

Assignment 2: Self-Assessment for the Discussant/Participant Role EDUC 5002G: Research Methods in Education

Student: Dan Labecki

	Please evaluate your performance in the course and provide any explanations that you would like to provide below.	
1.	Provides a reading for the course that presents an example of educational research. Works with a group to present the reading. Helps the class to understand how the research in the reading is qualitative, quantitative or mixed and helps the class to discuss the research presented.	8.5/10 <ul style="list-style-type: none"> ■ Provided reading ■ Worked with group to present it (met in Gen Ed. Rm four times to prep with group, created Prezi, had speaking role) ■ Together with group, the presentation helped our class to understand the material.
2.	Gives every indication of having read the papers that other students will discuss in the course and is also a full participant in discussions led by other students.	7.5/10 <ul style="list-style-type: none"> ■ Similar to the, 'Leadership and Technology', course, I participated more in the breakout rooms. ■ I do recount some moments where I spoke up in the main room, though ;)
3.	Leads the class in a discussion of an assigned reading. Prepares a presentation in advance of the class. Assumes that the class has read the paper but helps them to understand it better. Summarizes the main points but very briefly. Helps the class to determine the main focus and arguments of the paper.	8.5/10 <ul style="list-style-type: none"> ■ I did a lot of the prep for the discussant presentation ■ Speaking time was split evenly between the three group members during the actual presentation (I covered research methods, validity, and reliability). ■ We had prepped questions but ultimately ran out of time as our presentation ended a few
4.	Leads the class to investigate the paper in a deeper way. Provides some analysis of the paper – what the author does well, what the author says that is interesting, analysis of key quotes from the paper,	

	why the reading was enjoyable, how the discussant might have organized it differently or argued it differently.	minutes before 9pm.
5.	Deeper analysis of the paper is provided. How is this paper helpful, relevant, or significant? How does it apply to the outcomes of the course? Uses engaging means to involve the rest of the class in a deeper discussion of the paper or the issues raised by the paper.	<ul style="list-style-type: none"> ■ Included a poll, a video, and – as mentioned – we had questions ready to go upon conclusion of the Prezi. ■ Presentation incorporated discussion on many of the main paradigms, methods and other terminology important to the courses ‘summary of understandings’ paper, and the course on a whole.

Reflection on my learning in (and out) of Research Methods:

I am a person who is passionate about my growth as an individual. I will never settle for where I am in life, as I see life as a never ending exploration of self, others, and the world around me. That said, I am quite picky – stubborn even – when it comes to expanding my knowledge base in areas that I am not entirely interested in. I remember having a conversation with a colleague upon entering the MEd, and expressing my disinterest in the research aspect of graduate studies. I wanted to concentrate on the development of ‘real world’ skills that I could readily apply to my own classroom.

After seven courses, I know I will be a better educator (and lifelong student) due to my experience in the MEd program.

Refocusing this reflection on the course in question – research methods – I want to say that I was wrong to initially dismiss the research aspect of graduate studies as irrelevant to my own needs as a college educator. More so, I was wrong to dismiss the research aspect of Grad studies as irrelevant to my growth as an individual (how naïve... please forgive me ☺).

My two most important takeaways from this course are:

- 1) I can now read about all kinds of research, in so many areas of life, and have a deeper understanding of how new knowledge is created. For someone who values such things, this is a very significant mental leap forward, and one that I should be able to keep benefiting from (and building upon) throughout my life.

Side notes: In writing my final paper for Allyson Eamer’s course, I read a

lot about the research of Richard Dawkins, Lawrence Krauss, and Sam Harris. During my review of their research, I felt better equipped to understand their research processes and findings because of this research methods course.

I also recently watched the Oscar nominated film, “Footnote”, during a screening at a film-lovers group I attend fairly regularly. That I was able to understand the ‘language’ of the main characters in the movie (father/son researchers) and their motivations was a great thrill for me.

Point #1 takeaway: this course (and program) has given me the ability to better make sense of (and question) new knowledge.

- 2) I can better understand the draw of conducting research, and its importance to society. When I was very young, it was hard to imagine contributing anything new to society, in terms of knowledge, or story, or song, etc., because it just seemed like it had all been done before. Obviously, that was another completely false assertion of mine.

Point #2 takeaway: this course (and program) has helped me to better understand how new knowledge is built.

Comments from the professor to the student:

Dan: Your reflection and self-assessment was one of the best ones in the class. You provided evidence and you thought about your learning. While at the present time you are focusing on what you are learning, it seems logical that you will more and more focus on HOW you have been learning. This will provide new ideas as you continue to teach. Thanks, Lorayne

24.5/30