

J. Taking stock

The most important part of taking stock occurs by your on-going self-assessment in relation to the two sets of course goals:

I. "My Report Shows..." (Goals related to Phases of Research & Engagement)

II. Developing as a Reflective Practitioner, incl. Taking Initiative In and Through Relationships.

In addition to the examples here, see the mid term self-assessment, narrative course evaluations, rubric for final grade, and briefing on Participatory Action research all linked to the syllabus/course website.

- Excerpt from a self-assessment that evolved through installments during the semester
- Three and a half examples of self-assessments in relation to the course goals.
- Example of a very detailed process review [Note: This assignment has been superceded by the self-assessment]
- One example of a cover note to a Process Review and part of another.

Reflective Practitioner 3. I have developed efficient ways to organize my time, research materials, computer access, bibliographies....

Last update: November 13, 2006

- a. RefWorks was a wonderful skill to add to my repertoire. I appreciate how putting research material into binders has helped me. I use RefWorks to print out a bibliography which I use as an index for the binders. The annotated bibliography helps me remember what was good about a resource and helps me manage the research.
- b. My research takes me into many side paths, some of which I will want to go back to in the future. I need to incorporate taking notes on books and resources that I look at and don't use at the moment. I need to make notes about which ones I may want to revisit in the future and which were worthless and why.

Need to build time into schedule to reorganize. This activity I tend to avoid.

Reflective Practitioner 4: I have experimented with new tools and experiences, even if not every one became part of my toolkit as a learner, teacher/facilitator of others, and reflective practitioner.

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- c. I wanted to do a qualitative research project which was part of the motivation to do the dream research. This led me to learn about questionnaires and will lead to other growth opportunities. This will lead me on a path where I will have to ask others for help which is an area that I could use development in. I didn't know much about dream research before I began but now have a good idea of who the major players are and what I would need to do to go further into it.
- d. This will be a test to see if I can write a paper that would fit the criteria to be in a journal. To master this new skill, I will have to negotiate with professors to have their students

take my questionnaire. I will have to get people to help me with my statistics – I have four candidates in mind.

Reflective Practitioner 5: I have paid attention to the emotional dimensions of undertaking my own project but have found ways to clear away distractions from other sources (present & past) and not get blocked, turning apparent obstacles into opportunities to move into unfamiliar or uncomfortable territory.

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- e. From my old topic of Unconscious and Writing, which I am still reading about, I have found excellent resources that talk about this. William Stafford's book, *Writing the Australian Crawl*, addresses this issue as does *Understanding Writing Blocks* by Keith Hjortshoj. Since doing so much writing about the unconscious, I know that feelings are better evaluator when it comes to massive amounts of data versus the conscious mind. I search my feelings now to see if the direction that I am headed in is correct, taking into account that some feelings could be caused by the unknown.
- f. I know ways to circumvent blocks but there are still some areas where I need to put them into practice. Reminds me of critical thinking where there were three dimensions to problem solving: recognizing there is a problem, motivation to put effort into solving it, and ability to implement the solution. It probably shouldn't be surprising that getting the motivation to solve a motivation problem is yet another problem.

Phase F. I have gained direct information, models, and experience not readily available from other sources.

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- g. I took great care to try and get quantifiable answers and be as specific as possible in my language. I learned how hard it is to measure something. I am very interested in what people will have to say.

- h. The questionnaire should be revised some more. I want to get input from a writing teacher to see if my ways of measuring someone's writing skill seem adequate. I think the number of books read may be on the light side. There might be another way to measure this as well.

I need to work to get a test case in place. I am thinking about asking a psychology professor if an Intro to Psychology class can take this. I can the students go to a webpage before this one and enter their names first and send the teacher an email with the student's name when s/he fills submits the questionnaire.

I am worried that the dream questions are written in a way that will lead to false positives. A range of answers may lead people to think they should at least chose one of the low range answers. True/false may be a better option to minimize this problem.

Describe for each goal

- a) something that reflects what you have achieved well related to this goal, and
- b) something you have struggled with/ need more help on/ want to work further on.

(Even though you may have many examples for some items, one is enough. Download the handout from the website so you can prepare your own document.)

I. "MY PRACTICUM REPORT SHOWS THAT..."

- A. I can convey who I want to influence/affect concerning what (Subject, Audience, Purpose).
 - a. I started out wanting to “add humor to my tool kit as a change agent in the workplace.” During this phase I realized I want to develop a presentation for various work environments to bring humor into the work culture.
 - b. I knew my subject was using humor in some form to make a better work environment as my purpose. I was thinking globally at first, but I definitely want to influence my current work situation and bring about positive change at my college.
- B. I know what others have done before, either in the form of writing or action, that informs and connects with my project, and I know what others are doing now.
 - a. This was indeed a key goal of my project. I was especially helped by Frances Schlessinger’s presentation in our class which showed me the potential of RefWorks and what an important tool it can be and has proven to be to me over the past semester.
 - b. I look forward to refining my use of RefWorks to gather more data including adding articles and information from the internet.
- C. I have teased out my vision, so as to expand my view of issues associated with the project, expose possible new directions, clarify direction/scope within the larger set of issues, and decide the most important direction.
 - a. I felt that doing the Mind Map was a crucial part of this goal. I found the strong connection of humor to creativity as an important part of this phase.
 - b. I am remaining open in my direction depending on further research.

D. I have identified the premises and propositions that my project depends on, and can state counter-propositions. I have taken stock of the thinking and research I need to do to counter those counter-propositions or to revise my own propositions.

- a. My research has identified specific ways to bring the proper use of humor into the workplace as a creative energy force that brings about positive change.
- b. I still struggle with the actual act of doing the presentation and how it will be perceived.

E. I have clear objectives with respect to product, both written and practice, and process, including personal development as a reflective practitioner. I have arranged my work in a sequence (with realistic deadlines) to realize these objectives.

- a. I feel my research has been extensive and I have discovered much that has already been written on my subject. I have stayed motivated to put aside time each week to reflect on all my assignments.
- b. I realized that even realistic deadlines can not be met when the unexpected happens to you.

F. I have gained direct information, models, and experience not readily available from other sources.

- a. I am quite comfortable with the questions I have revised in my interview guide and I was helped to this point by Peter pointing out that my original interview guide reinforced what I had already learned and my revised questions would help me personally to get started in my humor/creativity project.
- b. My accident pushed back my timetable, so I am looking forward to actually using my interview guide in 2007 when I have the exciting task of interviewing key people.

G. I have clarified the overall progression or argument underlying my research and the written reports.

- a. My revised narrative outline was a turning point for me in my project as it really made it crystal clear that I would be basing my project on intervening in my own workplace environment.
- b. I still face many obstacles to intervention in my own workplace, but my completion of the different phases of our goals has given me the tools to overcome to overcome these obstacles.

H. My writing and other products Grab the attention of the readers/audience, Orient them, move them along in Steps, so they appreciate the Position I've led them to.

- a. My Work in Progress presentation really helped me see the areas that grabbed my fellow student's attention and areas that I might need to improve on.
- b. I need to develop some exercises to present to my audience which engage them completely in the subject. More things along the line of the "one minute exercise" to take something serious and make light of it, write captions under a cartoon, etc.

I. I have facilitated new avenues of classroom, workplace, and public participation.

- a. I feel comfortable with presenting any and all of my project to my classmates and looking for their feedback.
- b. I am hopeful to stay in touch with my fellow CCT 698 students for their future comments on my project as it grows and changes.

J. To feed into my future learning and other work, I have taken stock of what has been working well and what needs changing.

- a. I have looked back at my mid-term self assessment and I believe I did extremely well on following my own thoughts on various issues especially on trusting my peers to help with feedback and comments.
- b. I still struggle with the "not enough time in my life" issue to do everything I need to do on both a personal and professional level and also allow enough time for my educational growth. I place a high priority on my growth through the CCT program and I will continue to place a strong priority to set aside time for my synthesis work no matter what life throws at me.

