

# Sample Reflective Essay

**Author: Nekisa Mahzad**

I have been a student at California State University Channel Islands (CI) for 5 semesters, and over the course of my stay I have grown and learned more than I thought possible. I came to this school from Moorpark Community College already knowing that I wanted to be an English teacher; I had taken numerous English courses and though I knew exactly what I was headed for-was I ever wrong. Going through the English program has taught me so much more than stuff about literature and language, it has taught me how to be me. I have learned here how to write and express myself, how to think for myself, and how to find the answers to the things that I don't know. Most importantly I have learned how important literature and language are.

When I started at CI, I thought I was going to spend the next 3 years reading classics, discussing them and then writing about them. That was what I did in community college English courses, so I didn't think it would be much different here. On the surface, to an outsider, I am sure that this is what it appears that C.I. English majors do. In most all my classes I did read, discuss, and write papers; however, I quickly found out that that there was so much more to it. One specific experience I had while at C.I. really shows how integrated this learning is. Instead of writing a paper for my final project in Perspectives of Multicultural Literature (ENGL 449), I decided with a friend to venture to an Indian reservation and compare it to a book we read by Sherman Alexie. We had a great time and we learned so much more that we ever could have done from writing a paper. The opportunity to do that showed me that there are so many ways that one can learn that are both fun and educational.

The English courses also taught me how powerful the written word and language can be. Words tell so much more than a story. Stories tell about life and the human condition, they bring up the past and people and cultures that are long gone. Literature teaches about the self and the world surrounding the self. From these classes I learned about the world, its people and its history; through literature I learned how we as humans are all related. By writing about what we learn and/or what we believe, we are learning how to express ourselves.

I know that my ability to write and express my ideas, thoughts and knowledge has grown stronger each semester. I have always struggled to put my thoughts on paper in a manner that is coherent and correct according to assignments. I can remember being told numerous times in community college to "organize your

# Examples Of A Reflection Paper

**Leavitt, Lynda, Wisdom,  
Sherrie, Leavitt, Kelly**



## Examples Of A Reflection Paper:

**Teaching and Learning in a Concept-Based Nursing Curriculum** Ignatavicius, Donna D. Ignatavicius, 2017-09  
Resource added for the Nursing Associate Degree 105431 Practical Nursing 315431 and Nursing Assistant 305431 programs

*Teaching Science With Interactive Notebooks* Kellie Marcarelli, 2010-05-18 Easy to read with good examples and illustrations The rationale is spelled out for every step the setup for the interactive notebook is clearly explained and you can hear the enthusiasm of the author which makes the reader enthusiastic about trying the strategy Maria Mesires Seventh Grade Science Teacher Case Middle School Watertown NY In an era when science teachers are being asked more and more to teach writing skills and build science literacy this book presents an engaging and creative way to answer that challenge and encourage the use of higher order thinking skills Michael Baker Eighth Grade Science Teacher Memorial Middle School Albany OR Increase student learning in the inquiry based science classroom Interactive notebooks allow students to record and analyze observations reflect on their learning and self assess their work Teaching Science With Interactive Notebooks gives educators a step by step process for introducing interactive notebooks to students and using notebooks to develop students communication skills cognitive organization skills and sense of responsibility for their own learning Packed with examples from actual student notebooks this detailed guide explains the unique features that make interactive notebooks more effective tools than conventional notebooks for science classrooms This resource Describes the nuts and bolts of implementing interactive notebooks including execution time management and grading Uses the 5E Learning Cycle engage explore elaborate extend evaluate as the framework for science instruction Emphasizes the importance of writing in science and provides strategies for modeling effective writing Explores strategies to encourage collaborative student inquiry and foster whole class discussions By implementing interactive notebooks in your classroom you can gain deeper insight into each student s understanding learning progress and thinking

**Ganit Mathematics** □ 7 Lata Wishram, GANIT MATHEMATICS series consists of ten textbooks two textbooks for Primer A and B eight textbooks for classes 1 8 This series is strictly bases on the syllabus prescribed by the Council for the Indian School Certificate The series has been developed to guide the young minds to observe and experience mathematics all around them Each concept has been related to everyday life in order to develop a spirit of curiosity and discovery Concepts are gradually built up with easy to follow steps and plenty of examples

**Embracing Writing** Gary R. Hafer, 2014-09-10 Embracing WRITING Embracing Writing responds to the writing across the curriculum movement in a way that enables educators to integrate writing into their courses not just painlessly but productively instead of simply increasing their workloads with writing assignments that students dislike Embracing Writing elucidates the principles of academic writing and shows instructors how to integrate writing with course content blending them to enhance and deepen the higher education learning process Scholarly writing is a central part of the academic experience and when used effectively can be an outstanding pedagogical tool The creative approach in Embracing

Writing will have you looking at writing in a whole new way Not only will your students appreciate the honest nurturing and fun writing assignments but your own writing will improve as well This is not a rulebook for writers but a guided approach to viewing writing and content as one indivisible whole Embracing Writing will help you Engage students in writing assignments that actually help them develop their writing ability Understand what makes good collegiate writing and how it can aid in content discovery Discover new pathways for your own writing so writing for publication and the classroom is enjoyable again Develop a writing pedagogy that doesn't detract from core course content delivery There often is a disconnect between administrative demands for in course writing and the inadequate training resources available to faculty members Because most of us aren't trained as writers we need a meaningful way to connect writing to our areas of expertise Embracing Writing provides that connection

