

# REFLECTIVE JOURNAL

The main aim of this journal is to keep a record of my thoughts, notes, reflections and questions about this subject, and some implementation activities related to this subject that I have carried out in my classes. All the information we can find in this journal is connected, however I have decided to classify them by topics.

## ❖ Assessment & Evaluation:

I would like to center this reflection on my personal opinion about the fact of assessing and being assessed: how people feel, if they like or not and why, etc.

In my opinion the feeling people have when we are assessed changes through the years and it different depending on the kind you are. When children are at school they feel that assessment is something compulsory for them, but they do not really feel the pressure that, for example, students at high school feel because they know that they have to achieve the goals and the targets and unless they do it, they will not promote. On the other hand, we can think of assessment from the teachers' or parents' perspective. If we focus on parents' perspective, assessment is something good because it facilitates them the fact of knowing that their children are working at school and if they are truly learning or not. Now, I will focus on teachers' perspective. For teachers assessment is something great because it gives information about students and their progress in the learning process, about our own job (because we are assessed by others teachers of self-assessment) and information about the quality of the tools we use in our classes.

## ❖ Formative & Summative Assessment:

I would like to mention that, before studying this unit it was difficult for me to understand the difference between formative and summative assessment. However, now, I am able to distinguish them and that's why I would like to refers on these terms in the following lines. After each explanation, I will give you some examples of how I use each of the assessments with my students.

- Formative assessment provides explicit feedback to both, teacher and students, in order to improve the teaching-learning process, it means, the

# How To Write A Reflective Journal Examples

**M Walker**



## How To Write A Reflective Journal Examples:

*The Student's Guide to Reflective Writing* Martin McMorrow, 2024-03-21 From your studies to your career reflection and reflective writing is a key skill for personal and professional development However reflective writing requires a different approach to essays or reports it can be difficult to know how to accomplish it Written in a supportive and inclusive tone The Student's Guide to Reflective Writing is an ideal resource for anyone faced with reflective writing assignments It provides clear and practical advice on every step of the process showing you how to Record your experiences Choose what to write about Structure your assignment Write reflectively using appropriate tone and language and Incorporate theory and refer to professional skills and competencies Throughout the book there are a wealth of practice tasks and detailed examples of reflective writing from a range of disciplines It also contains a glossary of sentence structures to help you get started and build your confidence This hands on and supportive guide equips you with the skills to write critically reflectively and successfully Reflective Writing for Nursing, Health and Social Work Elizabeth Tanguay, Peter Hanratty, Ben Martin, 2025-07-10 This book takes students step by step through the process of planning and writing a reflective essay beginning with crucial guidance on planning and structure It introduces different reflective frameworks and shows readers how to structure a piece of writing according to a particular framework Chapters contain a wealth of activities and exercises which will help build students skills and confidence The new edition will feature guidance on working with AI tools as part of the reflective writing process and will help students understand the benefits the risks and how to maintain academic integrity The book will also feature a new introductory section about getting into the reflective mindset Suitable for students of all health related disciplines this book will give readers the key tools they need to take their writing to the next level **A Handbook of Reflective and Experiential Learning** Jennifer A. Moon, 2013-04-15 Reflective and experiential learning are now common currency in education and training and are recognized as important tools This handbook acts as an essential guide to understanding and using these techniques in educational and training contexts Reflective Writing in Counselling and Psychotherapy Jeannie Wright, Gillie Bolton, 2012-04-05 Have you been asked to keep a personal development portfolio or reflective journal Are you struggling to know where to start how to write or what to include If the answer is yes Reflective Writing in Counselling and Psychotherapy will provide you with a straightforward route in telling you all you need to know about writing reflectively for your own personal and professional development Offering staged exercises case studies examples and ideas for self directed learning this book will lead the reader along an exciting journey of written self awareness **Oral History for the Qualitative Researcher** Valerie J. Janesick, 2010-03-18 Oral history is a particularly useful way to capture ordinary people's lived experiences This innovative book introduces the full array of oral history research methods and invites students and qualitative researchers to try them out in their own work Using choreography as an organizing metaphor the author presents creative strategies for collecting representing analyzing and interpreting oral

history data Instructive exercises and activities help readers develop specific skills such as nonparticipant observation interviewing and writing with a special section on creating found data poems from interview transcripts Also covered are uses of journals court transcripts and other documents Internet resources such as social networking sites and photography and video Emphasizing a social justice perspective the book includes excerpts of oral histories from 9 11 and Hurricane Katrina among other detailed case examples

