

**Program in Interdisciplinary Education Research
Graduate Student Self-Evaluation**

Name:**Date:****Department:****Year in Department** (completed as of today's date):**Year in PIER** (completed as of today's date):**Advisor(s):****Committee Members / Department Affiliations:**

Directions: This self-evaluation form should be completed/submitted to [Audrey Russo](#) via email by **Friday May 28, 2021. Please cc to your primary advisor and committee.** The primary focus is on your participation in PIER and your progress toward its goals.

COVID-19 Issues: *In addition to the usual issues addressed in this self-evaluation, be sure to indicate the way(s) in which the COVID-19 situation has affected your work during the past year, as well as your plans for the upcoming year. Section VI, below, might be the best place for these comments, but given that this has affected different PIER Fellows in different ways, there is no special section on this self-evaluation form dedicated to COVID. So feel free to add such comments wherever they seem relevant.*

Instructions: Reflection sections should be written anew each year.

Courses, conferences, presentations, publications, grants, etc. should be listed cumulatively with the **most recent one first.**

Please **review the entire form before you start** to reply, so that you get a sense of what to put where.

I. PIER Program Participation

- A. Re: Colloquia, Ed Bag, Social Events, Related Activities, etc. How many of these did you participate in? Please list two or three that you found particularly interesting or informative.
- B. How could you better tap the PIER network to strengthen your learning?
- C. What could the PIER program provide that would enhance your work?
- D. How have you managed the balance between your departmental responsibilities and your PIER responsibilities?
Please list any suggestions you have for improvement.

II. Educational Experiences (For courses completed and planned, note number, name, semester & grade; for conferences, note name, dates, and key sessions attended; for teaching and other experiences, provide detailed description.)

A. PIER Core Courses:

Scientific Research in Education

Please E-mail to Audrey Russo (ar3v@andrew.cmu.edu) by May 28, 2021 (**Please remember to cc your primary advisor and committee**)

Date course taken/plan to take _____
 Grade: _____

Educational Goals, Instruction, and Assessment

Date course taken/plan to take _____
 Grade: _____

Research Methods in the Learning Sciences

Date course taken/plan to take _____
 Grade: _____

Human Learning and How to Optimize it

Date course taken/plan to take _____
 Grade: _____

B. PIER Mini Course (please provide brief feedback as to how beneficial you found this mini courses to be)

Introduction to Education Sciences at CMU

Date course taken/plan to take _____
 Feedback/comments

C. PIER Core Competencies (For each of the core competencies listed below, indicate what you have done during the past year to advance your knowledge, either through courses, research, professional activities, consulting experiences, etc. Where applicable, list any people outside CMU with whom you have worked. Include teachers' names and school affiliation, corporate partners, policymakers, government contacts, etc.)

1. Learning Theories / Principles
2. Research Methods / Statistics
3. Technology (Research and Teaching Tools)
4. Educational Systems (e.g., Gov't, Schools, Communities, etc.)

D. Teaching / Advising / Mentoring: (List (include the year) any teaching and/or individual advising or tutoring activities)

E. All Conferences attended (list full citation in Section IV)

Conference name Date of Conference *Paper/poster/or talk

* Unless the work you presented was completed before you entered PIER you should acknowledge IES for ANY and ALL conferences you attend, regardless of whether PIER funded any part of the expenses for that particular conference. Refer to the following link for specifics (note the suggestion regarding PIER associate acknowledgement): <https://www.cmu.edu/pier/documents-current-students/docs/IES%20acknowledgement%20statement.pdf>

III. Research (Ongoing research, state of progress, and plans for future) Where applicable, list any people outside CMU with whom you have worked. Include teachers' names and school affiliation, corporate partners, policymakers, government contacts, etc.

A. Primary Program(s) of Research

B. Summarize Field-Based Experience (FBE) project, listing title/dates of submission/approval (or plans for such activities)

C. Summarize Interdisciplinary project (IIP), listing partner(s), advisor(s), title/dates of submission/approval (or plans for such activities)

D. Edbags Presented- Date/title

E. If applicable, list Dissertation Proposal Title, date of proposal/approval, defense timeline.

**** (Please remember to include both David Klahr and Sharon Carver in the scheduling of both your proposal and defense.)**

F. Other (ie. year and place of internship)

IV. Publications / Presentations / Grants (Indicate whether-Completed, in progress, and planned) **When listing publications**, please use **bold font** to indicate pubs that are **new** for this year. For each citation, please confirm that you acknowledged IES support and list your publications in the proper heading:

- a. Journal publications:
- b. Books or other non-periodical, one-time publications:
- c. Other publications, conference papers and presentations:

Refer to the following link for specifics (note the suggestion regarding PIER associate acknowledgement): <https://www.cmu.edu/pier/documents-current-students/docs/IES%20acknowledgement%20statement.pdf>

V. Professional, University, and Community Service (List and briefly describe)

VI. PIER Goals and Progress

- A. Briefly summarize your long-term goals, as you currently conceptualize them.
- B. Reflect on your progress toward those goals, thus far. Be frank about what you see as successes and shortfalls.
- C. Goals for this Summer:
- D. Goals for next Semester:
- E. Future Goals (Describe clearly how your short-term goals are designed to facilitate progress toward your long-term goals.)

VII. Standing in your Departmental Program

What is your standing in your Departmental program (e.g., in Psychology, this would be "Good Standing", "With Concerns", or "Probation".) If it is anything other than "Good standing" (or equivalent), please explain.

Please initial here to indicate that you give your departmental program administrator permission to send us a copy of your departmental report (if no written report is used in your department, then we will ask for an e-mail message from your department or advisor). _____