

Self-evaluation #1

BIOL199-F22

Name:

The purpose of this self-evaluation is to provide a space for you to contextualize the role this course will play in your future plans and/or personal growth and to begin planning how you will meet learning objectives of course. It is also a way to begin communicating to me what your personal goals are within the course, so I can help you achieve them. Lastly, it provides a baseline to refer back to across the mid-term and final self-evaluations, to help you assess your growth over these next 15 weeks. Note, I will be collecting some quotes and data collectively from responses to share with the class (without any identifying information).

While I am not including word quotas, keep in mind that *I expect thoughtful responses* and that I need to read 16 of these, so I expect some editing to *keep the responses a reasonable length*. I anticipate that including the text of the questions, a submission will be ~4-5 pages. Follow lab instructions from Week 1's lab on how to make a copy of this document for personal use.

Submit the completed self-evaluation on Box (see BB left sidebar) in the 'Assignment Upload' link as a Microsoft Word document (ends in '.docx'). Click File → Download → Microsoft Word to obtain this document. Upload with the filename: SelfEval1_YOUR FIRST NAME.docx

1. On a scale of 1-5, where 1 is very nervous and 5 is very confident, how do you feel going into this course? Explain why, speaking particularly to some or all of the course learning objectives, the course structure, your study habits, etc.

Answer here:

2. On a scale of 1-5, how comfortable are you with talking in a classroom setting? (1=Very uncomfortable, please don't call on me if possible; 5=Always happy to share my thoughts!)

Answer here:

3. In the syllabus and class discussion, we have now talked a lot about specs grading.

a. Briefly describe specs grading in your own words.

Answer here:

b. Share some of your thoughts about this grading structure. (Some potential prompts: Do you like it and why? Have you experienced something similar before? What are you nervous about regarding this format?)

Answer here:

c. What do you think are important habits to begin applying to learn effectively in a course structured in this way?

(You do not need to do any research on this, and you are welcome to reflect on what you do NOT know, as much as what you do know. If you have no idea what to say, take a wild guess – I'll ask you to answer this question again later in the semester and compare your response to the one here.)

Answer here:

4. Group work is an important part of this course, in part because working effectively in groups is a key skill for both professional and personal experiences. A surgeon needs to work in concert with the patient, anesthesiologists, nurses, the primary care provider, and others to provide effective surgical therapy. A prestigious researcher is dependent on their post-docs, students, technicians, and collaborators to produce seminal work. Planning a vacation with family or friends requires clear discussion and equitable division of labor and funds to ensure a fun trip. Group work is *hard* and takes active and sincere efforts by all participants, so many people often don't like it. But, the results are often incredibly rewarding when everyone is engaged in the effort. Below are some questions to get you thinking about your experiences with group work.

a. What expectations do you have of your teammates in group work?

Answer here:

b. Based on your past group work experiences (academic, professional, or personal), what are some strengths you bring to any group with which you work?

Answer here:

c. Based on your past group work experiences (academic, professional, or personal), what would you like to improve in your ability to work in a group?

Answer here:

d. What concerns do you have about working in groups in this course (e.g. in class activities and lab modules)?

Answer here:

5. "75% of the genes responsible for human genetic diseases can be studied in fruit flies." Based on your learnings up until now, what does this mean to you? What questions do you have about this sentence?

Answer here:

6. Look at the learning objectives (LOs) on p. 5 of the syllabus. List 1-2 you are excited to master, and 1-2 you feel some apprehension about mastering.

Answer here:

7. How do you expect this course to help your future trajectory? You can speak to fulfilling major requirements, providing skills/knowledge for potential careers and/or passions, developing personal perspectives/forms of thinking, etc.

Answer here:

8. What personal goals do you have for this course? You can speak to particular assessments, your letter grade, skills you want to develop, etc.

Answer here:

9. Please include anything else not addressed above you would like me to know. (e.g. something you want me to know to better understand you as a person, any concerns not yet addressed)

Answer here: