

Self Evaluation Workshop Fungal Kingdom, Fall 2006

Please work through this worksheet prior to next Wed, Dec 6th. **Bring at least two copies of your draft evaluation to the workshop in the CAL on Wed, along with an electronic copy to edit during the workshop.** We are requiring that you complete and submit a self evaluation for this program.

From the Syllabus and Covenant:

Many people are not familiar with the crucial roles lichens and fungi play in terrestrial ecosystems. In this program we will examine what these organisms are, how they get their energy, and the roles they play in ecosystems. Students will gain proficiency in mushroom and lichen taxonomy, ecology, biology, and physiology, as well as being engaged in technical writing, library research, critical thinking, and developing their oral presentation skills. We will spend considerable time in the field collecting lichens and mushrooms and in the lab studying and identifying our collections. Lectures will focus on lichen and fungal biology and ecology. We expect that by the end of the quarter, you will be able to identify many common lichens and mushrooms without referring to books and will be able to identify unfamiliar specimens with the use of published keys. **Plan on devoting a minimum of forty hours/week to this program.**

Each student is required to locate two peer-reviewed research papers (at least 4 pages long) on the ecology of fungi and lichens published within the last 10 years (one paper for fungi, one paper for lichens). For each paper, you must write a 1-page summary of the paper (in your own words, not a duplicate of the abstract) and give a short (10-minute) presentation to your lab group (half of the class). By the end of the quarter, students must be able to identify a number of common mushrooms and lichens without using reference materials, as well as common morphological features used for identification. In addition, each student must complete a set of mushroom and lichen collections (20 collections of each type), as well as a culture collection of fungal or algal isolates.

By the end of this program, we expect that you will have demonstrated proficiency in and/or knowledge of:

- Mushroom taxonomy and identification;
- Lichen taxonomy and identification;
- The ecology and biology of fungi;
- The ecology and biology of lichens;
- Careful sensory observation;
- Technical writing;
- Library research;
- Presentation skills — oral and written communication;
- Critical thinking as demonstrated through writing projects and discussions.

Mastery of these will be demonstrated through discussions, group activities, study questions and other written work, participation in the labs, notes and observations recorded in your notebook, and exams. The quality of work, level of understanding, effort and extent of improvement all will be important in evaluation.

In addition, we expect that you will make significant progress towards fulfilling the “Expectations of an Evergreen Graduate” which are listed below. You will be asked to reflect on your progress towards them in your evaluations.

- Articulate and assume responsibility for your own work
- Participate collaboratively and responsibly in our diverse society
- Communicate creatively and effectively
- Demonstrate integrative, independent, and critical thinking
- Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines
- As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Background Documents

Get copies of the following documents:

- The syllabus, reading/lecture schedule and the program description,
- Notes, your paper summaries, study questions, quizzes, lab notebook and any other writing you've done that you might want to refer to or quote from,
- Anything else that records your thinking and working process (journals, sketchbooks, notebooks, etc.)

Work through the following outline for your preliminary self-evaluation. Don't bog down writing prose here; just make lists in the spaces provided.

Working Outline

There are different strategies you could use for organizing a comprehensive final self-evaluation. The strategy suggested here is to begin with an introduction, then proceed by major component activities, assessing your learning over the term in each one, then write a brief conclusion.

Material for your opening paragraph:

Summarize your experience, hopes and learning goals at the start of the program. How did your hopes and goals change over the course of the program? Any new ones?

Describe your performance in the program overall. (How was your attendance? Participation? Characterize your work. Complete? Some holes? Your best work was...? Where could you improve? How did you improve? How well did you achieve your goals for the quarter? Did you work hard? Consider where you were at the beginning of the program and where you are now.)

Material to draw from for your central paragraphs:

The major program activities are listed on the following pages. Try numbering them in the order of their significance to you, and then address them in that order. Characterize your learning in each and what you feel were especially significant experiences and insights for you. What do you think about now that you wouldn't have before? What can you do now that you couldn't do before? What did you do where you learned the most? What area needs the most improvement?

General Concepts and Details

How has your understanding of the following changed during the quarter?

- The ecology and biology of fungi;
- The ecology and biology of lichens;
- Library research skills;
- Performance on exams and study questions—how do they reflect your learning? Do you fully grasp all of the details or only the main concepts? What degree of improvement happened during the quarter?

Lab work

- Lab skills (preparing slides, using a microscope as a tool for inquiry...)
- Mushroom and lichen taxonomy and identification, including use of various technical keys, knowledge of morphological structures needed for id, confidence in your identification skills
- Maintaining lab notebook. Did your lab notebook contain all the requested information for each collection?
- Culturing fungi/algae. What were your experiences with culturing fungi/algae?

Field work

- Field skills (collecting, making and recording observations)
- On-sight identification skills
- Maintaining a field notebook. Were your field notes complete? Could someone else find the collection location using them?

Collections

What is your opinion of your mushroom and lichen collections? Do you feel that you pushed or challenged yourself in selecting difficult specimens to identify? Was your collection neatly organized and prepared according to the instructions?

Independent project papers

Were you able to understand and articulate the main themes and points in the papers? Presentation skills? (Was your presentation clear, concise and easy to follow?)

Material for your final paragraph(s):

How would you characterize your grasp of the skills and ideas presented? Inadequate, Unremarkable, Basic? Fair? Very Good? Excellent? Outstanding? Detailed or general?

How has your understanding and ideas about the role of fungi and lichens in ecosystems changed? What “light bulb” have you had? Were there any concepts or information that really struck you? How has this changed the way you view the world? Why?

What progress did you make toward the goals you listed above? What have you learned about yourself?

How will the knowledge you gained during this quarter be used in the future? How does it relate to your previous experiences? What will your next steps be? (Next term? Long term? New hopes? New goals?...)

Writing Your Self Evaluation – Instructions:

1. Write your first draft, using your reflections outlined above. The question to keep in mind is this: How would you summarize your learning for someone unfamiliar with your efforts in the program? Use the simple Introduction/Body/ Conclusion format suggested in the Working Outline. Edit this for gross errors, and check spelling. Maximum length of your draft is two pages, double-spaced, with one-inch margins. Use 11 Point Arial or Times New Roman fonts. Print at least two copies.
2. At the Self Evaluation Workshop on Wed, get together with two other students and have them critique your draft. You, in turn, should review the drafts of two other students. **Be fearless in offering constructive criticism. *This is a very important step.* Sign each draft that you review.**
3. Using your peer's comments, revise your own draft self-evaluation.
4. Save the Word document on a disc and/or e-mail it to yourself.
5. Turn in your final, revised, double-spaced draft and two edited copies to your evaluation faculty, along with your portfolio in a box outside the appropriate office door by Noon on Friday, Dec 8, 2006. We will discuss your self-eval during your conference.

A note on style:

Consider the voice you use. Does what you say about your work sound vague? Pompous? Self-serving? Chatty? Overwrought? Defensive? Obsequious? Apologetic? Strive to write clear, honest, and well-crafted prose. Note your accomplishments without over-inflation. Tie generalities back to your own experience. Be objective.

Portfolios

Should contain your notes, study questions, quizzes, paper summaries and any other program materials, neatly organized into sections by type, with labels for each section. Your self eval and drafts should be at the beginning of your portfolio.