

Patterning the World: Connecting Mathematics and Science Program Wrapping Up

Self-Evaluation Peer Review Workshop, Thu. Mar. 13, 9:30 – 10:45 am in Sem 2 A2105

- Work in groups of 3. Arrange your groups to be mixed, including students who have not written a self-evaluation before and students who have, and students early in their education and students later in their education.
- Spend time on the draft self-evaluation of each person in your group in turn. Each author should receive approximately 20 minutes of attention following the steps below.
- Someone (not the author) should read the self-evaluation out loud, clearly and generously.
 - The listeners should pay attention to (and note down) what sounds good, and what sounds awkward.
- Consider first the introductory paragraph or equivalent.
 - How well does the introduction orient the readers to the rest of the essay?
 - How well does the introduction briefly describe previous academic, professional, or personal experiences that brought the author to this program?
 - How well does the introduction describe the author's intentions for the program and frames her or his learning in terms of those goals?
- Next, consider the concluding paragraph or equivalent.
 - How well does the conclusion describe the author's next academic or professional steps?
 - How well does the conclusion frame areas for improvement, and articulate concrete goals for improvement?
 - How well does the conclusion summarize the author's accomplishments and/or discusses how concepts and skill learned in the program and experiences in the program will help achieve future goals?
- Next, consider the body paragraphs of the essay or equivalent.
 - How well are the most important things learned or done in the program described?
 - How well is that work evaluated?
 - How well is the academic or personal meaning of that work and the personal or social significance of that learning described?
- Pay special attention to redundancy. It may occasionally be productive to repeat things which would be addressed in the program description or the faculty evaluation of the student, but that is generally rare. There aren't very many words to spare in this essay, so think carefully about what the author is saying that might be repetitive.
- Pay special attention to descriptions that may resonate productively or unproductively with what faculty say. Faculty have tried to provide lots of ongoing feedback to students, so hopefully students have a reasonable way of talking about not only their own learning goals and how they were met, but also assessing how well they met the learning goals for the program.
- Pay the most attention to where the essay would be improved by specific details of experiences and work.
 - Specific examples or stories that show the author's learning are the most convincing.
 - Invite the author to tell you specific stories about their best work and most significant challenges.
 - Help the author to write down the most compelling details of those stories for inclusion in her or his revised self-evaluation essay.
- Submit any written notes or feedback to the author. Repeat the above steps for each member of your group.
- After class, each author should use the peer review feedback to revise their essay, producing a polished self-evaluation.
- Essays should be typed up and printed out. The print-out should include the author's name and "Self Evaluation, Patterning the World, Winter quarter 2014" at the top, followed by the essay.
- Include 2 copies in your portfolio.
- *Please also copy and paste your self-evaluation essay into the form available at the program web-site blogs.evergreen.edu/patterning at the same time as you are printing out your 2 copies for inclusion in your portfolio. We apologize for the redundancy of having printouts and submitting online using this form and finally using the submission process at your my.evergreen.edu (don't do this last until after your evaluation conference).

Portfolios due Fri. Mar. 14 by 5 pm to Lab 1 2010

- Table of Contents/(Updated) Portfolio Checklist
 - Specifically indicate revised work (includes quiz or exam revisions) to which faculty should attend.
 - Specifically indicate any Written Problem Sets that were not submitted to WAMAP or WebAssign or for which your online submission score is poor but your written work is better.
 - Unless **clearly marked** in the Table of Contents and **easy to find** in your portfolio, we will not look for these other materials.
- (Updated) Program Activities Log
- 2 printed copies of revised, polished Self-Evaluation (also submit using form at program web-site blogs.evergreen.edu/patterning)
- Portfolio Materials as described in the Portfolio Checklist
 - Use the Portfolio Checklist to help organize your Portfolio as much as possible.
 - Note that there were no Physics Problem Sets in Week 7, 8, and 9.
 - Note that there are more entries for Physics Labs than there were Physics Labs.
 - Online Skills Drill, Online Problem Sets, and Resource Postings & Reviews were required to be submitted but not required in your Portfolio.
 - Clearly mark any Written Problem Sets that were not submitted on Online or for which your Online submission score is poor but your Written work is better, or revised work which faculty should attend to (and make sure to note this work in your Table of Contents).

Joint Evaluation Conferences, Tue. Mar. 18 – Fri. Mar. 21

- All conferences in Neal's office, Lab 1 2010 (where you drop off your portfolio)
- Conference Tickets required for entry into Evaluation Conference
 - On-time submission of completed Portfolio (this should have been done by 5 pm Fri. March 14!)
 - Completion of Lab Clean-up (everyone has already done this!)
 - Evaluations of Faculty
 - Bring these with you to your Evaluation Conference. Please do not include these in your portfolio. Please wait until after your Evaluation Conference to submit online using your my.evergreen.edu account .
 - Write separate evaluations for Krishna and Neal, with your name and an appropriate header ("Evaluation of Faculty: Krishna Chowdary" or "Evaluation of Faculty: Neal Nelson") at the top of each page.
 - Your Evaluations of Faculty will go in our portfolio, which is reviewed by our deans and our faculty colleagues. We will also use these in our own self-evaluation process.
 - Please address at least the following questions, which we'll develop collectively during the Program Wrap. We welcome responses beyond these prompts. We encourage use of specific details and examples.