

Student Resource

Reflection Papers

What is it?

A reflection is a paper where you are asked to write your own ideas and thoughts about something. Often reflections are written to enable the writer to give serious thought or consideration to a past experience, but they can also be assigned as a reflection to a text.

What is the purpose?

The purpose for writing reflective papers is to help students improve on their analytical skills because in order to write an effective reflection, students have to not only express what they think, but how and why.

Can I get it wrong?

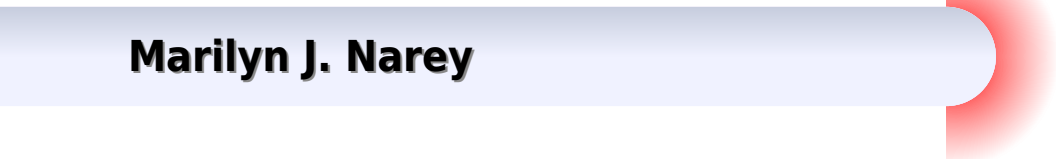
Reflections have no right or wrong answers and they do not argue ideas since they are based on personal experience. Therefore, the main component of a reflection should be an analysis of observations, experiences, and opinions from your own point of view. Ensure you have answered every part of the prompt from your instructor and provide plenty of details as a reflection is generally a deep analysis.

Steps to Writing a Reflection Paper

1. Narrow down a topic if one has not been provided for you by your instructor. A reflection requires a deep analysis, so narrow down the topic.
2. Brainstorm what you will say about the topic.
3. Make an outline to organize your thoughts.
4. Write your paper. Make sure to include an introduction that ends with a thesis.
5. Expand on your ideas in the body paragraphs. If your opinion changed, your body paragraphs can walk your reader through how the change occurred. A common way to format this is chronologically. The amount of body paragraphs will be determined by the requirements from your instructor.
6. End with a conclusion that wraps everything up for your reader. In the conclusion, you may also want to include how this experience will affect you moving forward.

Elementary Art Student Reflection Paper

Marilyn J. Narey



Elementary Art Student Reflection Paper:

The Seven Sacraments Elementary Edition Sophia Institute for Teachers, 2014-08-25 The Seven Sacraments is a compilation of 10 supplemental lesson plans enabling you to go beyond the limitations of current textbooks by offering a more comprehensive in depth and engaging approach Every self contained lesson in this guide is teacher written classroom tested and scholar reviewed and gives you everything you need to help your students encounter Christ in the Sacraments Each lesson is designed in a flexible modular format and includes Essential questions Connections to the Catechism of the Catholic Church Accessible and engaging background reading Comprehension and critical thinking questions Warm up bell work Main activity such as primary source analysis role playing class discussion creative assignments and many others Homework and extension options Becoming Like Christ extension that helps students live the Faith Biblical memorization Age appropriate Catechism memorization suggestions Lessons What Is a Sacrament What is the secret and joyful realm of the Sacraments Why are Sacraments effective whether we feel them or not The Institution of the Eucharist Why is the Eucharist the Source and Summit of our Faith How did Jesus institute this sacrament What were Christ's claims and commandments at the Last Supper Old and New Eucharistic Typology How does the New Testament lie hidden in the Old and how is the Old unveiled in the New Baptism What is Baptism How can it be possible that we die to live Confirmation How do we know when something belongs to us If Baptism brings us into Christian life and Reconciliation forgives sins then why should we bother with Confirmation Eucharist What is the Eucharist What Are Its Fruits How do we receive the Eucharist and why do we need to receive it often Why can't everyone receive the Eucharist Isn't it wrong to exclude people What is the structure and purpose of Holy Mass Penance and Reconciliation Why should I go to Confession when I can just tell God I'm sorry in my prayers Can my sins be so bad that God won't forgive me Anointing of the Sick What are the effects of Anointing of the Sick What are the Cardinal Virtues and how can they help us receive God's grace Holy Orders Who are the successors of the Apostles Why can only men be priests Matrimony How is what Christ did for humanity like what spouses do for each other How is divine love reflected in married love This resource facilitates experiential learning with sacred art including works by Fra Angelico Jacopo Bassano Raphael Rembrandt Van Dyke Leandro Miguel Velasco Your students will read and analyze primary sources including excerpt from St Ambrose St Melito of Sardis Age appropriate excerpts from Catechism of the Catholic Church In addition to two Biblical memorization assignments in every lesson your students will study in depth and apply their knowledge of scripture passages including Genesis 2 18 21 25 Exodus 12 1 20 Ruth 1 16 17 Luke 3 21 22 Luke 5 1 11 Luke 5 4 11 John 8 4 11 John 12 24 John 13 4 8 John 21 15 17 Luke 15 11 32 Luke 22 14 20 Mark 10 6 9 Matthew 12 21 22 Matthew 4 19 John 9 1 7 Mark 8 22 26 Mark 10 46 52 Matthew 20 29 34 Romans 6 3 4 Galatians 3 26 28 Titus 3 5 1 John 3 1 32 Timothy 1 6 14