**Contexts of Nursing** John Daly, 2009 Contexts of Nursing 3e builds on the strengths of previous editions and continues to provide nursing students with comprehensive coverage of core ideas and perspectives underpinning the practice of nursing the new edition has been thoroughly revised and updated New material on Cultural Awareness and Contemporary Approaches in Nursing has been introduced to reflect the realities of practice Nursing themes are discussed and are supported by illustrated examples and evidence Each chapter focuses on an area of study within the undergraduate nursing program and the new edition continues its dis

Writing Skills for Nursing and Midwifery Students Dena Bain Taylor, 2012-11-16 Nursing and midwifery students are required to communicate in writing in a variety of forms for a variety of potential audiences including their colleagues allied health professionals administrators and most importantly their patients and the public Dena Bain Taylor is an experienced teacher of writing and critical skills across the range of allied health professions and understands the types of writing nursing and midwifery students do and the writing issues they face Her accessible straightforward book tailored specifically to the content and conventions of nursing and midwifery curricula teaches students to write persuasively and correctly both to support them in their courses and to prepare them for their professional careers The book offers practical strategies for using language to achieve clear persuasive writing provides clear explanations of underlying principles contains samples of good and improvable writing leading the student step by step through the whole writing process focuses on the genres and styles of writing that nursing and midwifery students are typically asked for With regular summaries learning aids checklists and a glossary of key terms nursing and midwifery students at all levels will find this book easy to follow and handy to refer to for help with the writing they need to do throughout their course

**Your Essential Guide to Effective Reflective Practice** Christian van Nieuwerburgh, David Love, 2024-11-09 This impactful guide takes you through the process of effective reflective practice with a clear and creative focus on helping you be successful in your professional and academic life It will provide you with clear guidance about how to undertake the reflective writing needed to achieve academic qualifications and professional accreditations This book includes Practical strategies undertaking reflective practice in service of your clients Recommendations for writing up your reflective practice for of assessment and accreditation purposes Case studies and templates that can be applied to a wide range of professional fields and academic contexts A theoretical foundation underpinning the purpose and intention of professional reflective practice Practical advice from experienced reflective practitioners to help you put the principles into practice This engaging and thought provoking book will give you confidence with thinking critically and reflectively about your work so

that you can achieve better outcomes for yourself and others      *Professional Development, Reflection and Decision-making for Nurses* Melanie Jasper, 2011-12-08 Vital Notes for Nurses Professional Development Reflection and Decision making provides a concise accessible introduction to professional development reflective practice and clinical decision making Vital Notes for Nurses Professional Development Reflection and Decision making explores the core strategies of reflective practice and decision making underlying professional nursing development Separate chapters on reflective writing evidence based practice clinical supervision and portfolios demonstrate the inter relationship between professional development and professional practice It is aimed at both student and qualified nurses recognising that professional development is a life long commitment It provides clear guidance to help practitioners think critically about their actions work within professional boundaries be accountable for their actions and plan for their future Provides a concise introduction to professional development reflective practice and clinical decision making Written in a clear accessible style which assumes no prior knowledge Enables students to consider and develop their practice in order to become competent practitioners Each chapter includes learning objectives scenarios and case studies In the Vital Notes for Nurses series      Big Ideas in Education Dr Russell Grigg, 2016-06-02 Big Ideas in Education What Every Teacher Should Know by Dr Russell Grigg provides an accessible and easily understood introductory guide to the big ideas that really matter in education The teaching profession is saturated with ideas Unfortunately some of these are half baked or fundamentally flawed Dr Russell Grigg moves beyond the unhelpful supposed dichotomies that pervade current educational thinking child centred versus teacher centred traditional versus progressive Throughout the book readers are invited to question assumptions and popular rhetoric and reflect on their own experiences Big Ideas in Education aims to equip teachers with a good understanding of current thinking in a diverse fluid and dynamic field Each of the big ideas is discussed within the framework of four questions what is the big idea who is behind it why is it important and what can you do Big ideas are important distinctive empowering adaptable and simple to understand Dr Russell Grigg provides readers with a concise and reliable introduction to twelve such ideas which are at the core of educational practice The ideas chosen are general rather than subject specific in nature In turn they invite the reader to look at teaching in wider society address elements of learning which teachers actively promote raise questions about why how and what to teach and finally look at ways of improving the quality of education The twelve big ideas under discussion are 1 Education education goes beyond the school gates and is a lifelong experience 2 Childhood children need time and space to explore enjoy learning and develop as children rather than miniature adults 3 Knowledge knowledge is the foundation for learning 4 Skills learners need to develop a broad range of skills in real life relevant contexts 5 Dispositions effective learning depends upon cultivating positive dispositions 6 Ethics teachers conduct should be guided by a moral purpose 7 Instruction direct instruction is a tried and tested means of effective teaching 8 Curriculum the curriculum is all the learning and assessment activities in school both planned and unintentional that contribute to agreed educational goals 9

