|  |  |  |  |
| --- | --- | --- | --- |
| **\*\* or In RED – customer’s** | | | |
| A. Personal | | Description | High |
| Biographical sketch of the researcher(s) of note | All biographical details are included, accurate, and relevant to these measurements.  (including place and date of birth/death and formative experiences including education, training, professional highlights, relevant personal experience)  As one of Asian students studying in the States, it was hard for me to adjust myself to live here. It is not just about ‘studying’ or passing through solely with ‘academic’ purpose. I’m living here. It is significant for every human being to understand their environment well that can affect positively their quality of life. (for students, it also can affect their academic capability.) Most of colleges/university has their own support program for international students, but it needs to be reconsidered whether it is based on their understanding of acculturation. There have been some measurements and I’d like to talk about these two measurements between Asian American multidimensional acculturation scale and Suinn-Lew Asian Self-Identity Acculturation Scale. \*\**(I think the first one is multidimensional, considering more different factors other than “self” and the second one is unidimensional, focusing on self-identity. I need it to be explained.)*  *\*\*This paragraph from articles.*  Ethnic diversity is a major trend in the United States with Asian Americans constituting a rapidly growing percentage of the population. Consequently, acculturation among Asian-Americans is an important issue since ethnic diversity both offers cultural richness and contributes to challenges for educational systems, public health services, and entities concerned with consumer practices  The culture in which people live plays an important role in shaping their sense of self. Indeed, one facet of people's selfidentity is that they belong to a certain cultural group. Thus, they have a sense of themselves as being, for example, Canadian, American, or Chinese. When an individual moves from one culture to another, many aspects of self-identity are modified to accommodate information about and experiences within the new culture. This process, generally referred to as acculturation, involves changes that take place as a result of continuous and direct contact between individuals having different cultural origins (Redfield, Linton, & Herskovits, 1936). Such changes may be observed in a number of different domains, including attitudes, behaviors, values, and sense of cultural identity. At a fundamental level, then, acculturation involves alterations in the individual's sense of self. |
| B. Conceptual Framework | | Citing original sources, provide evidence of *researcher epistemology* | Explanation clearly identifies researcher epistemology(ies) through correct identification of sources, citations, and explanation as it relates to overall Asian American multidimensional acculturation scale .  Conceptual Framework: Citing original sources, provide evidence of  -Researcher epistemology  -Theoretical or topical lens  -Examination of researcher role and bias in formulation of research questions/hypotheses, research methods, findings, and conclusions |
| Citing original sources, provide evidence of *theoretical or topical lens* | Sources correctly cited and applied demonstrate accurate identification of theoretical/topical lens as it relates to overall Asian American multidimensional acculturation scale . |
| Citing original sources, provide evidence of *examination of researcher role and bias* | Thoughtful examination of the researcher role and bias demonstrates a thorough understanding of impact on the formulation of research questions/hypotheses, research methods, findings, and conclusions through source citations and explanations. |
| C. Significant Works | | Identify the landmark works of your “THING” | Identified landmark works are significant, clearly articulated and cited, and immediately relevant to the established Asian American multidimensional acculturation scale |
| D. Overview | | General tenets of the “THING”. | All significant terms and major tenets (propositions, hypotheses, etc.) are included and correctly defined, and the scope of the theory is accurately defined and explained. Answer includes areas to which the theory is applied as well as how the Asian American multidimensional acculturation scale is measured, assessed, analyzed, etc. |
| E. Application | | Citation and application of significant works | Evidence of a citation search includes a basic explanation of how other scholars consider Asian American multidimensional acculturation scale . Several documented approaches of the theory in practice are included along with basic explanations. |
| **COMPETING OR OTHER THING** | | | |
| A. Competing THING | Identity at least one other formal lines of reasoning/research that serves as an alternative to your “THING”. | | Competing Suinn-Lew Asian Self-Identity Acculturation Scale is clearly identified and defined as it relates to main Suinn-Lew Asian Self-Identity Acculturation Scale . May also include context of competing Suinn-Lew Asian Self-Identity Acculturation Scale , when competing THING is used, how it is used, possible application of competing Suinn-Lew Asian Self-Identity Acculturation Scale as it differs from main Suinn-Lew Asian Self-Identity Acculturation Scale , etc. |
| B. Conceptual Framework | Citing original sources, provide evidence of *researcher epistemology* | | Explanation clearly identifies researcher epistemology(ies) through correct identification of sources, citations, and explanation as it relates to overall competing Suinn-Lew Asian Self-Identity Acculturation Scale . |
| Citing original sources, provide evidence of *theoretical or topical lens* | | Original sources correctly cited and applied demonstrate accurate identification of theoretical/topical lens as it relates to overall competing Suinn-Lew Asian Self-Identity Acculturation Scale . |
| Citing original sources, provide evidence of *examination of researcher role and bias* | | Thoughtful examination of the researcher role and bias demonstrates a thorough understanding of impact on the formulation of research questions/hypotheses, research methods, findings, and conclusions through source citations and explanations. |
| C. Overview | Outline the general tenets of the competing THING. | | All significant terms and major tenets (propositions, hypotheses, etc.) are included and correctly defined, and the scope of the theory is accurately defined and explained. Answer includes areas to which the theory is applied as well as how the competing Suinn-Lew Asian Self-Identity Acculturation Scale is measured, assessed, analyzed, etc. |
| **EVALUATION OF PET AND COMPETING THINGS** | | | |
| D. Evaluation of main and competing THINGS | | Then, identify what understanding is provided by your “THING” over and above the heuristic provided by the “OTHER THING”. This requires a systemic analysis of both the redundant and unique elements of each “THING”. | Asian American multidimensional acculturation scale / Suinn-Lew Asian Self-Identity Acculturation Scale  The first measurement is my main thing and the latter one is the other thing. |
| If the “THINGS” represent the same general conceptual framework highlight the issues and/or events that fractured the approaches. If the “THINGS” embody varying conceptual frameworks highlight the issues and/or events that suggest one’s practical primacy over the other | I need you to present how it is more practical/ functional to examine the students’ self-efficacy/self-esteem of motivation of learning by using scholars among Dewey, Piaget, Vygotsky, Skinner or Thorndikes or other scholars.. |
| **PATRONUS OF THE MAIN PET THING** | | | |
| Patronus of the main THING | | Produce or find an example of your Asian American multidimensional acculturation scale as it exists in the real world. | Patronus of the Asian American multidimensional acculturation scale is identified and includes an explanation of how the Patronus relates to/embodies/exemplifies the main THING. The Patronus must be different from the THING itself and should demonstrate real world application of the framework that makes up the THING.  Actually, the measurement is what it is itself. So I need to show how it has been used in educational research. |
| Reflection on Patronus | 1. Patronus reflection justifies why the Patronus was selected, demonstrating a clear understanding of theory and real world application.  2. Orientation situates the Patronus in context(s) in the real world and explains how it is used.  3. Discussion examines how the Patronus is implemented in the real world, to what extent it embodies the theory/framework of the Asian American multidimensional acculturation scale , and the merits of Asian American multidimensional acculturation scale  4. Explanation of how it is not an ideal implementation of the Asian American multidimensional acculturation scale could include how well the Asian American multidimensional acculturation scale applies in the real world, examination of the context, how the Asian American multidimensional acculturation scale is implemented, how the Asian American multidimensional acculturation scale is measured, whether the Asian American multidimensional acculturation scale implementation stays true to the theory on which it is built. |