Michael Polanyi College at UFM

Cycle One (Week Eight) Self-Evaluation

October 22, 2012

Congratulations! We have completed our first cycle of MPC, which was devoted to culture building, standard setting, and self-discovery. This self-evaluation will help serve as guide to supporting you in the second cycle where you will be increasing your commitment to the program material in a far more demanding and structured way.

Save this Word document with *your* name in the title. Example: “Albert Loan Week Eight Evaluation.” Use this Word Document as your template and post it in your Documentation under a file/heading of “Evaluations & Feedback.” Adjust spacing to accommodate your complete answers. Add commentary/choices when the multiple choice is restrictive.

Please answer the following questions to your highest standard of integrity.

* **Self-Awareness**
  + **Time Management & Attendance**

1. Please list the days you have been late to morning meeting. October 1, 2012

October 17, 2012

1. In your estimation, what percentage of the time are you on time to group meetings (epicycles)?

96%

1. Please list the days you have been absent.

Haven’t been absent a whole day.

1. Are there any activities, dialogues, or epicycles that you have missed?

I have missed the day everyone painted (Mabe´s morning meeting), Alejo´s Morning meeting, half of Kyle´s second class about 16 stones, half of one of Kyle´s programming classes, and half of the Shooting The Past movie. (I might have missed half of another one of Kyle´s classes).

1. If you have missed an MPC activity, what steps have you taken to make up or understand the missing time?

To catch up with Shooting The Past, I borrowed the movie from Bert and watched it at home. With Kyle´s classes I have asked my classmates and checked Chacho´s Blog. With Alejo´s morning meeting he sang it again after 730, so I got to hear it and everyone commented again. With Mabes morning meeting I asked my classmates.

1. Have you adopted the habit of posting a schedule of your reading that includes time, place, and reading goals?

I am still using the one I made for The Well Educated Mind for reading, just the time and place. Although sometimes I have changed it a bit and it varies according to every book. (I didn't do it yesterday though ☹). Hopefully in the future I will change it a bit in order to not do anything at home.

1. Do you have a system for setting goals and accomplishing them? Please explain.

I don't. All I do is tell myself that for a specific day I want to have something done (a chapter of a book, docuementation, etc)

1. What percentage of time do you spend on non-program related activity at MPC? Give an estimate.

32% (I am wanting to change, but it is like this because I have used the last couple of weekends to catch up, so all I have been doing is MPC)

1. What keeps you most focused and on-task? Give concrete examples of techniques you use to manage your individual work time at MPC.

Not talking to anyone helps me work.

Using agora to start working instead of goofing off.

Making a list of all of the things I have to do.

While documenting or doing something other than reading, I listen to music.

Keeping in mind that I don't want to do anything back home.

For reading, I can pretty much concentrate anywhere so that is not a problem. If for some reason I can’t concentrate reading, I leave if for later and do something else related to the MPC.

1. What would you say keeps you from “disentangling” at MPC?
   1. Cell phone & Apps
   2. Internet: Facebook, social networking, etc. (I would change the social networking, I usually get distracted by History Channel, Amazon and National Geographic.
   3. Fellow students
   4. Other distractions (please specify)
   * **Management of Environment**
     + Do you clean up after yourself when using MPC resources such as coffee cups?

I usually bring my own coffee cup and take it home each day to wash it, but if I do use something, I clean in right after I use it.

* + - Does your personal space at MPC reflect your standards for order and esthetics?

Not really my standard, I would like it neatly organized, but I’m not so organized, but my desk is decent.

* + - What is missing from your personal space that you would like to have included in the new space?

Somewhere to put my backpack so it wont be on the floor (that looks messy to me)

A file cabinet to put all of our books and other personal stuff.

A more comfortable chair.

* + **Personal Ethics**

1. Of the ethics and virtues that we have discussed and read about so far which ones stand out to you the most? Make two lists and specify the source of the ethic: Twain, Kant, Emerson, Campbell, Bauer, Franklin, etc.
   1. The following are the ethics of a learner that I am consistently demonstrating in my daily work and interactions.

Humility (Benjamin Franklin).

Frugality (Benjamin Franklin).

Honesty, Transparency (Campbell)

Tranquility (Franklin)

Respond with good nature (Mr. Read).

* 1. The following are the ethics of a learner that I value but do not consistently practice.

Order (Bauer, Franklin)

Resolution (Franklin)

Industry (Franklin)

Silence (Campbell, Franklin)

Responsibility (Emerson)

1. Give an example of when you stood up for the ethics we are trying to practice at the MPC.

The last couple of dialogues I have tried to do my readings ahead of time (Responsibility) in order to truly understand them. And while we are in the dialogues I have tries to be very honest about what I think and I have also practiced being quiet and really listening to what others have to say only saying something when I think it is truly important and thought out, controlling my impulses.

