

# 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

# Example Of Reflective Journal Writing

**Alex Baratta**



### **Example Of Reflective Journal Writing:**

Handbook of Reflection and Reflective Inquiry Nona Lyons, 2010-04-07 Philosophers have warned of the perils of a life spent without reflection but what constitutes reflective inquiry and why it is necessary in our lives can be an elusive concept Synthesizing ideas from minds as diverse as John Dewey and Paulo Freire the Handbook of Reflection and Reflective Inquiry presents reflective thought in its most vital aspects not as a fanciful or nostalgic exercise but as a powerful means of seeing familiar events anew encouraging critical thinking and crucial insight teaching and learning In its opening pages two seasoned educators Maxine Greene and Lee Shulman discuss reflective inquiry as a form of active attention Thoreau's wide awakeness an act of consciousness and a process by which people can understand themselves their work particularly in the form of life projects and others Building on this foundation the Handbook analyzes through the work of 40 internationally oriented authors Definitional issues concerning reflection what it is and is not Worldwide social and moral conditions contributing to the growing interest in reflective inquiry in professional education Reflection as promoted across professional educational domains including K 12 education teacher education occupational therapy and the law Methods of facilitating and scaffolding reflective engagement Current pedagogical and research practices in reflection Approaches to assessing reflective inquiry Educators across the professions as well as adult educators counselors and psychologists and curriculum developers concerned with adult learning will find the Handbook of Reflection and Reflective Inquiry an invaluable teaching tool for challenging times

*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

**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 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 Badenhorst 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

**Becoming a Reflective Practitioner** Christopher Johns, 2009-07-27 From Reviews of the second edition Christopher Johns is an internationally recognised pioneer of reflective practice in nursing and health care The first edition of this book was an excellent resource and this updated version is equally impressive This is a superb resource for nurses and all those eager to enhance their knowledge and skills in reflective practice It is well presented user friendly and stimulating Nursing Standard Becoming a Reflective Practitioner is a practical guide to using reflection in every day clinical practice It explores the value of using models of reflection with particular reference to Christopher Johns own model for structured reflection Becoming a Reflective Practitioner includes accounts of everyday practice to guide the reader through the stages of reflective practice within the context of care desirable practice and the caring relationship This third edition reflects significant developments in reflective theory and gives greater attention to different approaches to reflection including the use of narrative dialogue New chapters are included on ensuring quality and managing conflict Exemplars are included throughout and further references and reflected reading are included at the end of each chapter Reflective practice is acknowledged as an effective approach to developing nursing care which evolves as the practitioner develops his or her own practice This book will therefore be of interest to all nurses involved in developing their clinical practice A practical guide to developing reflective practice Reflects significant developments in reflective theory Examines Christopher Johns own model for structured reflection Centred on care and the caring relationship Challenges practitioners to question their

practice      **Writing the Community** Linda Adler-Kassner, Robert Crooks, Ann Watters, 2023-07-03 The first volume in AAHE and Campus Compact's series on service learning in the disciplines the book discusses the microrevolution in college level Composition through service learning The essays in this volume show why service learning and communication are a natural pairing and give a background on the relationship between service learning and communication with maps to suggest where it should go in the future

**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

**Reflective Practice** Gillie Bolton, 2010-02-04 Lecturers why waste time waiting for the post to arrive Request your e inspection copy today In the new third edition of this popular and highly readable book the author draws on her considerable experience and extensive research to demonstrate a creative dynamic mode of reflection and reflexivity Using expressive and explorative writing combined with in depth group work mentoring alongside appropriate focussed research it enables critical yet sensitive examinations of practice Gillie offers a searching and thorough approach which increases student and professional motivation satisfaction and deep levels of learning She clearly explains reflection reflexivity narrative metaphor and complexity and grounds the literary and artistic methods in educational theory and values Clear step by step practical methods are given for every aspect of the process New to this edition are A chapter presenting different ways of undertaking and facilitating reflective practice Further international coverage including material from Australia New Zealand and the United States The Third Edition also includes An annotated glossary explaining key terms End of chapter activities and exercises Suggested further reading and clear guides on chapter contents and how to use the book Companion website [www.uk.sagepub.com/bolton](http://www.uk.sagepub.com/bolton) An accompanying companion website includes a range of free additional

materials for lecturers and students to use in tutorials and for independent study including discussion workshop exercises glossary and online readings The methods are appropriate to and used worldwide by students and professionals across education medicine and healthcare clinical psychology therapy social work pastoral care counselling police business management organisational consultancy leadership training

**"Stretching" Exercises for Qualitative Researchers** Valerie J. Janesick, 2004 Overall I consider this work to be a valuable resource for teachers and students of research as well as researchers who want to extend or refine their skills Qualitative Research Journal Through the use of exercises this book helps readers develop the skills necessary to become an effective qualitative researcher This edition includes new chapters on the analysis and interpretation of qualitative data and narrative techniques including coverage of autobiography biography and life history as viable approaches to understanding the social world *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 The Oxford Handbook of Qualitative Research Patricia Leavy, 2020 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

