UNIT 6: Self-Talk Paper details: Introduction Originality and a feeling of one’s own dignity are achieved only through work and struggle. -Fyodor Dostoyevsky – A Writer’s Diary Self-Talk in Peer Assessment: A Self-Awareness Building Tool Self-talk is the narration that accompanies us at all times. When you think: I have to do this… I do not like… Why do I have to… This is interesting… unfair… etc., etc., these are all examples of self-talk. In this Self-Awareness Building Tool we want to concentrate on self-talk associated with peer assessment. What we say to ourselves during the peer assessment process can be very revealing, and it can be a source of a lot of information and knowledge leading to an increased self-awareness. This is when learning and improved feedback skills begin. Consider this phrase, “Research shows that we as humans have between 60,000-300,000 thoughts per day.” Please allocate approximately 20-30 minutes to check and challenge this statement. Look up the sources and various data available and share your findings with your peers. Regardless of the found numbers, most likely impressive, we were never taught to deal with what happens in our brain and with that little (or sometimes very potent) voice—the narrator that accompanies us day in and day out (and yes—we all have it, and no—we are not crazy). Let’s tame that energy to increase our learning and leadership. Exercise Self-Talk in Peer Assessment: Building Self-Awareness When: To be done immediately following the peer scoring. Use the peer assessment that is due this week (from assignment done in week 5). You can also use any other peer assessment-related instance. Just inform your prof. if you need to do so. Why do this exercise? To raise your self-awareness and learn better peer assessment-related skills (leadership skills). Ultimately, this exercise will lead to help others as well. How? Use the space in your Learning Journal to note the thoughts you had while scoring the work of your peers. Pay special attention to any judgments and expressions carrying emotions. Not remembering what are judgments? Refer to your research on NVC as well as the manual on NVC provided in week 3. Differentiate observations (it took me 3 minutes to….) from judgements (this is bad English. It is my luck to always get…). Note as many thoughts as you can. Do not worry about grammar. Pay attention to the content, not the form. If your self-talk at this point is: I was focused exclusively on the task at hand and had no feelings or thoughts worth recording that were unrelated to scoring, please read the article below and return to this text afterwards. Most likely you might be in self-denial, as we all do have comments and we all can improve. Contact your prof. if in doubt. Refer to your Learning Journal for more guidance on how to do this exercise. Assignment Instructions Exercise Self-Talk in Peer Assessment: Building Self-Awareness When? To be done after reading the attached three peer papers. Why do this exercise? To raise self-awareness and learn better peer assessment-related skills (leadership skills). How? Note the thoughts you had while scoring the work of your peers. Pay special attention to any judgments and expressions carrying emotions. Not remembering what are judgments? Refer to your research on NVC as well as the manual on NVC provided in week 3. Note as many thoughts as you can. Do not worry about grammar. Pay attention to the content, not the form. If your self-talk at this point is: I was focused exclusively on the task at hand and had no feelings or thoughts worth recording that were unrelated to scoring, please read the article on self-talk provided in the Reading Assignment, and return to this text afterward. Most likely you might be in self-denial, as we all do have comments and we all can improve. Contact your prof. if in doubt. Refer to your Learning Journal for the specific guidelines on how to do this exercise. Refer to the most recent peer assessment, as described above. • Make sure you comment on how you felt, and what you thought. • Judgments about the writer included the following statements • Judgments about myself included the following statements \*Note: Judgments are different from observations. Judgments show our way of looking at something that is overly critical and not necessarily true. Observations are linked with true facts. Saying: “You were mad” is a judgment. Saying: “You pounded your fist on the desk for about 10 seconds” is an observation. Saying: “You are so smart” is a judgment. Saying: “The way you handled your friend showed compassion by…” is an observation. • Generic judgments including the following statements: o Any repeated thoughts or questions o I need to reflect on o Specifically o Based on the above, I need to work on changing the following beliefs that might not be true (or are worth to be challenged) o Anything needing more attention? o One belief that I want to challenge at this time o My plan on how to challenge my beliefs that might hinder my present peer scoring skills is: Who will I contact to converse about these findings to help me learn? Other comments in the process of self-talk (required) What I learned this week (required). Reading Assignment Rice, A. (2021, September 12). How to challenge negative self-talk. PsychCentral. https://psychcentral.com/lib/challenging-negative-self-talk/ When change is out of your control: What can you do. (2015, December 15). ChangeCatalyst. https://www.changecatalysts.com/when-change-is-out-ofyour-control-what-you-can-do/ Agullar, E. (20104, January 22). Spheres of control. Education Week Teacher. http://blogs.edweek.org/teachers/coaching\_teachers/2014/01/spheres\_of\_control.html Video Resources TEDx Talks. (2013, June 22). Getting stuck in the negatives (and how to get unstuck) | Alison Ledgerwood | TEDxUSDavis [Video]. YouTube. https://youtu.be/7XFLTDQ4JMk • This video by a social psychologist explains how we tend to get stuck in a negative frame of reference and shows several studies to back it up. She explains that by practicing we can get our brain to shift more easily to the positive. TEDx Talks. (2017, September 25). The power of self-coaching | Dev Pathik | TEDxHilliard [Video]. YouTube. https://youtu.be/2uazxRGwBes • This video talks about self-coaching in the context of learning it as a skill and improving it and how that can improve the ability to reach goals. Specific Instructions • This paper is a self-reflection. Please use include one or two examples. • Ensure to include at least one recommended reading materials in the paper. • Do some research on spheres of self-talk. Find your own reading resource and share it with others in your class. • Include a list of any outside sources used in APA format.