Feedback providing personalised accurate specific and timely feedback is one of the keys to improving learning 10 Reflective practice good teachers critically analyse their practice with a view to improving what they do 11 Research research has a central role to play in the professional development of teachers 12 Professional leadership effective school leadership operates at all levels and is about shared vision support and securing improvement An ideal book for busy teachers who need to be kept up to speed with the latest thinking in education this comprehensive guide provides the essential knowledge to keep you fully informed whether leading staff discussions submitting assignments or preparing for interviews Suitable for teachers in any setting from trainees and NQTs to more experienced practitioners looking to reflect on their practice the book will also appeal to school leaders and teacher training providers [The Oxford Handbook of Qualitative Research](#) Patricia Leavy, 2020-09-07 The Oxford Handbook of Qualitative Research Second Edition presents a comprehensive interdisciplinary overview of the field of qualitative research Divided into eight parts the forty chapters address key topics in the field such as approaches to qualitative research philosophical perspectives narrative inquiry field research and interview methods text arts based and internet methods analysis and interpretation of findings and representation and evaluation The handbook is intended for students of all levels faculty and researchers across the disciplines and the contributors represent some of the most influential and innovative researchers as well as emerging scholars This handbook provides a broad introduction to the field of qualitative research to those with little to no background in the subject while providing substantive contributions to the field that will be of interest to even the most experienced researchers It serves as a user friendly teaching tool suitable for a range of undergraduate or graduate courses as well as individuals working on their thesis or other research projects With a focus on methodological instruction the incorporation of real world examples and practical applications and ample coverage of writing and representation this volume offers everything readers need to undertake their own qualitative studies **Transformation Through Journal Writing** Jane Wood, 2012-11-01 A personal record of reflections and experiences a journal is an effective way to self care and self develop This book is a grounded guide to the reflective practice of journaling for those in the helping professions Full of original ideas exercises and examples it provides everything needed to establish and advance journaling skills **A Student's Guide to Academic and Professional Writing in Education** Katie O. Arosteguy, Alison Bright, Brenda J. Rinard, 2019 This concise handbook helps educators write for the rhetorical situations they will face as students of education and as preservice and practicing teachers It provides clear and helpful advice for responding to the varying contexts audiences and purposes that arise in four written categories in education classroom research credential and stakeholder writing The book moves from academic to professional writing and chapters include a discussion of relevant genres mentor texts with salient features identified visual aids and exercises that ask students to apply their understanding of the concepts Readers learn about the scholarly and qualitative research processes prevalent in the field of education and are encouraged to use writing to facilitate change that improves teaching

and learning conditions At the heart of this book is a commitment to the value of teachers voices From the Foreword by Mya Poe director Writing Program Northeastern University This book is one tool to help prospective educators embrace all the writing that is to come Anne Elrod Whitney Penn State College of Education The authors know the questions students might ask and the places where they might misstep The book is supportive analytical logically sequenced clear and student friendly Tim Dewar UC Santa Barbara

**The Compassionate Practitioner** Jane Wood,2014-08-21 This handbook for alternative practitioners is full of practical advice about creating a thriving practice It explores the practitioner patient relationship at every stage of the consultation process to demonstrate how to establish trust and loyalty and meet patients emotional needs so they continue to return

**Writing for Professional Development** Giulia Ortoleva,Mireille Bétrancourt,Stephen Billett,2015-10-20 In their edited volume Writing for Professional Development Giulia Ortoleva Mireille B trancourt and Stephen Billett provide a range of contributions in which empirical research instructional models and educational practice are used to explore and illuminate how the task and process of writing can be used as tools for professional development Throughout the volume two main perspectives are considered learning to write professionally and writing to learn the profession both for initial occupational preparation and ongoing development within them The contributions consider a range of fields of professional practice across sectors of education starting from the premises that the role of writing as evolved in all occupational domains becoming a key activity in most workplaces Contributors are Cecile M Badenhurst Elena Boldrini Esther Breuer In s Cardoso Alberto Cattaneo Peter Czigler Jessica Dehler Pauline Glover Terri Grant Jean Luc Gurtner Jacqueline Hesson Ashgar Iran Nejad Rhonda Joy Ann Kelly Merja Kurunsaari Xumei Li Laetitia Mauroux Heather McLeod Elisa Motta Astrid Neumann Julian Newman Sigrid Newman Sharon Penney Lu sa Alvares Pereira Sarah Pickett Iris Susana Pires Pereira Anna Perr ard Vit Arja Piirainen Elisa Redondi Sabine Vanhulle Ray Smith Kirk P H Sullivan Linda Sweet Pa vi Tynj l Dorothy Vaandering Rebecca Woodard and Gabrielle Young