**Qualitative Research Methodologies for Occupational Science and Occupational Therapy** Shoba Nayar, Mandy Stanley, 2023-11-09 This comprehensive text provides a practical introduction to the range of qualitative methodologies and methods being used by occupational science and occupational therapy researchers today enabling readers to produce and critique high quality qualitative research themselves Showcasing a diverse range of qualitative research from both academic scholarship and the wider community of health professionals each chapter combines both foundational knowledge and therapeutic applications Importantly the book lucidly explains the synergy between research problem choice of methodology and methods It also fosters a best practice

approach ensuring that qualitative research is epistemologically sound while reflecting the values and beliefs of the diverse communities within which research is conducted This new edition featuring an international range of authors also addresses new and cutting edge research methodologies including Indigenous methodologies netnography the visual arts and Big data It is the ideal textbook for any student practitioner or researcher of occupational science and occupational therapy

*Critical Perspectives on Service-Learning in Higher Education* S. Deeley,2014-11-25 Through innovative analysis of theory and practice this book offers refreshing critical perspectives on service learning in higher education It constructs a theoretical paradigm for service learning which extends to critical pedagogy and investigates critical reflection and academic reflective writing supported throughout by empirical evidence *Striving for Excellence* ,1994 *A Practical Guide to Teaching Design and Technology in the Secondary School* Gwyneth Owen-Jackson,2007-06-11 This practical and accessible workbook is designed to support student teachers NQTs and beginning teachers as they develop their teaching skills and increase their broader knowledge and understanding for teaching design and technology **Learning Journals** Jennifer A. Moon,2019-04-30 Fully updated with important new theory and practical material this second edition of Learning Journals offers guidance on keeping and using journals and gives step by step advice on integrating journal writing on taught courses in training and professional development and in supporting personal development planning PDP activities Key topics covered include the nature of learning journals and how we learn from them the broad range of uses of learning journals including portfolios and personal and professional development the depth and quality of reflection in learning journals the assessment of learning journals and reflective writing the use of narrative and story telling techniques in journals With useful exercises and activities that enhance learning journal work in a structured manner Learning Journals is invaluable reading for teachers and students in higher education for all professionals particularly those working in the health services and business and training and for all those who want to learn more about keeping a fulfilling personal journal **Researching Language Teacher Cognition and Practice** Roger Barnard,Anne Burns,2012-09-04 This book presents a novel approach to discussing how to research language teacher cognition and practice An introductory chapter by the editors and an overview of the research field by Simon Borg precede eight case studies written by new researchers each of which focuses on one approach to collecting data These approaches range from questionnaires and focus groups to think aloud stimulated recall and oral reflective journals Each case study is commented on by a leading expert in the field JD Brown Martin Bygate Donald Freeman Alan Maley Jerry Gebhard Thomas Farrell Susan Gass and Jill Burton Readers are encouraged to enter the conversation by reflecting on a set of questions and tasks in each chapter **How to Read and Write Critically** Alex Baratta,2021-09-22 To succeed in any assessment you need to demonstrate critical thinking but what does it mean to be critical This book takes a hands on approach to helping you think read and write critically Packed with examples from different disciplines and subjects it talks through dozens of written extracts so you can see what criticality actually looks like The book Equips you

with tools for making an argument explaining your reasoning and using examples to illustrate your points Enables you to structure coherent arguments and choose appropriate language Helps you interpret and apply feedback from your lecturers For undergraduate students studying in any discipline this clear guide takes the confusion out of reading and writing critically so you can approach your assessments with confidence Equity and Formative Assessment in Higher Education Dorit Alt,Nirit Raichel,2021-08-13 This book discusses instruction learning and assessment in higher education with an emphasis on several effective formative assessment tools and methods such as digital badges reflective journals and peer assessment used in learning environments comprising students of diverse multicultural backgrounds Each chapter provides a rich theoretical review followed by a case study detailing the challenges involved in using those assessment methods in a diverse classroom as well as practical suggestions for removing potential barriers especially for minority students Most of the narrated case studies are accompanied by episodes thoughts and feelings expressed by both students and instructors throughout the assessment processes This book provides a valuable updated reference source for pedagogical and research purposes for a wide audience Students teachers policymakers curriculum designers and teacher educators interested in fostering initiatives in higher education can undoubtedly benefit from this book s contents which are aimed at adapting teaching learning assessment processes to the unique learning needs of culturally diverse student populations

**Motivational Interventions** Stuart Karabenick,Tim Urdan,2014-11-21 This established book series is designed to reflect current research and theory concerned with motivation and achievement in work school and play Each volume focuses on a particular issue or theme and the series has a special goal of bringing the best in social science to bear on socially significant problems

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