1. Give an example of when you ignored the ethics we are trying to practice at the MPC.

Last weekend. I am still a little bit behind and I was supposed to use that weekend to catch up, but I ended up ignoring this and didn't do anything, even when I had the time.

1. Which dialogue rubric rule do you find most challenging personally?

I really don't have a problem with any, I have tried to follow them quite nicely, but if I had to choose one it would be one person speaks at a time. I have found myself interrupting a couple of times.

1. What dialogue rubric rule do you think the group finds most challenging?

Seek to understand the author. I feel sometimes we give our interpretations of the text, not really what the author was trying to tell us.

* + **Personal Contributions**

1. Please list the rubric rules that you have personally contributed/suggested at MPC.

I don't know/remember if I suggested one.

1. Please give a full account of your facilitation of Morning Meeting including a one-page write-up that would allow a future student to replicate your Morning Meeting contribution.

I have made it after the reflections, since it has to be a page.

1. What rules or sets of rules would you like to contribute/suggest for the future?

Try not to get distracted (you don't need a phone to be distracted)

Think before you speak

Be positive

1. Can you list any other innovations or contributions that you have brought to the MPC either academically, culturally, or environmentally?

I brought the Corn Bread and Beans. (I don't know if this counts)

That's about it, I guess I haven’t made much contributions.

1. What area of curriculum would you most like to help design?

History, Art, Literature. Anything that has to do with those I would want to help.

1. What subject would you like to teach or facilitate at the MPC?

History, Art, Literature.

* **Completed Work**

1. Are you caught up with the required reading at MPC?

No.

1. Please state what you personally have read so far in the program. If you have not read a work from beginning to end, specify exactly what you have read. Example: “Page 1-3 of “Self-Reliance,” by Ralph Waldo Emerson.”

The Well-Educated Mind.

Getting Real.

Let Your Life speak.

Greek (lesson 1- 20)

Taming The Infinite (chapter 1-4)

How to read a book (chapter 1)

Euclid´s Elements (Propositions 1-3)

Benjamin Franklin (page 1-122)

The Trivium (chapter 1-2)

Self-Reliance (pg 1-3)

Corn-Pone Opinions.

Kant´s Enlightenment (paragraph 1-3)

Rhetoric of the image

Advancing liberty

Essays of liberal arts (forgot the actual name)

1. Have you begun to read any of the required books without being directed to do so? If so, please specify.

No, but I am tempted to do so.

1. Does your documentation specify a place to see your responses and commentaries on what we are reading at MPC?

Yes, both in my blog and in my website under books.

1. On a scale of one through ten how would you rate the substance or completeness of your commentaries?

6

1. Give at least one example of how you are applying what you are learning from the required readings.

I am using a version the common book or journal that Susan Wise Bauer mentions in The Well-Educated Mind.

I am also using most of the things that Susan Campbell states we have to do in order to be a real person.

I am trying to apply Benjamin Franklins virtues to my life, Im even thinking of having a little notebook like he had.

1. Are you caught up with your Greek study?
   * Please list your current scores for the on-line tests.

I have done 3 tests and my scores have been of around 60 and around 80 in one

* + Do you know your Greek alphabet by heart?

Yes, but sometimes I get mixed up in the order.

* + Do you know how to pronounce the Greek letters and read phonetically? No, I get confused by the new and the old pronunciations.

1. If asked to do so could you demonstrate the first three propositions of Euclid? With my eyes closed.
2. Of the work you have done so far at MPC, which represents your highest standard? My webpage, my summary of the well educated mind, My essay of Kant vs Twain. But I know I could’ve done all of these much much better, so they don't really represent my highest standard.

**Your role in other’s learning**

1. How are your decisions and actions affecting your co-learners at the MPC? Choose all that apply.
2. When there are distractions I take an active role in eliminating them.
3. I give direct feedback even if it is negative
4. I give positive feedback
5. I offer to help those who are struggling with curricular content
6. I model the rules and ideals of the MPC
7. I invite and welcome feedback
8. I organize study groups to master the material
9. I make a list of questions to bring to dialogues that will help with understanding the text.
10. I am often the distraction
11. I encourage others to be off-task
12. I have trouble choosing the appropriate time to engage others in conversation
13. I often do the right thing at the wrong time
14. I put off my MPC work for times when I am not at MPC
15. What steps are you taking to learn about the academic needs and strengths of your fellow MPCers?

I ask them how they are doing and if they are struggling with the same thing as me, I tell them we should go over it together, but I don't do this much, I guess I am kind of a loner.