II. DEVELOPING AS A REFLECTIVE PRACTITIONER, INCLUDING TAKING INITIATIVE IN AND THROUGH RELATIONSHIPS

1. I have integrated knowledge and perspectives from CCT and other courses into my own inquiry and engagement in social and/or educational change.

I always keep in mind that my reasons for joining the CCT program were to become a change agent and a risk taker. In both my professional and personal life I have integrated many aspects of my CCT experience. This would include being able to think "out of the box" or beyond the "nine dots" so that I can imagine and create many different solutions to complex issues. I am not held back in my thinking by pre conceived notions or arbitrary boundaries.

2. I have also integrated into my own inquiry and engagement the processes, experiences, and struggles of previous courses.

I will always remember the defining moments I had in Creative Thinking. This class truly led me to become a risk taker in the safe environment of the class supported by my fellow

classmates. When we were asked to portray a creative person we admired, I was astonished by the creativity my classmates exhibited. I also went way out there in my presentation of Elizabeth Kubler-Ross and I felt so encouraged I could do that. At first, I doubted I could draw a picture but by taking it apart line by line I actually was able to copy a piece that somewhat resembled the original. Problems can be solved by critical and creative thinking!

3. I have developed efficient ways to organize my time, research materials, computer access, bibliographies, etc.

I have certainly come to realize that Organization is the key to success in all aspects of my life. As Peter said, "We do not have the time to not be organized." CCT 698 taught me much about the various tools I have available to organize all aspects of my research. My goal over winter break is to better organize my personal life, including a major makeover of my closet to give me more time to work on my project.

4. I have experimented with new tools and experiences, even if not every one became part of my toolkit as a learner, teacher/facilitator of others, and reflective practitioner.

I have learned to do research over the internet to the point where I am now comfortable with this process. I always resisted e-journals and getting articles off the internet library as I felt I had to physically be in the library to truly benefit from the experience. From the view point of time constraints, researching over the internet with the guidance of the UMB librarians is a blessing and a vital tool.

5. I have paid attention to the emotional dimensions of undertaking my own project but have found ways to clear away distractions from other sources (present & past) and not get blocked, turning apparent obstacles into opportunities to move into unfamiliar or uncomfortable territory.

No one likes to leave their comfort zone. Before I started the CCT program I was becoming pretty set in many of the ways I operated. If I found an obstacle I tended to take the path of least resistance. I no longer think or act that way, as I see obstacles as only temporary impediments that I will overcome in a positive manner due to my ability to think critically and creatively.

6. I have developed peer and other horizontal relationships. I have sought support and advice from peers, and have given support and advice to them when asked for.

This is an area that I am particularly pleased with my positive progression. I enjoyed meeting with classmates prior to class and also communicating via email whenever I needed an answer or could help someone else. My one big regret was I did not have enough time in my life to meet my fellow classmates off campus for discussions, such as the meetings that took place at the Boston Public Library. However, I know that I can contact any and all of my fellow classmates at a moments notice for assistance. I have used this model more at work also, reaching out to colleagues and offering to help them as well.

7. I have taken the lead, not dragged my feet, in dialogue with my advisor and other readers. I didn't wait for them to tell me how to solve an expository problem, what must be read and covered in a literature review, or what was meant by some comment I didn't understand. I didn't put off giving my writing to my advisor and other readers or avoid talking to them because I thought that they didn't see things the same way as I do.

I looked forward to receiving all comments on my work from Peter as well as my fellow classmates. I set up four meetings with Peter for further discussion outside of class. I tried to

turn in all my assignments on a timely basis and to give immediate feedback when requested. I was pro active on every level of CCT 698.

8. I have revised seriously, which involved responding to the comments of others. I came to see this not as bowing down to the views of others, but taking them in and working them into my own reflective inquiry until I could convey more powerfully to others what I'm about (which may have changed as a result of the reflective inquiry).

Reflective Inquiry is an extremely powerful process. I have struggled with setting aside the time to properly reflect on any and all comments I have received. I finally won that struggle by allowing myself to truly believe that it was not a luxury to set time aside for reflection but an absolute necessity!

9. I have inquired and negotiated about formal standards, but gone on to develop and internalize my own criteria for doing work—criteria other than jumping through hoops set by the professor so I get a good grade.

I have spoken my mind clearly to Peter and fellow classmates on many occasions and then tried to digest their comments. I believe this dialogue and interaction is one of the most important tools we have developed in the course.

10. I have approached the CCT synthesis course and the CCT program as works-in-progress, which means that, instead of harboring criticisms to submit after the fact, I have found opportunities to affirm what is working well and to suggest directions for further development. I consider my entire life to be a works-in-progress. CCT has helped me affirm this belief. The Practicum course has given me many more tools to use in this. I am open to many avenues that I once felt closed to go down. I look forward to the synthesis course to move me even further ahead in this endeavor.

The goals are divided into two sets:

I. "My Submission Shows That..."

With each assignment (or revision) you should record (or update) for the goal related to the assignment:

- a) something that reflects what you have achieved well related to this goal, and
- b) something you have struggled with/ need more help on/ want to work further on.

In addition, taking into account the development of your project as a whole, you should also update your previous assessments for earlier goals.

(Some of the goals below are accompanied by specific prompts; others allow you to decide what to record.)

II. Developing as a reflective practitioner, including taking initiative in or through relationships

Whenever you notice something along the lines of a) and b) for any of these goals record it or update your previous record. For mid- and end-of-semester self-assessments, you will be asked to record something for a) and b) of every goal.

Submit the latest version of this with each assignment. If there are discrepancies between my assessment and what you record, I will note this in my comments on the assignment or self-assessment. We can discuss the discrepancies and try to come to a shared understanding about them.

I. "MY SUBMISSION SHOWS THAT..." (goals of the ten phases of research and engagement)

A. I can convey who I want to influence/affect concerning what (Subject, Audience, Purpose).

Did well: I was able to converge onto my ideas fairly quickly and found a true personal interest and passion about my topic that I believe I was able to convey to others with sincerity through the course of the project.

To be improved: I would like to continue exploring how my topic can connect in more personal ways to others, and I would like to be able to demonstrate the enjoyment of using theater in education for social change in more active ways.

B. I know what others have done before, either in the form of writing or action, that informs and connects with my project, and I know what others are doing now.

Did well: I was able to identify the areas of the work of Augusto Boal that applied to my topic and found that other independent threads often connected to that as a foundation.

To be improved: I still would like to know more about other adult education practitioners who might already share my ideas but who are not also formal theater practitioners - I have found fewer people of this type so far.

C. I have teased out my vision, so as to expand my view of issues associated with the project, expose possible new directions, clarify direction/scope within the larger set of issues, and decide the most important direction.

Did well: My idea-mapping allowed a major breakthrough to happen as it helped me to prioritize the relationship between theater, education, and social change and helped me to choose the scope of my research in a more confident way.

To be improved: Because I am interested in so many areas, it was easy throughout my research to follow new threads, meaning that I needed to constantly step back from my work and verify that I was using my time effectively.

D. I have identified the premises and propositions that my project depends on, and can state counter-propositions. I have taken stock of the thinking and research I need to do to counter those counter-propositions or to revise my own propositions.

Did well: I was able to use information from my initial informants as well as from published research to understand counter-propositions, which I believe added a more grounded element to them and therefore helped me to think about them in practical ways.

To be improved: I feel in some ways that my counter-counter-propositions in writing are still limited in that they may not address deeper feelings of hesitation of adult learners to engage in any kind of “theater”, so I realize that a part of my research is to appreciate the need for ongoing, long-term conversations with people as well as simply making a logical argument.

E. I have clear objectives with respect to product, both written and practice, and process, including personal development as a reflective practitioner. I have arranged my work in a sequence (with realistic deadlines) to realize these objectives.

Did well: I was able to develop a strategy which allowed me to start to limit the expanse of my research and finally decide to address specific areas within my interests, so this greatly improved my timeline of work and kept it in to a realistic form.

To be improved: As I focused on my final conclusions in the later part of the research, I sometimes neglected some of the smaller organizational elements that might have helped me consider my work in smaller chunks.

