Team # and name  __Mika, Jason, Meghan______

In-class sharing of project – (3 marks)
Bring an electronic version of your dissemination project and/or presentation to class. Seven-minute presentation.
Attendance will be taken in class.

<table>
<thead>
<tr>
<th>Team members:</th>
<th>Participation in presentation (3 marks)</th>
<th>Present for whole class (2 marks)</th>
<th>Total</th>
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<tbody>
<tr>
<td><strong>Student names and i.d. numbers</strong></td>
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<tr>
<td>Mika Smith - 101038193</td>
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<td>Meghan Tierney - 101078022</td>
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<tr>
<td>Jason Laguerre - 101077809</td>
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PROJECT DOCUMENTATION (15 marks)

| Knowledge Content: (Attach documentation – screen shot or copy and paste/photos of group meetings/etc.)
(1) What we did, (2) who did it, (3) when was it done: | Mark assigned | Prof Comments |
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| Promotion: (Attach documentation – screen shot/photos of group meetings/photos of public distribution/links, etc.)
(1) What we did, (2) who did it, (3) when was it done: | Mark assigned | Prof Comments |
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Outcome: What interest was generated? Number of impressions/followers/attendees/number of posters distributed.
You may have touched many people through social media or a few for a deeper in-person engagement. You may want to include feedback from your audience. This mark is about the effort and effect you had, not the total number.
Knowledge Content

Our dissemination process did not require us to meet outside of class. Jason and Mika found that their two individual analysis' matched with Mika's being focusing on the themes of Uncertainty and Self-doubt and Jason's focused of the themes of Ability and Self-growth. We were able to organize and plan the necessary steps with class time and over a messaging group chat. For our dissemination we chose to promote the information on the social media platform Instagram in order to directly reach the audience that we chose, other undergraduate students. Jason found the photo subjects and directed them to pose for the photos in ways that would both be eye catching for the individual on Instagram, and for the photos to match the content of our information that we matched with it. The caption writing was in a way an even deeper coding of the information as we had to succinctly summarize the information in a way that was concise and relatable. It was organized by theme pairing the matching themes we chose - uncertainty and ability, and self-doubt and self-growth. The planning, organization and assurance that deadlines were met, captions, and were written by Mika. Meghan helped with the dissemination plan, participated in the added coding of the information per photo, and put together the slideshow.

We represented the duality of the topic of optimism through sets of three photos which looked at The factors which effect a person’s optimism and then the things that help a person take control and shape their optimism.

We were also able to see the interaction that we got on the app, the interactions for each photos are included.

https://instagram.com/lensdelaopiate?igshid=69ylxpklqlj30

Link for the presentation:
https://docs.google.com/presentation/d/1vUAcAhPcjcm38coF_d8wV-mPdrC4QmJfJidydwkk2c/edit?usp=sharing
The Duality of Optimism: second year research project.
In a research study conducted by a second year Carleton research class, we studied the optimism of undergraduate students at Carleton. Through individual interviews, we found that optimism is a fluid measurement which is dependent on each undergraduates context, perceived self, and the embodiment of confidence and ability.

#undergraduates #carletonuniversity #sociology #optimism #confidence #growth #future #academia #ottawa #studies #blackandwhitephotography #blackandwhite #portraitphotography #portrait #qualitativeresearch #qualitativeanalysis

Themes of uncertainty and self-doubt were determined to negatively impact a person’s optimism about the future and were, in many cases perceived limitations of the self. Uncertainty shaped by the fear of the unknown. Self-doubt as the hindered confidence of ability. Despite these invasive and negatively impactful factors, the student interviewed understood them not as blockades but as challenges to overcome and grow from. •
Themes of self-development and ability reveal that optimism is a process where desire and positivity are often bounded to the positive associations with optimism and the future. When understanding self-development, it was observed that undergraduate students understand projected growth as a process becoming more confident and optimistic. Ability, the capacity to perform and access resources is understood as a justification for being, and affirming one’s confidence and optimism.

The expansive fear of the unknown holds many worries and challenges faced by undergraduate students. Competition in the job market leads to additional uncertainty about what is to be expected in the future. Undergraduate students feel that their optimism regarding their future is highly dependent on the options available to them, as well as the obstacles they may encounter after graduating.
The Uncertainty and self-doubt concerning the competitiveness of the job market is one which has been taken on as yet another challenge to overcome, through the ability to prepare and their confidence in themselves.