Selected Writings from the Journal of the Saskatchewan Mathematics Teachers' Society Egan J Chernoff, Bharath Sriraman, Gale L. Russell, 2019-07-01 The teaching and learning of

mathematics in Saskatchewan one of three Canadian provinces sharing a border with Montana has a long and storied history An integral part of the past 50 years 1961 2011 of history has been vinculum Journal of the Saskatchewan Mathematics Teachers Society in its many different renditions This monograph which presents ten memorable articles from each of the past five decades i e 50 articles from the past 50 years of the journal provides an opportunity to share this rich history with a wide range of individuals interested in the teaching and learning of mathematics and mathematics education Each decade begins with an introduction providing a historical context and concludes with a decade specific commentary by a prominent member of the Saskatchewan mathematics education community As a result this monograph provides a historical account as well as a contemporary view of many of the trends and issues e g curriculum technology in the teaching and learning of mathematics This book is meant to serve as a resource for a variety of individuals including teachers of mathematics mathematics teacher educators mathematics education researchers historians and undergraduate and graduate students and further as a celebratory retrospective on the work of the Saskatchewan Mathematics Teachers Society

Resources in Education ,2001-04 *A Handbook for the Art and Science of Teaching* Robert J. Marzano,John L. Brown,2009-06-15 In A Handbook for the Art and Science of Teaching Robert J Marzano and John L Brown help you explore and refine your instructional strategies always with the goal of enhancing student achievement As a companion volume to Marzano s The Art and Science of Teaching the handbook is intended to be a guide for individual teachers study groups and professional developers working together to improve their teaching It is organized into 25 modules each related to one of the 10 design questions introduced in the earlier book Each module begins with a series of reflection questions and concludes with a set of self assessment questions that allow the reader to determine areas that might need further work At the heart of each module are specific strategies for addressing the key components of effective teaching Dozens of examples illustrate the strategies in action in elementary and secondary classrooms in all subject areas The strategies provide a thorough grounding in the science of teaching How a teacher chooses to implement them constitutes the art of teaching Both elements are necessary for improving student achievement and creating successful schools For anyone committed to developing a wide range of teaching skills this handbook is a welcome road map to best practices

The Computer Supported Collaborative Learning (CSCL) Conference 2013, Volume 2 ISLS,2014-04-23 The Computer Supported Collaborative Learning CSCL Conference 2013 proceedings Volume 2 *Multimodal Perspectives of Language, Literacy, and Learning in Early Childhood* Marilyn J. Narey,2017-01-03 Our image rich media dominated culture prompts critical thinking about how we educate young children In response this volume provides a rich and provocative synthesis of theory research and practice that pushes beyond monomodal constructs of teaching and learning It is a book about bringing sense to 21st century early childhood education with sense as related to modalities sight hearing and sense in terms of making meaning It reveals how multimodal perspectives emphasize the creative transformative process of learning by broadening the modes for understanding and by

encouraging critical analysis problem solving and decision making The volume s explicit focus on children s visual texts art facilitates understanding of multimodal approaches to language literacy and learning Authentic examples feature diverse contexts including classrooms homes museums and intergenerational spaces and illustrate children s sense making of life experiences such as birth identity environmental phenomena immigration social justice and homelessness This timely book provokes readers to examine understandings of language literacy and learning through a multimodal lens provides a starting point for constructing broader multimodal views of what it might mean to make meaning and underscores the production and interpretation of visual texts as meaning making processes that are especially critical to early childhood education in the 21st century

The Artist ,1888 Integrating Service Learning and Multicultural Education in Colleges and Universities

Carolyn R. O'Grady,2014-04-08 Provides a systematic presentation of research theory practice related to the ways in which service learning multicultural education can should be integrated Authors share a commitment to a vision of education that synthesizes action reflection **Teaching Humanities With Cultural Responsiveness at HBCUs and HSIs** Frazier,

DuEwa M.,2023-11-08 In the realm of higher education a persistent challenge exists in empowering Black and brown students within Historically Black Colleges and Universities HBCUs and Hispanic Serving Institutions HSIs to transcend societal limitations Often labeled as at risk or lagging within the achievement gap these students possess untapped potential hindered by traditional teaching methods The impact of COVID 19 and racial injustice has exacerbated disparities underscoring the need for innovative teaching approaches that connect academic subjects with the real experiences of these learners Educators navigating evolving technology and diverse classrooms strive to bridge this gap while fostering cultural inclusivity Addressing this challenge is the book Teaching Humanities With Cultural Responsiveness at HBCUs and HSIs curated by DuEwa M Frazier Representing a groundbreaking collective effort the book offers transformative educational practices that bridge the gap between conventional teaching and the diverse realities of HBCU and HSI classrooms Covering topics like teaching ESL and EFL students accommodating disabilities integrating hip hop pedagogies and promoting social justice education the anthology provides research driven solutions that empower educators to revolutionize their teaching methods To foster academic excellence and equity the book resonates with scholars administrators and educators guiding them on a journey of innovation that harmonizes cultural responsiveness and academic achievement ushering in a new era of education Art in Action Guy Hubbard,1987 Sequential lessons explore the four art disciplines aesthetic perception

creative expression art heritage and aesthetic valuing Incorporates creation of art works by students in a variety of media and techniques No art background for the teacher is assumed or required

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