**Journal Keeping** Dannelle D. Stevens,Joanne E. Cooper,2023-07-03 By the authors of the acclaimed Introduction to Rubrics Major growth of interest in keeping journals or diaries for personal reflection and growth and as a teaching tool Will appeal to college faculty administrators and teachers One of the most powerful ways to learn reflect and make sense of our lives is through journal keeping This book presents the potential uses and benefits of journals for personal and professional development particularly for those in academic life and demonstrates journals potential to foster college students learning fluency and voice and creative thinking In professional life a journal helps to organize prioritize and address the many expectations of a faculty member s or administrator s roles Journals are effective for developing time management skills building problem solving skills fostering insight and decreasing stress Both writing and rereading journal entries allow the journal keeper to document thinking to track changes and review observations and to examine assumptions and so gain fresh perspectives and insights over past events The authors present the background to help readers make an informed decision about the value of journals and to determine whether journals will

fit appropriately with their teaching objectives or help manage their personal and professional lives They offer insights and advice on selecting the format or formats and techniques most appropriate for the reader s purposes      **Reflective**

**Practice in English Language Teaching** Steve Mann, Steve Walsh, 2017-06-27 Offering a unique data led evidence based approach to reflective practice in English language teaching this book brings together theory research and practice in an accessible way to demonstrate what reflective practice looks like and how it is undertaken in a range of contexts Readers learn how to do and to research reflective practice in their own settings Through the use of data dialogue and appropriate tools the authors show how reflective practice can be used as an ongoing teaching tool that supports professional self development      **Effective writing for social work** Rai, Lucy, 2014-09-17 Based on original research this book offers

students an insight into the nature and challenges of writing in social work practice enabling them to improve their writing skills It explores the ways in which both students and qualified social workers can be more effective in their writing through an awareness of the purpose context and audience It makes explicit the connections and differences between learning to write in university and communicating through writing in practice and explores the impact that new technologies have on academic and professional writing Drawing on both research and examples from practice *Effective writing for social work* is a valuable tool for students educators practitioners and managers to critically examine ways in which writing could better support best practice in social work      *Argumentation in Higher Education* Richard Andrews, 2009-09-10 *Argumentation in Higher Education* offers professors lecturers and researchers informative guidance for teaching effective argumentation skills to their undergraduate and graduate students This professional guide aims to make the complex topic of argumentation open and transparent Grounded in empirical research and theory but with student voices heard strongly throughout this book fills the gap of argumentation instruction for the undergraduate and graduate level Written to enlighten even the most experienced professor this text contributes to a better understanding of the demands of speaking writing and visual argumentation in higher education and will undoubtedly inform and enhance course design The book argues for a more explicit treatment of argument the product and argumentation the process in higher education so that the ground rules of the academic discipline in question are made clear Each chapter concludes with practical exercises for staff development use Topics discussed include The importance of argument The current state of argumentation in higher education Generic skills in argumentation The balance between generic and discipline specific skills Information communication technologies and visual argumentation How can we best teach argumentation so that students feel fully empowered in their academic composition Professors new and experienced lecturers researchers professional developers and writing coaches worldwide grappling with this question will find this accessible text to be an extremely valuable resource Richard Andrews is Professor in English at the Institute of Education University of London      Examining and Facilitating Reflection to Improve Professional Practice Ann Shelby Harris, Benita Bruster, Barbara Peterson, Tammy Shutt, 2010-09-16 Examining and

Facilitating Reflection to Improve Professional Practice is specifically designed and organized to be used throughout a teacher education program from an introductory foundations course continuing through content specific methods classes to graduate level theory seminars and ultimately onto professional development workshops Harris and her co authors provide a method for directly instructing students on the practice of reflection and the understanding and identification of the developmental phases of reflection supported by theory drawn from research By moving students beyond their commonly held belief that reflection is simply keeping a journal or summarizing the days activities Examining and Facilitating Reflection to Improve Professional Practice enables them to use increasingly sophisticated reflection practices that help them grow in their reflective process ultimately improving their instructional practice Closely aligned with the reflections standards set by INTASC NCATE and NBPST this book is essential as universities and colleges seek to have reflection as a standard skill set for classroom teachers and educational administrators Using this text as an easily accessible resource a discussion and activities guide and a support for professional development Education Departments reflection goals and objectives are met and students enter the classroom confident in their ability to think in diverse ways meet the challenges of the classroom and respond to changing educational environments

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