F. I have gained direct information, models, and experience not readily available from other sources.

Did well: I was able to speak with several people involved in areas within my research as well as observe a practical application.

To be improved: All of my interviews and informants suggested additional threads of inquiry, and it will be an ongoing process to follow them as this continues to expand.

G. I have clarified the overall progression or argument underlying my research and the written reports.

Did well: I was able to gain insight about my presentation from my practice presentation, and this prompted me to consider new ideas about my final project.

To be improved: I would like to continue to develop group activities that could be used in future presentations or situations to more specifically demonstrate how theater concepts relate to social change.

H. My writing and other products Grab the attention of the readers/audience, Orient them, move them along in Steps, so they appreciate the Position I've led them to.

Did well: Because of my ranges of ideas, I felt that I was able to explore several in my writing while also find a writing organization that made sense.

To be improved: I would like to continue to improve the way that I utilize other members of the class and become partners in our writing and research efforts.

I. I have facilitated new avenues of classroom, workplace, and public participation.

Did well: I believe that my personal enthusiasm for my topic and the flexibility of it allows for numerous opportunities for participation and even depends upon it. so I look forward to continuing how that may work.

To be improved: I would like to continue to improve my own abilities as a facilitator of groups and gain some practical experience.

J. To feed into my future learning and other work, I have taken stock of what has been working well and what needs changing.

Did well: I was able to discipline myself fairly well throughout the research process and never felt that I was behind according to the progress that I intended to make.

To be improved: It took me a while to understand my pockets of time during a given week due to a completely new and complex schedule relative to my classes and work experiences. I need to find a better way to examine this in the future.

II. DEVELOPING AS A REFLECTIVE PRACTITIONER, INCLUDING TAKING INITIATIVE IN AND THROUGH RELATIONSHIPS

1. I have integrated knowledge and perspectives from CCT and other courses into my own inquiry and engagement in social and/or educational change.

Did well: I feel that my recent CCT experience had already started me to be much more aware of relinquishing my old “labels” for myself, and that encouraged me through this course to start to consider ideas and interests that I did not accept before.

To be improved: I would like to make sure to engage in dialogue with more of the CCT community – even though I have attended department events, I would like to appreciate the work of other students even more.

2. I have also integrated into my own inquiry and engagement the processes, experiences, and struggles of previous courses.

Did well: I found that I was much more able to allow myself to be assisted by others in my inquiry compared to past experiences, in which I spent more time in independent study and research.

To be improved: Through the Dialogue course this winter, I would like to pay particular attention to use of dialogue in groups and need to think of this as another key layer to my current research.

3. I have developed efficient ways to organize my time, research materials, computer access, bibliographies...

Did well: It arose early in the course that my “in-between” times might be utilized more effectively, such as when I am traveling between places or while I am waiting for class to begin, etc. I feel that I have trained myself to actually plan to think as well as finish tasks during certain times, and I have never before really organized my time to actually carve out space for merely thinking.

To be improved: Because of my limited physical space for organizing class materials, I would like to find a new system for maintaining my books, articles, notebooks, and other items. I need to think more about “containers” for my research that might take a different form other than bookshelves.

4. I have experimented with new tools and experiences, even if not every one became part of my toolkit as a learner, teacher/facilitator of others, and reflective practitioner.

Did well: I feel that the experiences of both freewriting and writing feedback were particularly powerful to me, since the freewriting allows me to dedicate time to my inner dialogue and allow it to make connections between ideas and then see them visually on a page. I appreciate the idea of writing feedback styles because I observe that allowing a point of view in feedback really helps me to view my writing in terms of intentions and impact on others rather than simply getting out what I want to say.

To be improved: In our use of Post-it activities, I found this to be useful but feel that I didn’t take advantage of Post-its enough independently in my own work. I think this is necessary because I do tend to write easily and extensively, but the Post-it activities help me to condense my language and find essence more easily.

5. I have paid attention to the emotional dimensions of undertaking my own project but have found ways to clear away distractions from other sources (present & past) and not get blocked, turning apparent obstacles into opportunities to move into unfamiliar or uncomfortable territory.

Did well: I have been able to expose the emotional impact of my research to friends, family, and classmates much more than I have done in the past, and for me this is an important breakthrough because I have been able to focus on my accomplishments when I have gotten lost in my “to-do” list, and this has actually helped me to feel more comfortable about taking care of high-priority items first without worrying about “everything else”.

To be improved: I found that I did still tend to consider large elements of my project and become hesitant to address them all at once, so I need to become better at simply starting the first short steps of a new assignment or task right away after I am ready for them, rather than feeling that I

need to reflect on the meaning first. In other words, I would like to improve on getting physically involved in a piece of work before I really know what I am doing.

6. I have developed peer and other horizontal relationships. I have sought support and advice from peers, and have given support and advice to them when asked for.

Did well: I have found that I have been able to share my work and ideas with other peers outside of the context of class, even with those not taking the course. I have found that it has become much easier for me to ask someone, “what do you think?” and frame it in a way that indicates that I am not just looking for approval but challenges to help me. In this sense, my style of communication in seeking support from peers has improved.

To be improved: I would like to continue to find new ways to engage others in dialogue about our directions and interests, particularly with respect to CCT as a whole. I feel that I know many peers on the level of classwork but would like to continue to establish peer relationships that persist more cohesively between classes as well as within a single class.

7. I have taken the lead, not dragged my feet, in dialogue with my instructor and other readers. I didn't wait for them to tell me how to solve an expository problem, what must be read and covered in the literature, or what was meant by some comment I didn't understand. I didn't put off giving my writing to my instructor and other readers or avoid talking to them because I thought that they didn't see things the same way as I do.

Did well: I feel that I really took advantage of the suggested assignment dates for the course by making them a self-imposed requirement, and this gave me a way to restrict my work so that I felt that I had to finish milestones on-time. Also, I came to realize more and more that comments from instructors and peers were not necessarily meant to be taken as literal action items, but instead could be filtered back through my own ideas, allowing me to more easily accept comments from others such that I was then actually making them my own.

To be improved: Because I consider an important element of my research to be encouraging others to participate in some of my ideas, I need to spend more time and thought considering the fact that others don't see things my way, and that I am not really trying to convince others but instead am trying to invite others to explore these ideas with me.

8. I have revised seriously, which involved responding to the comments of others. I came to see this not as bowing down to the views of others, but taking them in and working them into my own reflective inquiry until I could convey more powerfully to others what I'm about (which may have changed as a result of the reflective inquiry).

Did well: As mentioned above, I have become more successful at accepting comments from the point of view of making them my own. Additionally, I feel that I have been allow my own enthusiasm to come out more in my presentation of ideas verbally and in writing.

To be improved: I would like to find creative ways to prompt additionally feedback, since I would have liked even more from peers. Because of the limits of the time of others, I would like to both find alternative ways to know the views of others and also allow myself more opportunities to use methodological believing in my own daily work.

9. I have inquired and negotiated about formal standards, but gone on to develop and internalize my own criteria for doing work—criteria other than jumping through hoops set by the instructor so I get a good grade.

Did well: I feel that as the course progressed, I was able to think much more about creating a foundation of work that could be sustained outside the course and after it was over. This helped

me to take attention off of criteria and on to making sure that I was making sense to myself and actually was creating work that I could stand behind with confidence.

To be improved: This particular issue may always be a challenge for me, because even more so than with grades and evaluations, it has been important to me to feel that I have showed my best work to others. I believe that if I can more naturally and immediately observe coursework and the CCT program as a process that happens to result in certain products, then I can relieve myself of being concerned with actually creating the products and understand how well I am utilizing the process.

10. I have approached this course as a work-in-progress. Instead of harboring criticisms to submit after the fact, I have found opportunities to affirm what is working well and suggest directions for further development.

Did well: Most of all, I feel that this course has represented a starting point of future work, so I have been able to find ways to “forgive” myself for unexplored areas and have found through that realization that I do now possess knowledge and skills in my area of interest that might actually be able to benefit others as well as my own continued work.

