

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
Department of Brain and Cognitive Sciences.
9.70 -- Social Psychology -- Spring Term, 2005

TIMESHEET

YOUR NAME: _____ STUDY GROUP _____

Make this form a part of your 9.70/05 Classroom/Field Guide, Journal and Workbook.
Bring it with you to all section and study group meetings.
Be prepared to present it for inspection on demand.

Use it at least weekly to keep track of your performance in this class.
For example, use it to evaluate and record, among other possibly relevant things:

- (1) the time/effort you devote to 9.70,
- (2) the nature (substance/form) of your 9.70-related involvements (attending lectures, doing homework, going on field trips, watching films, reading assigned texts, writing and turning in assigned papers, meeting with the instructor or fellow classmates, attending study group meetings, participating in/observing some relevant value-laden activities – as a member of a team, club, association, or living group, for example), and
- (3) the quality of those and other learning experiences.

The point here is for you to take responsibility for monitoring – in real time --the quantity and quality of your own involvement in 9.70/04. If done conscientiously, this will help all of us to formatively evaluate our own respective and collective performance as a scientifically informed social psychology learning system. (What is “formative evaluation”?)

Trying to devise and to implement a scientifically credible means of participating in and evaluating the organization and development of a human social system isn't a completely straightforward or simple thing. Ours is a nontrivial undertaking. Trying to establish and maintain an informationally open learning environment requires both individual and collective effort. It also requires a credible basis for both formative and summative evaluation.

Like team members undertaking a scientific expedition, it is intended that we embark on the course of inquiry that lies before us in a mentally and behaviorally constructive collaborative spirit. It is a process that requires guidance and monitoring on several different levels concurrently. Thus, formatively and summatively evaluating performance in this class (your performance; instructors' performance; the performance of the class as a whole and in its parts – including individuals, study groups; interest groups, other groups of interested individual members, etc.) becomes, for each and all of us (if we are serious about it) both an individual and a collective power and responsibility.

WARNING: Unless you use this form – or something functionally equivalent – to make frequent, timely and honest entries pertaining to your day-to-day performance, nobody (including you) is going to know at the beginning, middle or end precisely where you are in the 9.70 learning process and how you are doing in it.

HINT: Keep particular track of such things as: the quality of your preparation for class and study group meetings, the promptness and faithfulness of your attendance (and other people's attendance) at all officially required 9.70 activities; conscientiousness of behavior as participant(s)/observer(s); effectiveness and responsibility of performance as bystander, follower, mover, opposer; amounts and levels of quality of performance: alone; as a study group; as a class; timeliness and completeness and care in doing the assigned readings; adequacy of discussions; quality of learning process; kind and quality of attentiveness to assigned films; quality and timeliness of papers written and turned in; conscientiousness in keeping a journal, etc. etc.

Thu. Feb 3: (1/14) _____

Fri. Feb.:4 _____

Sat. Feb.5: _____

Sun. Feb. 6: _____

Mon. Feb. 7: _____

Tue. Feb. 8: _____

Wed. Feb. 9: _____

Thu. Feb. 10: (2/14) _____

Fri. Feb. 11: _____

Sat. Feb. 12: _____

Sun. Feb. 13: _____

Mon. Feb. 14: _____

Tue. Feb. 15: :(MIT Monday) _____

Wed. Feb. 16: _____

Thu. Feb. 17: (3/14) _____

Fri. Feb. 18: _____

Sat. Feb. 19: _____

Sun. Feb. 20: _____

Mon. Feb. 21: _____

Tue. Feb. 22 _____

Wed. Feb. 23: _____

Thu. Feb. 24: (4/14) _____

Fri. Feb. 25: _____

Sat. Feb. 26: _____

Sun. Feb. 27 : _____

Mon. Feb. 28: _____

Tue. Mar 1: _____

Wed. Mar. 2: _____

Thu. Mar. 3: (5/14) _____

Fri. Mar. 4: _____

Sat. Mar. 5: _____

Sun. Mar. 6: _____

Mon. Mar. 7: _____

Tue. Mar. 8: _____

Wed. Mar. 9: _____

Thu. Mar. 10 (6/14) _____

Fri. Mar. 11: _____

Sat. Mar. 12: _____

Sun. Mar. 13: _____

Mon. Mar. 14: _____

Tue. Mar. 15: _____

Wed. Mar. 16: _____

Thu. Mar. 17 (7/14) _____

Fri. Mar. 18: _____

Sat. Mar. 19: _____

Sun. Mar. 20: _____

Mon. Mar. 21: (spring vacation) _____

Tue. Mar. 22: (spring vacation) _____

Wed. Mar. 23: (spring vacation) _____

Thu. Mar. 24: (spring vacation -- MIDTERM EVALUATIONS DUE) _____

Fri. Mar. 25: (spring vacation) _____

Sat. Mar. 26: _____

Sun. Mar 27: _____

Mon. Mar. 28: _____

Tue. Mar. 29: _____

Wed. Mar. 30: _____

Thu. Mar 31: (8/14) _____

Fri. Apr. 1: _____

Sat. Apr. 2: _____

Sun. Apr. 3: _____

Mon. Apr. 4: _____

Tue. Apr. 5: _____

Wed. Apr. 6: _____

Thu. Apr. 7: (9/14) _____

Fri. Apr. 8: _____

Sat. Apr. 9: _____

Sun. Apr. 10: _____

Mon. Apr. 11: _____

Tue. Apr. 12: _____

Wed. Apr. 13: _____

Thu. Apr. 14: (10/14) _____

Fri. Apr. 15: _____

Sat. Apr. 16: _____

Sun. Apr. 17: _____

Mon. Apr. 18: (Patriots Day Vac) _____

Tue. Apr. 19: (Patriots Day Vac) _____

Wed. Apr. 20: _____

Thu. Apr. 21: (11/14) _____

Fri. Apr. 22: _____

Sat. Apr. 23: _____

Sun. Apr. 24: _____

Mon. Apr. 25: _____

Tue. Apr. 26: _____

Wed. Apr. 27: _____

Thu. Apr. 28: (12/14) _____

Fri. Apr. 29: _____

Sat. Apr. 30: _____

Sun. May 1: _____

Mon. May 2: _____

Tue. May 3: _____

Wed. May 4: _____

Thu. May 5: (13/14) _____

Fri. May 6: _____

Sat. May 7: _____

Sun. May 8: _____

Mon. May 9: _____

Tue. May 10: _____

Wed, May 11: _____

Thurs, May 12: (14/14) (last day of classes) _____