The strategy to face the competitiveness of the job market is the same as for any form of competition. This strategy to prepare includes their own self-developmental growth and ability to access resources; volunteering opportunities, employment, education as well as human capital in the form of mentorship, and guidance. Strong work ethic as a transferable skill was emphasized as a skill which students are given the time to practice and hone throughout their time in university.

Optimism will fluctuate based on each individuals personal contexts for many it is the uncertainty of getting through their degree. For some this includes the pressure of financial ability to continue to pay tuition or support themselves financially after tuition is covered. The fear that a degree may go uncompleted because of policies and circumstances beyond the control of a student is a factor which shapes the optimism of a student when looking into the near future.
Just as optimism is shaped by the individual, so is ability. Ability holds a unique meaning to each context. Ability in relation to financial situations of an undergraduate student can take the form of the ability to access resources and to assess their circumstances and take back levels of control and power.

While many students and grateful to have the financial support from their families, others work throughout the school year in order to afford university. Having a job as a university student results in dividing their time between school work and their job. Although this may add extra pressure on the student and may cause physical and mental strain, it is also empowering to take on the extra responsibilities and be in control of their own future, further shaping their own optimism.
Self-doubt is categorized into the personal barriers and hurdles which shapes their level of optimism when looking at their futures. Many highlighted lack of motivation, mental health, and anxieties as factors which hinder their outlook on their future after their undergraduate studies. The effects of the self-doubt brought on by these factors were linked to the student’s worry about limiting themselves in their achievements for the future, either through discouraging themselves and preventing their achievement of their personal goals.

Despite the hurdles and challenges, many commented on their own awareness of them and view them as challenges for growth and self-development. There is a comfort in knowing that feelings which discourage and effect personal optimism do not isolate them from their peers.

Self-development refers to the processes of becoming through seeking growth in one’s life. Self-doubt and confidence are greatly intertwined, for many of the participants this process of engaging in self-discovery includes volunteering, seeking mentorship, and learning about one’s self in attempts to reach their aspirations. The capacity and commitment to learn and grow shows the power of undergraduate students to be in control of the malleability of their confidence and in turn, their optimism about the future.
# SOCI 2001: Rubric for Knowledge Dissemination Project

**Team name:** ________________  
**Team Members:** Mika Smith, Jason Laguerre, Meghan Tierney

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Exemplary (A+)</th>
<th>3 – Accomplished (B to A)</th>
<th>2 – Developing (C to B-)</th>
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</table>
| **Specific audience** | □ A specific audience was targeted  
□ Team used their connections to connect with audience and to focus the development of materials  
□ Team appealed directly to this audience in promotion & content | □ A specific audience was targeted  
□ Team built on their existing connections at CU  
□ Steps were taken to make the project appeal to the identified audience | □ A general audience was targeted  
□ Team did little to build on their existing connections at CU  
□ Team made some attempt to appeal to the audience |
| **Analysis** | □ Qualitative analysis was foregrounded in the project  
□ Outstanding analysis of our research data was present  
□ The project focused on presenting an analysis of our research data | □ Qualitative analysis was visible in the project  
□ Good analysis of our research data was present  
□ The project presented analysis of our research data | □ Some qualitative analysis was visible  
□ Analysis of our research data was present  
□ The project presented some analysis of our research data |
| **Content** | □ The research findings were accurately presented  
□ Presentation of content was crystal clear  
□ Content was compelling | □ The research findings were mostly accurately presented  
□ Presentation of content was clear  
□ Content was appealing | □ The research findings were at some points inaccurately presented  
□ Content was mostly clear  
□ Effort was made to make the content appealing |
| **Promotion** | □ Promotion activities were well thought out and an excellent fit with the content  
□ Promotion activities were well developed  
□ Promotion activities were well executed | □ Promotion activities thought out and were a good fit with the content  
□ Promotion activities were well developed  
□ Promotion activities were well executed | □ Promotion activities were somewhat thought out but did not necessarily fit with the content activities  
□ Promotion activities somewhat developed  
□ Promotion activities were adequately executed |
| **Creativity** | □ Strong creative expression was evident throughout the project  
□ The work done integrated the available project learnings | □ Creativity was evident throughout the project  
□ The work done integrated many of the available project learnings | □ Some creativity was evident throughout the project  
□ The work done integrated some of the available project learnings |