To be improved: Because my work involves collaboration and experimentation with others, I would like to make sure to keep my momentum going and notice when I come across opportunities to have personal and direct involvement in areas where my interests appear. This means actively seeking out opportunities and making sure to continue to discuss my work in CCT with people outside of the program.

I. My Report Shows that...

A. This report is clearly directed to an audience of Science teachers looking to transform their practice, specifically about teaching energy, by becoming aware of student preconceptions, and helping students to test these. All of this is aiming towards formulation and implementation of a conceptual change model of teaching science. However, I need to be sure that this is addressed directly. (->)

B. I have gathered research from seminal articles on children's preconceptions about energy, Inquiry teaching, and conceptual change teaching. I feel like I have found a great deal that is relevant to my project but am not sure that I have adequately surveyed all that out there. (**)

C. First, my concept map helped to me to tease out the need for students to test their own conceptual frameworks using inquiry activities, and to thoroughly map the interconnections between the sub areas. I still need to describe exactly how students will test their theories. (**)

D. I feel that formulating my arguments, counter-arguments to these, and my responses, helped to structure my research by forcing me to respond to reasonable criticisms of my work, and develop a sensible progression to it. I need to be sure that all of these are specifically supported in the final report. (**)

E. I developed a research design to fulfill my research objectives, and was able to adhere to most of it but need to fill some gaps in my literature review. (OK)

F. Carol Smith was an invaluable resource for providing models to gathering information about students' preconceptions about energy, through class readings, assignments, activities, and conferences. Paul Jablon helped to clarify the nature of inquiry and the difficulty in implementing inquiry techniques without intensive training. I didn't really stick to my interview questions with PJ, and as a result don't feel that I used my interview time as efficiently as possible. (**)

G. I feel that my report clarifies my overall argument, but is stronger on the details of it, than on the transitional portions. (OK)

H. I feel that I will need to go through a process of revision with reader feedback to really grab the audience. However, I feel that I have formulated my position using the steps in order to orient them. (->)

I. I have used this process to develop activities for my classroom to help students to acknowledge and to clarify their preconceptions, inquiry based activities targeted to facilitate shifts in thinking towards use of expert models. I feel that I need more formal training in inquiry teaching to really make this work. (**)

J. In general I feel that I need to look at some of the literature again. I also don't really have a system for organizing and managing the mechanics of this process. This will become more necessary as I begin the synthesis course. (->)

I'm very happy with the activities for formulating theories. I acknowledge the need to clarify how to shift towards a more inquiry based classroom, Having students test their theories may be too ambitious. Perhaps a more realistic scenario is for the class to construct a cognitive model of what energy is, where it comes from, how it is used, and what happens to it after it is used, then to test this model, rather than have each student form and test his/her own model individual. I also feel that I need to firm up how to be sure that conceptual changes have occurred. perhaps I'll design rubrics for assessing the labs and problems that take into consideration the criterion proposed by Strike and Posner.

II. Developing as a reflective practitioner, including taking initiative in and through relationships...

1. I feel that generally speaking I have to a great extent assimilated the CCT perspective(s) into my thinking. I say "assimilated" and not "accommodated" because I really feel that due to my scientific/philosophical training, I was greatly sympathetic to the philosophical orientation of CCT. This in fact why I chose CCT rather than a more traditional M.Ed program. (**)

2. I have been gradually incorporating ideas and techniques that I learned about in or researched through my CCT courses to improve my classroom practice. For example, My course with Carol Smith has formally introduced me to the idea that students have their own preconceptions before they are formally taught about a topic. I have incorporated this into my own teaching and it the seminal idea of my synthesis project. I have also used research >from my Educational Evaluation course to improve student learning, i.e. concept maps. I feel that I would like to be more systematic in incorporated CCT techniques into my teaching However, I feel that there are so many CCT ideas that I have not tried to implement that would be fruitful in my class room. (OK).

3. I have structured all of these however, I have not been as systematic as I will need to be in order to finish on time with a superior product. Therefore for the spring semester, I will adopt the following:

A. I will adopt the binder system suggested by PT, to organize articles, as of know they are in manila folders.

B. I typically write notes on the page margins of books and articles, but need to develop a more easily referenced means of commenting on others' work.

C. I have computer access at home, at work, and at UMASS.

D. I need to commit time during the week (Tuesday evening) and a few hours on Saturday, with at least 4 hours on Sunday.

E. I need to look at my Bibliography and edit it to be sure that I have a consistent and standard method for documenting sources. (->)

4. I have experimented with new tools and experiences for example the propositions and counter propositions exercise was very useful for considering reasonable objections and responding to

them. Seeking out expert advice from people rather than simply books was new and quite useful. The Research Design was a helpful way to structure the remainder of the semester, I wish that I had been systematic in using it. I have used free-writing with my students, concept maps, and designed activities to gather their prior knowledge about particular scientific concepts. These are only a few examples of new tools. (OK)

5. I'll admit that I have not consciously paid much attention to the emotional aspects about this process. However, the urgency of my task has driven me on in spite of being overwhelmed at times, become entangled, and having trouble maintaining motivation. (->)

6. I have developed peer relationships that have been reciprocated and we have helped support each other through the process informally as well as through the peer editing process. What I found most beneficial was the enormous help and support that I got from my synthesis advisor before she even agreed to be such. She was proactive at providing resources and ideas. Last but not least my department chair and frequent instructor has been an enormous support, and a tremendous resource, although I didn't use him formally as often as I probably should have. (OK)

7. I wouldn't say that I've dragged my feet but I wouldn't say I've taken the lead either. My instructors' comments were generally clear to me, if not I cleared them up in class or in conference. My advisor initially provided some references that made it progressively easy to research my topic. When I've been slow about presenting my writing it wasn't because of fear of criticism, rather entangled multi-tasking. I have found my instructor's criticism to be generally helpful and at times quite illuminating, particularly, in helping me to anchor my often idealized goals into the everyday reality of implementing these with my students in the classroom. (OK)

8. I have always made it a technique to incorporate what is useful >from others into my own work. The dialogue process is one of our greatest resources for improving both the clarity and the soundness of our views. I often have found that epiphanic moments are catalyzed by dialogue with others, and the comments of instructors (particularly in this program) to be unusually fruitful in this regard. (**)

9. I have my own rationale for proceeding through academic work, I always find some purpose to which I can put what am taught-now or later. However, I admit that the more encumbered I feel (by work and school) the more like hoop-jumping the process feels. Fortunately, this program gives me more flexibility to direct the tools taught towards my own ends, and it is oriented towards the open-minded, multi-perspectival dialectic thinking to which I aspire. (OK)

10. As always, I found the tenor of the course and the program as a flexible, dynamic, dialectical process, necessitating full ownership by students as well as instructor, to fulfill the high minded needs and wants of both high. I am continually impressed by the instructor's ability to internalize as well as to convey constructive criticism. Although I strongly suspect that like myself this is not his natural inclination. I can not emphasize enough, that this new teaching, student as full partner is a risky process on both sides, but has given me the most fruitful educational experiences of my educational life. (**)

