society often “self-organize,” starting from the ideas/behaviors of a small number of individuals, e.g., in various directions (e.g., good and/or bad). ..
 - g. Can explain the essence of this goal statement to students outside this class.
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. Completed the second draft of your project paper reflecting peer critical reviews, clearly described your research question and its cost/significance, and clearly described your own response (answer) to the research question, in a logical and convincing manner.
 - b. In the project paper, included references/bibliography and also **properly cited relevant information**.
.....
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. (combined with P1)

4. Critically analyze our own presuppositions and other people's ideas, including the literature.
 - a. Kept healthy skepticism regarding all the available information, including the references used in your paper. [For example, did you analyze the validity of the information/source, esp. on-line information.]
 - b. Tried to be critical of your own ideas before writing them up.
5. Express unique ideas orally and in writing, in a logical manner clearly understandable by other students and the college community in general. (part of this goal is included in P1)
 - a. Completed all the exercises, addressing all the aspects of this goal.
6. Deepen the understanding of the course topics through a free exchange of ideas and mutual criticism of a constructive and civil nature. (part of this goal is included in P1)
 - a. Used class activities including group field work, presentation, and discussion to address all the aspect of this goal.
 - b. Responded to the instructor's comments/suggestions on your exercises.
 - c. Responded to the "follow-up" item (question/suggestion) on your Module B Evaluation Form. [Copy the item below (you can rephrase it in your own words)]

7. Take initiative in both independent and group activities.
 - a. Regularly examined the evaluation criteria and placed check marks.
 - b. Noted any other activities that would demonstrate your initiative.
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)

// End