
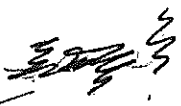
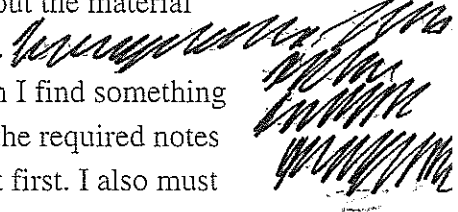


Self-Assessment

For my interactive notebook, there were several things that I did positively. For starters, I believe I did a fantastic job of making the notebook my own, meaning that I personalized it to my style. As a Studio Art major, I had no problem with creatively designing my notebook to look interesting and appealing. Furthermore, I also believe that the information put into the book was neat and organized in a way that flowed well from idea to idea. A funny thing that my roommate said to me while watching me create this interactive notebook was that "if [I] hadn't learned to take notes, [I] would take notes like how [I] have" in this notebook." I touched on this subject more in one of the reflections in my first entry for my notebook, but I thought this should be mentioned in my assessment as well. That being said, I think this backs up my belief that I did a good job in creating an organized chaos, which reflects my art style. 

As a visual learner, and one who likes to doodle, I drew several pictures throughout my interactive notebook. I really enjoy to doodle especially when I am listening to information, such as lectures or group discussions, so I believe being encouraged to do so in this notebook greatly enhanced the quality. Throughout the entire notebook, I believe I added a visually appealing aspect even to the words through my choice of handwriting and word bubbles to make the information pop. Most importantly, I believe I made a great conscious effort to include all the noted points of information on the syllabus.

For improvement, I believe there are several things I can improve on. First and foremost, I need to not worry about my interactive notebook being perfect. I am personally guilty of being a perfectionist and striving for the best grade possible. Throughout all the education classes I've taken, I have noted that our education system, specifically grading, is just pushing students to receive an "A" or the best grade possible, regardless of whether these students truly learn or not.  Although I know this to be true, I have the greatest difficulty with accepting this truth and applying it to myself. That being said, for these entries I spent way too much time making sure that I included everything in the syllabus in the best detail and to the fullest extent. Although that was one of the things I said I did well, I believe this was also a negative because I spent hours filling my notebook with the essentials, but hardly any reflections or connections that I discovered on my own related to your guidelines. By the time I finished writing down what was needed, I was too busy to explore more or was unmotivated. Even though I did go back and add other things, I was not allowing myself to fully appreciate or get excited about the material because I was focusing on getting down the required notes at the same time. 

My solution to this would be to allow myself to go on tangents when I find something that interests me. For example, instead of waiting to finish taking down all the required notes before adding other connects, I should run with my interest and explore that first. I also must

work on learning to accept that mistakes are okay and I don't need to work to achieve "perfect" I need to work to achieve success and knowledge for myself and my personal benefit, not just a letter grade.

Some other little things that I think I could improve on would be the relevance of my doodles and pictures. Although many pictures correlate to the ideas within the course, many of them do not. Although I see nothing wrong with random doodles, I believe that I should increase the amount of relevant drawings to help me remember as a visual learner.

Another thing I would like to try would be to include summaries of ideas or chapters. When taking the reading survey, I noted that I do a lot good note taking while reading, but absolutely nothing after. As noted above, I spend an unnecessary amount of time jotting down notes throughout reading to reach the requirement on the syllabus, but then once I'm done, I do not make any further connections or even look back to try and reinforce the knowledge. I think adding summaries or even little drawings about concepts from the chapters would enhance the usefulness of my interactive notebook.

For a grade on these entries of my interactive notebook, I believe I deserve 23 points. I find it extremely difficult to answer questions like these because as explained above, I love to work for good grades. That being said, the effort I put into my work is a lot because I strive for high achievement. Yet, I also love to learn. In many of my art classes, we are graded on effort and improvement. I enjoy this because the instructors recognize that each of the students are on different skill levels, but the ultimate goal is to get them to achieve something on a higher level than they did before they started the course. I would like to think that in striving for high grades, I am learning as well and not just playing along to the rules of the grading system. In art classes, I believe that I am learning because I am encouraged to grow from the point that I am at, regardless of what level of learning. I am offered room for choice, expression, and creativity. Within this class, I believe I am being graded the same way. That being said, I am certain that my learning is genuine. I am learning because I am interested, I have a passion and because I am allowed to expression my passion this interests in a way that I find best suits me within my interactive notebook. So, I am giving myself 23 points because much effort was put into my interactive notebook but I still have a lot to improve on and more time to grow as a learner from where I am now.