II. DEVELOPING AS A REFLECTIVE PRACTITIONER, INCLUDING TAKING INITIATIVE IN AND THROUGH RELATIONSHIPS

1. I have integrated knowledge and perspectives from CCT and other courses into my own inquiry and engagement in social and/or educational change.
- evaluation not possible* *Compared with 4.*
2. I have also integrated into my own inquiry and engagement the processes, experiences, and struggles of previous courses.
- ++* *I implemented my knowledge from other courses (Solman) in my final paper. I noticed a connection with Phil501 (my presentation about the feminist problem) and I implemented ideology critique in my video production for Art 395W. Experiences like such as ~~that~~ mapping I can't also use.*
3. I have developed efficient ways to organize my time, research materials, computer access, bibliographies
- ++* *I never had any problems with things like that. But now I have an internet access in my room which makes things easier. I am well structured anyway.*
4. I have experimented with new tools and experiences, even if not every one became part of my toolkit as a learner, teacher/facilitator of others, and reflective practitioner.
- evaluation not possible* *Until now I did not have any time to do anything more than studying. But I will do a lot of more research in my life and work in many social initiatives where I will apply things.*
5. I have paid attention to the emotional dimensions of undertaking my own project but have found ways to clear away distractions from other sources (present & past) and not get blocked, turning apparent obstacles into opportunities to move into unfamiliar or uncomfortable territory.
- ++* *I concentrated the last three weeks on my studies. I cancelled many appointments to have the time necessary. This was a big sacrifice, but worth doing.*
6. I have developed peer and other horizontal relationships. I have sought support and advice from peers, and have given support and advice to them when asked for.
- o.k.* *Classmates were very helpful (for instance my case group). I worked a lot with my tutor, roommate, and another friend. I gave feedback to Bob's and Pagan's draft. But I was the feeling that everybody had a lot of fine ideas. In the last weeks.*
7. I have taken the lead, not dragged my feet, in dialogue with my instructor and other readers. I didn't wait for them to tell me how to solve an expository problem, what must be read and covered in the literature, or what was meant by some comment I didn't understand. I didn't put off giving my writing to my instructor and other readers or avoid talking to them because I thought that they didn't see things the same way as I do.
- ++* *I have a work-style of being independent (and I claim that this should be the goal of an academic education). Thus I didn't contact people for details. But the feedback Peter gave me helped a lot (for instance after getting feedback of my draft) I added a few chapters. When Peter's comments did not feel good, I told him (e.g. the introduction).*
8. I have revised seriously, which involved responding to the comments of others. I came to see this not as bowing down to the views of others, but taking them in and working them into my own reflective inquiry until could convey more powerfully to others what I'm about (which may have changed as a result of the reflective inquiry).
- ++* *To revise seriously means for me to think about the comments, but just to implement them when possible and meaningful. According to Peter's definition I revised very seriously (compare 7). I hope Peter didn't regard it as un-friendly or unhelpful, when I rejected some suggestions.*
9. I have inquired and negotiated about formal standards, but gone on to develop and internalize my own criteria for doing work—criteria other than jumping through hoops set by the instructor so I get a good grade.
- ++* *I talked a lot about intercultural academic differences. In a more essay-style of paper with one's own opinion. Considering more conversational, well-founded dealing with the literature → (decided to try a mixture)*
10. I have approached this course as a work-in-progress. Instead of harboring criticisms to submit after the fact, I have found opportunities to affirm what is working well and suggest directions for further development.
- ++* *I suggested directions detailed in my course evaluation (more place for presentations, deeper dealing with the projects, I allowed what I think is a check-in) ...*

Process Review

One way to evaluate my process is to gauge to what degree I realized my goals for the course once they were formulated somewhat clearly. The following summary of initial goals is biased by present knowledge but the value of re-articulating the goals outweighs the importance of contaminating the actual initial goals.

In any case, my goals for the course were to:

1. Develop a set of study habits, practices and academic infrastructure for working on “large” academic projects.
2. Do a large project that allows for the practice of the habits, practices and infrastructure from goal number 1.
3. Define possible projects for ongoing study and development in the future, in particular, in anticipation of doing a Synthesis Project later in CCT studies.
4. Learn from and adapt the research and writing tools from the course for use in my own teaching of students.

The order of these goals and their heavy emphasis on procedure reflect the unusual situation I was in while taking the class. I was taking CCT 698 as my 2nd CCT course as a non-matriculating student, not as someone sharpening their skills and project focus for their end-of-program synthesis project. I saw the course as an opportunity for me to develop skills and habits that will pay off for me in the remainder of my CCT coursework AND my ultimate thesis project.

Thus, I want to give my Process Review an additional purpose; to identify the realized structures, further developments and as-yet-undeveloped procedures that will be conducive to my own future studies in the CCT program. Part of this can be accomplished by commenting on outlines that I had done along the path of doing the course project. However, the clearest way to do this is to comment on the features of the course that I found most productive for me.

Dialogue of Writing and Outlining

My project work was punctuated at several intervals by outlines of various formats. These outlines were generated after free-writing and stewing in thinking. The ritual of going to

the graduate computer lab in the library each Monday from 2:30 to 6:30 and working on several documents simultaneously was very helpful. One of these open documents was always the SHAPING document; others were the specific pieces of the project, such as diagrams, explorations of particular issues or a spillover document.

The most important such SHAPING document was an outline of the loosest variety, called Uncooked Ideas, Free Flow Essay on Background, Context, Motivation and Possibilities for the Project, from 9/30, class #4. It was organized as a list of points. In retrospect this document specified the dimensions and anticipated most of the content in the final paper. The platform of orienting from a directory of documents on a ZIP disk facilitated this process; working on 5 or 6 documents at once works well for me and the containment of the directory with all relevant work made the focus manageable.

Free Flow Essay on Background, Context, Motivation and Possibilities for the Project

1. It's in the air in the ADP. One of the underlying themes of the ADP in recent years is finding ways to get students involved with a variety of media to enhance their learning. We use movies, books on tape and visual stimulants often and encourage our students to make a habit of going to their library and checking out such materials themselves. The other main ADP teacher, Ginny, an experienced educator with all grade levels has found great value in using materials and activities from her work with young children into the ADP. The educational push is to get people out of their shells; for them to get more and more active and to participate orally. [Perhaps there is some cultural coercion at work here, cf. Listening to Prozac. Nah, part of the point of our classes is for people to learn to speak better English so they HAVE TO TALK out loud.]
2. Musical nourishment. As a lifelong music collector, one of my favorite and most enriching hobbies featured the interaction of listening to music, finding music and reading about music. The book, The Guide to Low Priced Classical Records by Herbert Russcol functioned, for me, as a complete education in classical music. Russcol organizes the book by composer; for each major composer he reviews their most critically acclaimed and loved pieces with an eye towards the best recordings for the money. Along the way, he offers his richly worded opinions of each piece and of the composer's development. I returned many times in my life to read this book and to interact with the music that Russcol recommended. The combination of discourse about the music with hearing the music was the source of both great pleasure and great learning. The book was an inroad for me into a realm of rich experience. There were other factors at work (my father's actual record collection was based on Russcol's recommendations) that contributed to the experience, but the book itself is a model of the power of constructive commentary.

3. Related to being a lifelong music collector is the need to organize information. At the intersection of work and hobbies is the database. I've often used databases from home to learn and apply database techniques. In education, I've used communal databases as a way for a class to share their opinions on different topics. For example the Software Review Database made it easy for a class to systematize their opinions of the educational value and fun of educational software. The same principles can be applied with music reviews. The database helps to guide the sport of hunting and collecting from diverse sources. The hunting helps to develop OPENNESS to new media, to people, to a habit of mind that looks for new sources of food. You can do the same things with food.
4. Music and songs provide a great context for social learning through sharing of resources and opinions. Turning a person on to a great song, or a musical genre is a joy in itself. And it works both ways; so students can engage in the role of educator by way of introducing the teacher and students to some of their favorite music. The context leads to all sorts of rich topics for discussion. What are your favorites? Which style of music is that? If you had to introduce the rest of the class to x style of music what one song would you play and discuss?
5. American Songs provide an efficient way for people to learn the cultural "standards" [note the many uses of that word]. In the context of music, it refers to the pieces that musicians in old-folks homes need to know. [My uncle is such a person in Florida.] But it also refers to "Standards of behavior" so one can picture William Bennett insisting that all U.S. Citizens be able to sing the Patriotic Hits. This points to one of the many political questions that arise in this context. Songs can be subversive, coercive, manipulative, argumentative, and certainly persuasive. The Power of Song differs from the power of normal speech. Advertisers get a song in our heads, soldiers march to battle "gung-ho"; and the history written into songs shapes historical ideas deeply and repetitively.
6. Beyond the political question of how music and songs are used in a political context, at an even more basic philosophical level, lies the question of how we should interact with other people. How do we want to be regarded and treated? Do we want to be treated as "rational subjects" engaged in the process of open-ended reasoning or manipulated as "bodies knowable through market research"? On a practical-musical level, do we want our radio DJ to play what he/she regards as the best songs or the ones that market researchers find most "appealing." What would good music for a "purely rational subject" be anyway. Maybe kinda boring. So there's a higher sense of rationality which recognizes that people's aesthetic enjoyment DOES require consideration of other aspects of their human beinghood besides their purely rational self. Hashing through the attitudes, interactions, and relations among people in this area is historically fascinating in itself, raising issues of cultural homogenization, etc. These are cogent concerns, especially for immigrants, who live in multiple cultures.

