

MPS 3: Self Assessment. Timing sheets. Example timing of activities. For a 110 min workshop (nominal 2 h), we would need to shave 20.5 minutes from this list.

Guidelines. For your workshop, complete the “Time on the clock” so that you can monitor how you are doing and when you have to modify some of the timing for activities..

MPS 3 Self Assessment	Visual	elapsed time, min	total time	Time on the clock
Provide Intro Rationale: if they haven't seen it before you might do the <i>Canada Needs You</i> preamble to help them see why this is important in your program. Add <i>I want you to succeed in your career</i> . I'm here to help you succeed and do well.				1:31
Lucy's Uncle and violin, cartoon Haggar and target practice, cartoon				
Definition	1	1.5		1:45 pm
Pretest	2	0.5	2	
Learning objectives	2	4	6	
Target behaviours	notes	2	8	
Where it fits in	3	0.5	8.5	
Misconceptions	4	0.5	9	
Why important for learning	5	0.5		
Why important for life	6	0.5	10	
Activity 1: Example Perfect circle	7	3	13	
Diad discuss; leader collect ideas after discuss	8	4	17	
Activity closeout: personal writing of reflections or what they learned (2 min.) followed by diad discussion (90 sec) [An alternative is for leader summary but this takes about 10 min to write down all ideas given from a group of 20.]		3.5	20.5	
Option: 20 min boredom: insert boredom cartoon and then have activity like handshakes, backrubs, exercise-stretch but usually the write reflections given above is sufficient		5 min option		
Four elements of valid assessment	9	1	21.5	
Evidence that self assessment is reliable	10	2	23.5	
The route ahead: advanced organizer	11	0.5	24	

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Activity 2: Brush your teeth; individuals write; leader take an example and follow "instructions" usually squeezing toothpaste all over his/her face	12	3 min write 2 min demo total 5	29	
How to write observable goals	13, 14	1.5	30.5	
Activity 3: Joe's goals	15	3	33.5	
Leader discuss		3	36.5	
Activity 4: Individuals return to Activity 2 "brushing teeth" and improve	15	3	39.5	
Activity closeout: personal writing of reflections or what they learned (2 min.) followed by diad discussion (90 sec) [An alternative is for leader summery but this takes about 10 min to write down all ideas given from a group of 20.]		3.5	43	
Criteria definitions	16	3	46	
Activity 5: individuals create measurable criteria	17	3	49	
<i>Break</i>		5	54	
Leader summary. Put the question in the context of a contestant for the fastest writer (question #3 on 305) with \$3 million as prize. Someone failed to get the prize but feels they deserve it. They hire a lawyer to look for loopholes in the criteria. What might they find? Importance of "Given".	18	5	59	
Activity 6: individuals return to worksheet 300 and the brush your teeth example. Create measurable criteria.	19	4	63	
Activity closeout: personal writing of reflections or what they learned (2 min.) followed by diad discussion (90 sec) [An alternative is for leader summery but this takes about 10 min to write down all ideas given from a group of 20.]		3.5	66.5	
<i>Evidence:</i> importance of identifying, gathering it and using it to write reflective journal. Consider one of the learning objectives and outline the evidence gathered so far. Which does it support?		1	67.5	
<i>Evidence:</i> what does the tooth past example provide evidence for?		1	68.5	

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Activity 7: Extension #2 Personal enrichment. You circulate in room and help individuals	Op 20	10	78.5	
Activity closeout: personal writing of reflections or what they learned (2 min.) followed by diad discussion (90 sec) [An alternative is for leader summery but this takes about 10 min to write down all ideas given from a group of 20.]		3.5	82	
Resume writing Extension #3 cartoon X-rays	Op 21	0.5	82.5	
Assessing skills as evidence from work, spare time, life	Op 22	2	84.5	
Activity 8: reflect on skills; worksheet	Op 23	5	89.5	
Activity 9: rewrite to include descriptors, extent, responsibility, initiative, quantitative	Op 24	3	92.5	
Importance of unique skills: 7 forms of evidence	Op 25	5	97.5	
Activity 10: Mary Jane's individuals/ diads critique	Op 26	6	103.5	
Activity closeout: personal writing of reflections or what they learned (2 min.) followed by diad discussion (90 sec) [An alternative is for leader summery but this takes about 10 min to write down all ideas given from a group of 20.]	Op 26	3.5	107	
Putting it all together; homework assignment	Op 27	1	108	
Reflective journal writing Extension #4 what is it?	Op 28	1	109	
Three elements: <i>Build</i> what learned in workshop; <i>Bridge</i> how use that in other courses; <i>Extend</i> how to use in everyday life	Op 29	1	110	
Example of journal: visuals plus handout	Op 30	4	114	
Activity closeout: personal writing of reflections or what they learned (2 min.) followed by diad discussion (90 sec) [An alternative is for leader summery but this takes about 10 min to write down all ideas given from a group of 20.]		3.5	117.5	

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Activity 11: Return to learning objectives and post test. Reflect on the learning objectives; think of evidence you have related to each and assess “How well can I use the evidence to show accomplishment of goals?” If “not yet”, then what other activities can I provide that will help you?		10	127.5	
Activity 12: DISCOVERY. Ask participants to summarize what they learned from the workshop		4	130.5	
TOTAL			130.5	