1. If you had to give one piece of advice to each MPCer on how they could improve their role in the learning process at MPC, what would it be. (Create a list of names and put your advice next to each name.)

To all: don't complain about being behind and not having time to do anything. If we all did everything on time we would have more than enough time, so just take a weekend to catch up, actually do your work at the MPC and then you’ll have more time to do whatever at home. We actually don't have a very very large load.

Carmen: give yourself importance in the dialogue, she will sometimes start speaking and get interrupted and just leave it like that.

Lorena: Speak more often.

Javier P: Keep on keeping everyone quiet during individual time, I appreciate it.

Javier T: you've been working great, you are just missing to actually do the books in your blog.

Grace: ask for a performance arts time and teach us how to dance.

Marce: you are really on time with everything, so keep on doing whatever you have been doing.

Chacho: the way you manage your website is fantastic, maybe you can help the rest with theirs.

Isa: Your website is great, but last time I saw it you weren’t up to date with some things.

Diego: I feel like you get to emotional and defensive in dialogues, maybe you shouldn't take stuff so personally.

Pablito: Speak less often, so that others can get a chance to speak as well.

Lucia, Majo, Ines: stop complaining and just do your work at the MPC instead of talking and you’ll have no homework.

Lucia: turn off your phone and actually commit to the MPC

Gaby: MPC is more important than food and other things, they make you come late after lunch, and if you’ll just take a weekend to catch up, it wouldn't be such a load.

Franz: arrive on time and catch up.

Alejo: you are doing a great job with your blog, keep on the good work.

1. What advice would you give yourself?

The same I gave to all, with the only difference that I don't complain because I know it’s my fault.

**Small Group Participation and Conduct**

1. List the rules of your current small group rubric?

We haven’t done one yet.

1. What commitments has your group made to the MPC environment?

The MPC web page

1. Has your group made commitments and failed to follow through? Be specific.

Our rubrics.

Our logo.

1. What is the most difficult aspect of working with a small group?

When working on a subject none of us understand we get stuck and cant move forward.

1. What is working well in your small group?

Euclid, We all get a long and usually get everything done.

1. What plans do you have for innovation of your group’s dynamic and/or its goals?

Doing our rubrics in Google docs so anyone can add and change them whenever.

Write down our goals somewhere.

**Large Group Participation and Conduct**

1. Have you ever called for a debrief during a dialogue?

No

1. Does the group maintain the set of standards it has set for itself when we have outside professors? If not, how is it different?

I think we even follow the rubrics more efficiently, the only thing is that I feel people talk less and still feel the professors like an authority.

1. What are the most significant signs that our group is progressing at MPC?

We don't interrupt each other so often anymore.

We seek to understand one another and if we didn't get something clear we ask the person to explain it.

We don't change subjects so often.

1. What do you see as the biggest challenge or obstacle facing the group?

Understanding the author.

Sometimes everyone is on the same page, it would be fun if someone thought the contrary.

**Documentation**

1. When and where do you do your daily documentation?

MPC, right after we have a dialogue or an activity, I write it down on my notebook or on a word document.

1. How long do you spend each day?

About an hour, sometimes less, sometimes more.

1. Please list the types of documentation that you are currently updating maintaining:

* Timeline
* Calendars
* Schedules
* Autobiography
* Blog
* Vlog
* Video archive
* Writing archive
* Reading Commentaries on program material
* Code Academy
* Kahn Academy
* Personal journaling
* Rules and Standards (Rubrics)
* Mind-mapping
* Cross-curricular connections
* Others (please specify) pictures of our daily community. And an archive of all of the visiting professors.

1. Have you posted the results of your Khan Academy self-evaluation for mathematical literacy?

No

1. Have you posted your personal vision statement?

Yes

1. Have you posted your version of the MPC vision statement?

Yes

1. Do you have a record of the outline for the meta-question you were given for the MPC Handbook?

Yes

**Seven Thinking Dispositions**

Please give one example of how you are demonstrating each of the seven thinking dispositions at the MPC. If you cannot think of an example, write an example of what you plan to do in the future.

1. “The disposition to be broad and adventurous: the tendency to be open-minded, to explore alternative views; an alertness to narrow thinking; the ability to generate multiple options.

I have been trying debating with one of my classmates, even if we are debating against our beliefs.

1. The disposition toward sustained intellectual curiosity: the tendency to wonder, probe, find problems; a zest for inquiry; an alertness for anomalies; the ability to observe closely and formulate questions.

Once I find a subject interesting, even if I don't know anything about it, I get books or find people who can explain. I love learning new things, even if they don't have to do with the MPC.