The essay was a form of structured, but casual, writing wherein I explored the issues going through my head in a preliminary way. What made this writing particularly helpful to me was the focus on MOTIVATION. Thinking about WHY I really wanted to do this as a project helped

me uncover a lot of the personal roots behind it which led to some ideas I could really learn from, e.g. using Herbert Russcol's book as a paradigm.

The other thing the free-flow numbered essay shows is the lines of connection from the surface issues to the deeper philosophical questions lurking below. The question of "how do you want to be regarded as a human being" is one that I ask students to consider in the Seven Theories of Human Nature course I've been teaching for years. So, in this context I was connecting my project thinking to a lot of the themes that arise in other contexts for me. I have no trouble immersing myself in a subject, then seeing connections to other things; and that was exactly the process reflected in this stage of document. I had just been listening to "Listening to Prozac" on tapes and it bridged themes regarding human nature, the social construction of "human nature" by cultures which tied to issues from last Spring's CCT640 class. Here, the theme that arose in "Listening to Prozac" was the cultural definition of "desirable" personality types; the author points out how recent American society currently prefers outgoing to shy traits and how anti-depressant medication may be used for personality adjustment. Hence the connection to imposing our educational goals on people, where one can question how much one's educational goals for students are unintentionally COERCIVE.

These matters can certainly be explored more systematically in the future. For now, the procedural lesson is that this form of structured, explorative writing is extremely valuable for me in shaping ideas and making connections to be developed in the future. The reason WHY it was so effective is that it was CONVERSATIONAL. The writing was done with a virtual conversant in mind; I was simply explaining why I was motivated to do the project and what reasons I had initially in mind.

The second stage of outline, Outline of Project Ideas before Active Verbification, was more comprehensive with regard to my goals in the class, the project itself and beyond. It had a great defining effect on my further work. It helped me to see the multiple pathways for further development and ultimately to focus course-specific work on a subset of these. I've included this outline below with "sticky-note" comments in the form of text boxes to the right.

The 3rd significant outline shaping my final paper was derived from the Presentation of Work in Progress. I took the presentation structure and generated an annotated outline with comments. This outline brought together the simplifying metaphors (platform, gems, and glue) and developed the use of my experience using the Russcol book as a guide to collecting and exploring classical music. See Appendix B. Annotated Outline

Expanding on this comment gave rise to a short outline designed to provide this background, which was:

1. Educational Context of the ADP program and its students
 - a. Importance of multiple payoffs: pervasive skills
 - b. Social engagement
2. Specific Context of the ADP History Course

In writing the rough draft of my paper I strayed from the annotated outline of the presentation. Essentially, I had a different audience in mind for the paper than I had for the presentation. Unfortunately, this Audience definition was not a conscious choice and I hadn't mapped out what I thought was necessary by way of introduction and background on the original paper. I did think that I could provide such introduction and contextual background, then incorporate the work from the annotated outline deriving from the oral presentation.

The new Introduction and Background explanation were the body of the rough draft. With feedback from Peter regarding the discrepancy between the Annotated Outline and the Rough Draft, I clarified the relationship between the oral presentation and what I wanted to do for a final paper. It was helpful to create one more outline which was a more detailed "reverse" outline of what I had already written in rough draft form which had been based on a sketchy outline. (See Appendix C. Final Draft Outline)

List of Reasons Why the Process was Effective

Looking back at the course with a more comprehensive lens, I identified the following features that made the course most productive for me. These are not listed in any order.

1. Second course with Peter utilizing some common structures. Already being familiar with these paid off. Two practices that I find particularly useful are:
 - a. The PD Workbook as a way to collect and organize everything related to the course. Having done this for CCT640 and having seen the notebooks of other people made me more proactive in setting up categories, a priori, for CCT698. Then there was a process of adjustment along the way. The section called “Articulation” provided a place for anything that I wrote for myself that either mapped out or organized ideas. Thus, I ended up with a series of articulations that was easy to keep reviewing and expanding upon.
 - b. Presentation of work in progress to focus work. This was especially valuable because of the rehearsal presentation to the small group which provided both great feedback from peers AND a chance to refine and revise the presentation itself. It’s the old rough draft trick with presentations. By finishing a draft with a week to go before the real article, one builds in time for significant revision/improvement. The fact that one has an audience is a great motivator to actually be ready early.

2. Oral Presentation by past students. I found the presentation by last year’s student who was a jazz bassist working through her project to be an ongoing reference point for me. It SHOWED the theme of doing something that involves you personally because of the number of layers that she uncovered as relevant to her project work. Starting from a repetitive stress injury from playing the bass, the student went on a deep exploration of both personal and institutional factors that formed the foundational layers of sediment with the injury as the system. Also, she developed a multi-faceted plan of attack at many levels, pushing towards a newer, more comprehensive self-understanding and mandate for further personal development. That’s quite a bargain from a course if it gets one to engage this thoroughly. What was so effective was that the presentation functioned as a

MODEL of what one could accomplish with personal buy-in. It gave concrete meaning to the accompanying words.

3. Peer to peer discussions during the classes allowed me to get resources and ideas which were very productive. Classmates were very willing to suggest ideas from their teaching experience. This pointed out new directions for me to look in regarding both types of resources (old TV shows such as The Three Stooges teaching the alphabet, which leads to old Radio Programs on Tape) AND types of people who are especially good to solicit for ideas (the music teachers in the class are members of a great group of people to communicate with).
4. The Phases were expressed in multiple ways, (objective, steps, examples) which meant that one had various ways to capture the overall purpose which allowed for adjustment of practice to meet that purpose.
5. Time. Working on the same project over time allowed for simplifications and metaphors to emerge that captured the main purposes of my project and a language for capturing and ordering resources. The series of outlines along the way codified each stage of this emergence. Then, writing drafts about these ideas led to a discursive justification of the approach for an Audience of similar teachers. The time was necessary to generate and mesh together multiple different outline structures.

Appendix A. Outline of Project Ideas Before Active Verbification

THEMES

- A. Leveraging the Practicum Course (Methods)
- B. Angles on the Project (Perspectives)
- C. Practical Techniques for Incorporating Songs into History Teaching (Specifics)

A. Theme: Leveraging the Practicum Course

1. Develop research and thesis-writing skills
 - a. Organizational System for research and writing (Project Guidance System)
 - b. Use of Writing Tools (Templates, Manuscript in Endnote)
 - i. Evaluate Software designed to promote writing skills:
 1. Writing Tutor
 2. Inspiration
 3. Endnote's Manuscript
 - ii. Evaluate use of Graphical Tools with Word
 1. Word's own tools
 2. Visio
 - iii. Design your own Templates and devices
 - c. Use of Endnote for Bibliography and Research
 - d. Use of Databases in the Research Process
 - e. Adaptation of Lessons learned in CCT698 to the ADP Program
 - i. Creation of Templates for idea organization and exploration
 - ii. Advance the cause of graphical writing techniques
2. Develop the "Wider Curricular Development Plan" within which "Songs in Teaching History to ESL Students" is situated.
 - a. Use of speeches, oral histories, books on tape
 - b. Scopes of situation
 - i. History Class,
 - ii. ADP as a Whole, ESL Instruction
 - iii. Adult Education in General
 - iv. Education in General
 - c. Relation to emerging educational technology
 - i. Web
 - ii. Databases
 - d. Collecting, Connecting and Sharing as a Habit
 - i. The sport of hunting and collecting
 - ii. The joy of linking
 - iii. Sharing as a model for connecting and learning with others
 1. Develop the FOOD Metaphor systematically
 - iv. Collaborative Review Databases

WORD has many graphical capabilities as described in the Draft Briefing; however, the Writing Tutor software may be very useful with ADP students for graphical writing exercises.

