ENGR2050 Self Reflection Written Assignment

- Submit your assignment on Gradescope.
- Parts 1 and 3 should not exceed 3-4 pages (combined) in length and Part 2 should take approximately one ½ page.
- Remember to utilize information from both the Mid-semester and end of semester Peer Feedback form to support your responses.

Part 1: Personal Contribution to the Team

Question 1. Assess your role and personal contributions (or the challenges you faced in contributing) to the team utilizing your personal self-assessment as well as the mid-semester peer feedback activities, end of semester peer feedback and or Instructor feedback. If you feel you struggled to make a significant contribution to your team discuss what you might have done differently to address this deficiency?

In your responses use SPECIFIC details and people's names from YOUR project and team. Avoid generalities or vague responses. If Chat GPT could write it you will receive no credit.

Responses are intended to cover non-technical contributions to the team but may reference technical contributions as they relate to interactions with teammates. For example, "I contributed to the team by teaching "Paul" C++, which enabled him to…"

Question 2. Discuss how two of the self-assessment tools that you were exposed to during the course (MBTI, Johari Window, Conflict Modes or PASK Inventory) influenced your contributions and or relationship to the team.

**Evidence: You must use formal and informal feedback from peers and or instructors to support your explanation.*

Part 2: Personal Improvement Plan for Working with Teams

Create two S.M.A.R.T. goals to support your future personal development for working with teams. Suggested improvement areas to consider may include (but are not limited to): Conflict Resolution, Time Management, Public Speaking, Project Management, DEI Competency or the development of a specific Technical Skill.

- State your broad goals in simple clear language and then support with a brief descriptive narrative detailing 2- 3 action items you plan to take per goal.
- Include an estimated timeline for completing your goals.
- Goals may fall over multiple semesters and include both academic and non-academic action items. *For example, you may improve your public speaking by taking a public speaking course and/or by joining the Engineering Ambassadors and giving presentations to High School students interested in the STEM field.*
- Be sure your goals articulate each of the five components of a SMART goal and are as specific and measurable as possible. Avoid overly simplistic goals that cannot be measured. *For example, "I will become a better team mate."* Utilize the following prompts: What is the specific goal? What actions will be taken to address the goal? How will success be measured and by what date(s)?

Remember goals may be shared with future Capstone Instructors!

Part 3: DEI and Professional Design Reflections

Question 1. Discuss how you and your team used the design process to address public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors related to your team's problem area. What did you learn about those design factors after completing the course?

Question 2. Discuss how you and your team's ethical and professional responsibilities made informed engineering design decisions based on professional and ethical considerations. What did you feel you learned about the ethical and professional responsibilities related to engineering design after completing the course?

Question 3. Please describe any technical challenges you encountered while building your part of the prototype and how you solved or failed to solve the issue? What might you have done differently to address the challenge?

Question 4. Did your perception and knowledge of the engineering design process change after completing the course? If it did, what changed? If it did not, why?