1. The disposition to clarify and seek understanding: a desire to understand clearly, to seek connections and explanations; an alertness to unclarity and need for focus; an ability to build conceptualizations.

If I don't understand something, or if I am interested in something, I look for books or I Google it or ask other people about it, until I satisfy my curiosity. Usually I always end up finding conections.

1. The disposition to be planful and strategic: the drive to set goals, make and execute plans, envision outcomes; alertness to lack of direction; the ability to formulate goals and plans.

My calendar that I have been following, even though I need to change it.

1. The disposition to be intellectually careful: the urge for precision, organization, thoroughness; an alertness to possible error or inaccuracy; the ability to process information precisely.

Being open to feedback. If one does not do something right or errs, being open to feedback could help prevent future errors.

1. The disposition to seek and evaluate reasons: the tendency to question the given, to demand justification; an alertness to the need for evidence; the ability to weigh and assess reasons.

At the beginning I was wondering why we were going to read specific books, and I asked around and got answers.

1. The disposition be metacognitive: the tendency to be aware of and monitor the flow of one's own thinking; alertness to complex thinking situations; the ability to exercise control of mental processes and to be reflective.”

After each time I read I try to analyze what I have read.

**The Habits of Mind**

Please give an example of how you are demonstrating the following habits of mind at MPC. If you are not demonstrating a particular habit, give an example of what you plan to do in the future.

1. Persisting

I haven’t given up with the MPC. ☺

1. Managing impulsivity

I have been trying to really think about what I am going to say in the dialogue, instead of saying something impulsively.

1. Listening to others with understanding and empathy

I have been keeping quiet in dialogues more often in order to really understand what they are saying.

1. Thinking flexibly

Im trying to be opened to new ideas even if I don't agree 100% with them.

1. Thinking about our thinking (metacognition)

I haven’t really done this much, but I guess after each day I will think about thinking.

1. Striving for accuracy and precision

Trying to be specific and really seeking understanding.

1. Questioning and posing problems

Instead of commenting, from now on I can also start posing problems.

1. Applying past knowledge to new situations

I always do this for everything.

1. Thinking and communicating with clarity and precision

I have to work on this, I have trouble expressing my ideas. I should think and have a clear idea before trying to explain.

1. Gathering data through all the senses

I should start recording classes, never done that before.

1. Creating, imagining, and innovating

Just look at my Vlog, its innovation.

1. Responding with wonderment and awe

It has always amazed me to find out new things.

1. Taking responsible risks

Go over my head with this book project.

1. Finding humor

I’m funny already, just kidding. (see, that was a joke)

1. Thinking Interdependently

In my group of three we brainstorm a lot.

1. Learning Continuously

My learning has never stopped, I read to much and watch to many documentaries at home.

**Your Own Reflections on Self-Assessment**

Please use this space to add anything relevant to your self-assessment for Cycle One.

In some parts I’m doing fine, but I also realized I haven’t contributed much to the MPC environment, community, etc. The personal contributions part was like a slap to the face that I should start helping out more. I mean, I have washed the dishes a couple of times, but that is not enough, I haven’t even recommended a dialogue rubric. I am still behind on some readings, which mean that I should follow or change my calendar, or simply take another weekend to catch up.

IMPROVEMENT IS NEEDED.

Follow me to my morning meeting

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**Morning meeting**

I got here early, to make sure that everything worked, which it didn't. So as soon as Bert walked in I told him that the sound wasn't working so he went to get someone to fix it. Once everyone was here, I started off with the plans for that day, making the schedule, etc. After we had talked about pending business for about 15 minutes I decided it was time to present my videos. I told everyone that I had chosen the first video “Did the Maya think the world would end in December 20120?” because everyone had been asking about that for quite a while and my second video “Bet You Didn't know Halloween” because we are in October and it is almost Halloween. I also told them they should pay attention to a few mistakes in the first video. So we watched both videos and when they were done I returned to the circle and asked everybody if they liked the videos and if they saw the mistakes. I think none of them saw the mistakes so I had to tell them the mistakes I had seen. They all said they liked the videos and that they were also a fun way to lean things.

**To replicate my morning meeting:**

* + 1. Look for interesting videos that you would want to share.
    2. Watch them many times, in order to find mistakes or any other thing.

On the day of the meeting:

* + 1. Arrive early.
    2. Check if the screen and sound work.
    3. Have the videos ready and loaded.
    4. Talk about the days work.
    5. If it is time for you to show the videos, politely interrupt the conversation and explain your reason for showing the videos.
    6. Show the videos.
    7. Once the videos are done, ask if people for their opinions on the video and any other commentaries.
    8. Close with a conclusion about the videos, or your own learning from the videos.
    9. If there is still time, you can change the subject.

THE END