This is an ongoing development that I can continue into the future of both the ADP and my CCT studies.

Specific areas for development include use of computer technology to promote the purposes, specifically database design and web authoring.

1. other applications: Movies, Books,
2. Participatory Aesthetics
 - a. What makes a good song, movie, book?
3. Develop the Curriculum Development Database as a tool for Multimedia Curriculum Construction
 - a. Web-based deployment of lessons through interface between web-authoring and database
 - b. Integration between objects and pointers
 - c. Adaptation of the system to integrate CONTENT in general in a feasible way
4. Develop Concept for a Thesis Project to develop in CCT in general

B. Theme: Angles on the Project

1. Historical
 - a. Culture
 - i. History of Musical Forms
 - ii. Relation of music to culture
 1. role of music in culture
 2. expressions of culture in music
 - iii. Race Relations and Music
 - iv. Multicultural Issues
 1. immigration
 - v. Geography and Timelines
 - b. Critical Thinking about:
 - i. political USE of songs
 - ii. cultural USE of songs
 - iii. Genesis of songs
 - c. Historical Research
 - i. Finding and Using Source Materials
 1. adjudicating controversies in History
 - ii. Building a Framework
 - iii. Genealogy of Forms
 1. how do forms change and evolve?
 - d. Classification Schemes
 - i. By Genre
 - ii. By Content of Lyrics
 - iii. Other ways of classifying
2. Musical
 - a. Learning to enjoy the music = practical aesthetic
 - b. Identifying musical structures and forms
 - c. psychological effects of music
 - d. communities of music and song
 - e. music criticism
3. Linguistic
 - a. Singing Along
 - i. Pronunciation
 - ii. Karaoke and reading

This section was well captured in the Triangle Diagram. Orienting toward the future I will keep collecting GEM resources that serve these themes well.

For working with an upcoming ESL with technology program I would like to focus on the pronunciation and purely linguistic payoffs from using music, independent of the historical emphasis. I already have excellent resources for this and can now try things out in practice.

- b. Remembering, rehearsing
 - i. vocabulary connections and strengthening
 - ii. nursery rhymes
- c. Emotive dimension of meaning in songs/music
- 4. Information Organization and Research
 - a. database concepts, use and design
 - b. research skills on the web
- 5. Philosophical
 - a. Political Questions stemming from USE of media
 - i. Multicultural issues, Types of Cultural Interactions
 - b. Value Questions
 - i. What is good? Status of value claims
 - ii. Aesthetic distinctions, taste,
 - iii. How to treat/regard other people
 - c. Epistemological – how do you know?
 - i. Concepts, IDEAS and Forms – the paradigm song
 - d. What is the relation among Culture, Economics and Power
 - i. Infrastructure, superstructure and political USE
- 6. Educational
 - a. Evaluation
 - i. Evaluating the Effects of Using Songs in Teaching History (too narrow!)
 - ii. Evaluating the Effects of Databasing with Music (better!)
 - b. Techniques
 - i. Class Activities
 - ii. Student Projects
 - iii. Multimedia

I began to address some of these issues in the Argument/Counterargument process.

There is a lot of educational value to develop further here. These are good questions for applied Critical Thinking in general.

C. Practical Techniques for Incorporating Music and Songs into teaching ADP History

- 1. Research into
 - a. past uses and explanations
 - i. ESL. Murphey, Griffiee
 - b. Ongoing Projects involving music
- 2. Collecting Ideas from People
 - a. TYPES of People to Talk To and Specific Examples
 - i. Students themselves
 - 1. Cultural Trading – “no indoctrination without reciprocation”
 - ii. Music Educators – [they’re in the class: Kathleen, John]
 - iii. Historians – Check with Dan
 - iv. Musical Historians
 - v. ESL Teachers, CEI veterans, professional orgs in Boston area
 - vi. ADP Teachers – Ginny, Pat, Dan, Charlie
 - vii. Educators who USE Music in early grades
 - viii. Musicians
 - b. Setup organizational system to Collect this information

3. Concessances [morsels of great educational value that are ready to eat]
 - a. Book: A Folk Song History of America by Forcucci
 - b. Movie: Songs of the Civil War (Ken Burns)
 - c. Collected Tape of Songs
-

Concessances
became “gems”

Appendix B. Annotated Outline Resulting from Presentation

Comment: This outline derives from the Presentation of Work in Progress in the spirit of the “nested and connected table of contents” and narrative outline. I’m using the structure liberally to include explanation (with an eye towards inclusion in the final product), clarification of connections among sections and declaration of the point of sections in the whole.

Using Music in Teaching History to ESL Students

Collecting, Connecting, Critiquing

This is a place to explain the context in which the curriculum operates – that is, the History course of the ADP program. Provide background on program and students and the history course more specifically.

This comment required a substantial explanation regarding the background of the Adult Diploma Program and the History class. This ultimately resulted in a shift of focus for the entire Introduction to the written paper.

Motivation

Herbert Russcol: Guide to Low Priced Classical Records

Personal: My favorite book, ever

How I used it over many years

Interaction of reading and activity

Cycle of referencing, exploring, listening, expanding

Reflecting on the way that I learned about classical music from using Russcol’s book provides a lot of ideas for how to structure the PLATFORM for the use of music in history teaching. In particular, what were the experiences that I found enriching and enjoyable and what was it about Russcol’s book that made this possible? The key was that the book functioned as the narrative glue that introduced and held together an ongoing learning process that was pleasurable in numerous ways. Listening to the music certainly brought pleasure, but there was also the pleasure of the hunting, collecting and connecting. The cycle could occur in intense short bursts AND over time with many returns to the well.

This raises the question of the short term goal of use of music in the History class itself with the longer term goal (better, “possible positive outcome”) of engaging the student in an enriching activity that continues beyond the context of the class itself.

Why was the book so good?

Guidance at connected levels: GLUE

Composer Bio and Situation

Greatest Works

Particular Recordings

Russcol's book ultimately functioned as an introduction to the canon of classical music. He included references to the history of performances of the pieces he covered and the changes in regard over this history as well. He also provided his top list to round things out and to give one a starting point for organized collecting. He provided the glue a student needed to make meaningful connections at all levels of the web.

Rich, but limited

Contrast to a "mere list" such as Schwann's Catalog

This raises the issue of "feeling overwhelmed" which students may be sensitive too. A good guide has to provide a form of containment, so that the student's explorations seems meaningful.

Opinionated and Evaluative

Language of music criticism

Taught ways of describing (and appreciating) music

Taught about other critical opinions (further research)

Connection to Available Music – Outer context

Had access to many of the recommended records

Guided the hunting and collecting

Context for Making Connections

Connect musical genre to historical periods

Role of music (and other culture) in shaping history

Role of music in learning about and researching history

This is the spot for the Diagram of Angles and Intersections and its explanation. The Diagram shows three primary Angles (perspectives for looking at Music in History) and the Intersections that result from combining each two of these Angles.

The most direct way to bridge music and history is to use historical themes (periods, movements, struggles, events) and link them to the music of the time. This is mapped out in the Table of Specific Historical Themes Linked to Music.

Multiple Payoffs

History Proper

Stimulate history learning

Practicing historical research skills

Raise questions of historical research

Enhance language learning

Give meaning to words

Practice sound forming and listening

Engage students in collecting and using media

Library use

Sharing with others

Computer skill development

Internet Searching

Database use and concepts

Organizing Metaphors

Platform

Computer Database

Social Practice of Collecting/Sharing

Extension to Other Media

Personal Platform for further work

Gems

Definition of a Gem

Criteria for a Gem

In order to qualify as a gem of intersecting complexity you have to meet some strict criteria:

- You're to the point; directly.
- You point in many directions that intersect with each other, creating numerous opportunities for further exploration.

- You provide a model of the way things should be done. You make people say “Wow, this would be great to have for the _____ as well!”

Examples of Gems (see Gem Example Chart)

Types of Gems

The enriching situation as realized in a gem of intersecting complexity. In Russcol’s case, the gem is a book which functions as a GUIDE. But there are other types of gems. Movies, movie scenes, other types of books, the Smithsonian website.

Glue

Writing

Criteria for ADP Documents

Vocabulary Charts

Guidance

Instructions for doing research

Pointing to opportunities

Curriculum Outcomes

Lesson Plans

Introduction to Music and History: What’s in a Song?

Yankee Doodle Dandy

Songs from the Civil War

The first lesson motivates the use of music in history by establishing the types of connections one can discern between music and history. Later, the course can return to these questions in a deeper way.

What are the Genres of American Music? Hunting for Origins

Instructions for Musical Genre History

Chart of American Musical Genres

This set of lessons engages the students in Internet research to collect information about American Musical Genres. It establishes a basic vocabulary of styles, a timeline of development and a genealogical tree.

Using a Database for Pooling and Sharing

Students enter the information they've collected on their searching into the database and learn to manipulate the data using queries, sorting and reporting.

Music, Myth and History

Projects

Short Paper on a Historical Theme connecting music to history

In this context, construct a form with leading questions for note-taking, an outline-like structure for composing a paper with multiple sections and an example research paper. Also, coordinate with a class example of exploring the role of music in the historical situation – the real crux of the paper. The Ken Burns Civil War film functions well as a class example because of the multiple roles that the music is shown to play.

Explaining a historical song from student's first culture

Connect the role of music as a vehicle for historical communication to other cultures. Students identify a historical song, translate it to English and explain its historical significance for the class. Common themes of the role of music in history should emerge across the class.

Materials

The collaborative GEM collection and organization process occurs at the level of the educational materials to be incorporated into ongoing curriculum development. The database for curriculum development links to the storehouse of resources of which the historical musical materials are a part. The process itself requires initial training, communication and coordination. Each of the teachers plays a participatory role as an ongoing collector of gems for inclusion.

Examples

Appendix C. Final Draft Outline

Introduction

Grabber

Big Rock Candy Quote

Personal significance

NHIES Website

Historical interpretation of Big Rock Candy Mountain

Music is part of the environment

Role of Music in Special Education

Explanation of Purpose

Beyond academics

Outcomes

Lesson Plans

Framework for Collecting and Sharing

Path of Discussion

Educational Context of History in the ADP

Sources to Inform General Framework

Key Features

Specifications for Lesson Plans and Guidelines

Educational Context

Adult Diploma Program (ADP)

Multiple Payoffs and Pervasive Skills

Needs of the Cohort

Recent ADP Students are ESL speakers

Goal is to maximize social and communicative engagement

Interactive Developmental Process

Metaphors and Diagrams for the process

Engine Diagram

Intersecting Process Diagram

Understand and Accelerate this “natural” developmental process

Design Goal: Increase Use of Information

Library Use

Levels of engagement

Visit and break the ice

Gain comfort

Hobby

Collective Hobby

Two scales for Levels of Engagement

Social Interaction

Information Access

Table of Two Scales of Engagement

Educational Context of ADP History Course

Goals

Background knowledge

Historical research skills

Themes relating to real life

Phases

Build background and conceptualize historical density

Research Skills

Role of music in this context

Relate to personal lives

Example from prior History class

Role of music in this context

Framework for Music Collecting

Personal Example: Herbert Russcol

What was it?

How I used it

Why was it so good?

Guidance at many levels: **GLUE**

Rich, but limited

Opinionated and Evaluative

Connected to an Outer Context

Organizing Metaphors

Platform

Gems

Glue

Payoffs

Context for Making Connections

Connect musical genre to historical periods

Role of Music in shaping history

Role of music in learning about and researching History

Synthesis: Diagram of Angles and Intersections

Multiple Payoffs

History Proper

Stimulation to explore further

Practice historical research skills

Raise questions of historical interest and research

Enhance Language Learning

Enrich meaning and vocabulary

Practice sound formation and listening

Regional accents

Engage memory structures related to pronunciation

Engage Students in information collection process

Library use

Connecting socially through songs

Co-workers

Children

Computer Skill Development

Internet use

Database use and concept

Process Review for CCT 698 Alfie Alschuler
12/12/99

This class came in the middle of a process. I have been working on and developing a developmental theory of creativity since the beginning of my entry into the CCT program. However, in this semester I have been able to devote direct attention to these ideas and move much farther towards a more complete development of the ideas and a workable presentation of them.

In the beginning of the class I was intending to develop a test for creative development that would illustrate the elements I had identified. This was meant as a way of validating and proving their existence. However, I soon found that such an approach was quite problematic and not necessary. The intention and realization of the difficulties can be seen in the Vision exercise I completed in class. At this point I was still trying to develop the test and figure out how I was going to be able to do that.

Soon after that I realized that I did not need to develop a test in order to accomplish my goals. This is reflected in the Long Term Map/Overall vision I completed only a few days after the Vision assignment. I realized that by taking an extensive look at the theories of creativity and at Piaget's theory of development, I could logically demonstrate the existence of developmental elements of creativity. This made sense for several reasons. First, I had already looked at this information to generate the elements, so it was a matter of explaining what I had already done. Second, the other theories and Piaget are much more firmly established and 'proven' than I could hope to be, even if I provided quantitative evidence through some kind of test. So it made sense to rely on those. Third, my knowledge and abilities to design and implement a test are severely limited. I would not have been able to do this credibly, to hold up to serious scrutiny and analysis.

The oral presentation of my project to the rest of the class solidified this approach and how I was going to present it. I ended up using the same format in my final paper as I did for the oral presentation. At this point I had a solid understanding of what I was going to do this semester and what it was going to look like. I knew that I had reached the point of working towards completion, rather than exploring possible approaches and alternatives. Preparing the presentation brought me to this point.

Finally, the narrative outline represented a more complete exposition of the oral presentation. This was the backbone of my thinking and how I intended to present this thinking to others. After completing the outline, I worried that I had nothing else to say. I think this was indicative of the closure that the outline brought to me. After completing the outline, I knew that the thinking made sense and could be presented in a way that made sense. I felt like the goal I had established in the Long Term Vision had been met.

Through out the semester I did most of my thinking without writing it down. On my long drives from home to Boston and back I worked and reworked the ideas. This process was only semi-conscious. I would realize how much thinking I had done when I was completing some of the class assignments. Full and complete ideas would come out that I had not written down before. In other words, the tangible evidence for my thinking is scant, but there.

followed by a mock interview with a classmate further defined the issues I wanted to explore with others. More work on the questions found their way into part of the assessment and evaluation that will be used with real groups. This proved to be very useful in many ways.

d.) Freewrite- "I hadn't thought of it really..."- Support and community were becoming big words for my paper although I had yet to write anything. Meeting with the members of my support group was important, but I hadn't really made the intimate connection to my project. Writing about an experience with my group showed me how truly vital community, feedback, and dialogue can be. I made some realizations about my own assumptions and about using the support community to better all our efforts. The direction of my paper reflects the freewriting of 11/7.

e.) Presentation practice notes- Due to time constraints, I had not had the opportunity to try out my presentation in class. Chris, a member of my support group, came over to hear my presentation. Chris didn't think I was telling the audience some of the most powerful reasons why I was doing my project. She conducted a short interview with me and then asked me to write down what we had discussed. These scribbles are those notes. The first part of both my presentation and my paper changed as a result of this encounter and these notes. I finally knew that I had to focus on why I was doing this project and how it relates to my involvement in women's issues, writing workshop, and my life.

f.) Revised Research Design with Annotated Outline- This design and outline were written as I was starting to write my paper. I needed to delineate the topic and my questions to explore in more succinct language. To keep myself on target, I have read the questions many times over the last few weeks. They have served to remind me of the significant issues I want to be sure to include. The proposed schedule has kept me working hard, sometimes until late into the night.