

Final Self- Assessment***Secondary Education Program Grading Policy***

Course instructors in the secondary education program place particular value on the thinking of our students as a vehicle to drive learning. Therefore, in coursework and field experiences, we strive to motivate students to deepen their thinking and its expression beyond what is expected. One part of this effort is to consider how a grading policy provides room for students to demonstrate complex understanding in ways that meet, push beyond, or shatter expected levels of competency. The following grading scheme reflects this value. You will note that a grade of “B” represents a level of mastery in which all requirements of the assessment and/or course have been met.

A	Your work is exceptional. You thoughtfully and creatively demonstrate deep understanding of the key concepts and ideas, surpassing course expectations. You relate your learning to prior knowledge, seminal work in educational theory, and empirical research and explicitly recognized implications of these ideas/concepts and their application for your future and/or broader practice. Your work generates little critique and exceeds ALL criteria for assignments and the course.
A-	Your work is very well done. You utilize feedback and demonstrate you are developing and deepening your understanding of key concepts. You describe your learning in relation to prior knowledge in creative and nuanced ways. Your work generates few questions/critiques and exceeds NEARLY ALL criteria for assignments and the course.
B +	Your work meets all, and exceeds some, criteria for the assignments and course. There is evidence of a deepening understanding and an effort and commitment to thinking critically about the ideas, concepts, and topics as they might be applied in practice.
B	Your work meets all criteria for the assessment and/or the course. You include all necessary pieces/parts and adequately address each aspect of the expectations that have been conveyed to you. Your work demonstrates mastery in all targeted areas of competency.
B-	Your work partially addresses some of the criteria or has pieces missing, but is acceptable. Your work includes some evidence that feedback on prior assessments and experiences (i.e. discussions, tasks, etc.) in class have been thoughtfully applied. Individual instructors have the discretion to request or accept revision of work at this level.

EDUC 3050 Advanced Social and Philosophical Aspects of Education

My Grade: B⁺

While I reviewed all the readings and projects I did this semester, I don't think I knew a lot but I felt a lot. Right now if asked to articulate how American education system is segregated, I couldn't come out any detailed information. However, the reason I grade myself B⁺ is that this course enables me to think critically about the purpose of education, my role as a teacher and the connections I have to other participants such as parents, teacher colleagues, administrators and the entire education system. Besides, particularly in my case, I feel my growing ability to see and interpret Chinese education system and the impacts of social expectations, political institutions and cultural norms on its development through my projects.

I used to think theories are useless for a profession characteristic of practice - all I need to do is go to the stage and teach. The class, however, offers me the opportunity to think philosophically, for the first time, about the purpose of education and the profession of teaching. Now I am so into the idea of "turning soul to bright objects" as the purpose of education and I strongly believe it will guide my behavior and influence my choice in teaching students. Furthermore, various philosophical perspectives on these topics inform me a panorama of what education is. Understanding education from a macro level determines my belief in teaching and how I need to conduct teaching practice. In addition to that, something interesting occurs when I was learning the philosophical aspects of education. I find these ideas can also apply to parenting, developing romantic relationships and social network. In essence, the ideas are interlinked, that is, dealing with relationships.

Living in two cultures and the conflicts inside of me requires me to constantly reflect on what I perceive and truly value. On one hand, through learning how American education system is navigated, funded and controlled, I explored how Chinese education system runs in my concept map and final

EDUC 3050 Advanced Social and Philosophical Aspects of Education

project. Experience in simulations frustrated me to some extent but it helped me reflect the dilemma between principles of teaching and the reality in and out of classroom. In term of issues I have a strong echo, I could quickly connect to the counterparts within Chinese context. On the other, however, as I didn't have much experience studying through American education, it impeded my internalization of the readings on these topics. Therefore, more often I was assuming the role as a listener and couldn't contribute a lot to the conversation in class and affinity group discussion, though sometimes the topic allowed me to bring my study experience in China and understanding of English Language learners.

Learning occurs in social interaction and is influenced by the learning environment. As a beneficiary, I am confident to say frustration and conflicts create the space for learning. If I feel uncomfortable, I know it is when learning is going to happen.