

FSP111-01 (Fall 2004) Attachment Module D 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.
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.
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).
 - a. Noticed that many real-world problems involve complex phenomena and that they cannot be solved by purely “reductionistic” approaches.
 - b. Understood the main properties of complex systems, e.g., holism, interaction, self-organization, sensitivity to the initial conditions, emergence.
 - c. Understood certain mechanisms underlying complex systems (e.g., Zipf’s law, how components/agents would interact) and their implications to your analysis of complex systems.
 - d. Understood that complex systems appear to be extremely difficult to “design” and that they are more likely self-organizing on their own. Also examined the implication of this point.
 - e. Discussed how your understanding of complex systems might help you thrive during and after the college years.
 - f. Can explain the essence of this goal statement to students outside this class.

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. Presented your project paper in a manner clearly understood by other students, esp. in terms of the research question, significance/cost, and response.
 - b. Refined and completed your project paper through presentation and also reflecting peer reviews of your presentation.
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. (included in P1)

4. Critically analyze our own presuppositions and other people's ideas, including the literature.
 - a. Reflected on your own limitations in this module, this course, and even more broadly (of course, you must be proud of your accomplishments on many fronts, which must have been documented elsewhere).
 - b. Analyzed your supporting notes (except for this criterion) with respect to the following point: In Module B, we learned that "things" will stick to your mind better if they are associated with an *appropriate* amount of emotion (e.g., pleasure of learning, frustration with various things, surprise at new discovery). Then, supporting notes that describe your emotion must be good documentation of your learning experience.
5. Express unique ideas orally and in writing, in a logical manner clearly understandable by other students and the college community in general. (included in P1)
6. Deepen the understanding of the course topics through a free exchange of ideas and mutual criticism of a constructive and civil nature. (included in P1)
7. Take initiative in both independent and group activities.
 - a. Explained how you achieved this goal *during this module*.
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