**Writing and Managing SOPs for GCP** Susanne Prokscha, 2015-07-29 Writing and Managing SOPs for GCP is the first book to discuss managing Standard Operating Procedures SOPs for Good Clinical Practice GCP from conception to retirement It recommends approaches that have a direct impact on improving SOP and regulatory compliance Throughout the text the book provides a user's point of view to keep topics focus

**Why Religion and Spirituality Matter for Public Health** Doug Oman, 2018-05-08 This volume reviews the exploding religion spirituality R/S and health literature from a population health perspective It emphasizes the distinctive Public Health concern for promoting health and preventing disease in societies nations and communities as well as individuals Part I offers a rigorous review of mainstream biomedical and social scientific theory and evidence on R/S health relations Addressing key gaps in previous literature it reviews evidence from a population health viewpoint surveying pertinent findings and theories from the perspective of Public Health subfields that range from Environmental Health Sciences to Public Health Nutrition to Health Policy Management and Public Health Education In Part II practitioners describe in detail how attending to R/S factors enhances the work of clinicians and community health practitioners R/S provides an additional set of concepts and tools to address opportunities and challenges ranging from behavior and institutional change to education policy and advocacy Part III empowers educators analyzing pedagogical needs and offering diverse short chapters by faculty who teach R/S health connections in many nationally top ranked Schools of Public Health International and global perspectives are highlighted in a concluding chapter and many places throughout the volume This book addresses a pressing need for Public Health research practice and teaching A substantial evidence base now links religious and spiritual R/S factors to health In the past 20 years over 100 systematic reviews and 30 meta analyses on R/S health were published in refereed journals But despite this explosion of interest R/S factors remain neglected in Public Health teaching and research Public Health lags behind related fields such as medicine psychology and nursing where R/S factors receive more attention This book can help Public Health catch up It offers abundant key resources to empower public health professionals instructors and students to address R/S serving at once as a course text a field manual and a research handbook

**Writing Theology Well 2nd Edition** Lucretia

B. Yaghjian, 2015-09-24 A working guide for students conducting theological writing and research on theology and biblical studies courses this book integrates the disciplines of writing rhetoric and theology to provide a standard text for the teaching and mentoring of writing across the theological curriculum As a theological rhetoric it also encourages excellence in theological writing in the public domain by helping to equip students for their wider vocations as writers preachers and communicators in a variety of ministerial and professional contexts This 2nd Edition includes new chapters on Writing Theology in a New Language which explores the linguistic and cultural challenges of writing theology well in a non native language and Writing and Learning Theology in an Electronic Age addressed to distance learning students learning to write theology well from online courses and dealing with the technologies necessary to do so *Emerging Concepts in Technology-Enhanced Language Teaching and Learning* Zou, Bin, Thomas, Michael, Barr, David, Jia, Wen, 2022-01-21 For years language teachers have increasingly been using technologies of all kinds from computers to smartphones to help their students learn Current trends in TELTL technology enhanced language teaching and learning such as artificial intelligence virtual reality augmented reality gamification and social networking appear to represent major shifts in the digital language learning landscape However various applications of technology to mediate language learning may be informed by reflecting not only on the present but perhaps more importantly on relevant insights from past research and practice *Emerging Concepts in Technology Enhanced Language Teaching and Learning* explores the recent development of the new technologies for language teaching and learning to gain insights into and synergy of the theories pedagogies technological design and evaluation of TELTL environments for comprehending the trends and strategies of the new digital era as well as investigate the possibility of future TELTL research direction The book includes trends shaped by contemporary issues such as the COVID 19 pandemic Covering topics such as digital education tools L2 learnings and sentiment analysis this book serves as an essential resource for researchers language teachers educational software developers administrators IT consultants technologists professors pre service teachers academicians and students *Challenges in Language Testing Around the World* Betty Lantegne, Christine Coombe, James Dean Brown, 2021-02-17 This book combines insights from language assessment literacy and critical language testing through critical analyses and research about challenges in language assessment around the world It investigates problematic practices in language testing which are relevant to language test users such as language program directors testing centers and language teachers as well as teachers in training in Graduate Diploma and Master of Arts in Applied Linguistics programs These issues involve aspects of language testing such as test development test administration scoring and interpretation use of test results Chapters in this volume discuss insights about language testing policy testing world languages developing program level language tests and tests of specific language skills and language assessment literacy In addition this book identifies two needs in language testing for further examination the need for collaboration between language test developers language test users and language users and the

need to base language tests on real world language use      **The Course Reflection Project** Nicole Schonemann, Emily Metzgar, Andrew Libby, 2015-05-01 Service learning is entering a post initiatory phase At tertiary institutions of all types and sizes service learning programs are common and service learning requirements for graduation are growing in popularity Taken together alongside continued faculty interest in effective teaching these factors have raised the visibility and popularity of service learning Now the greater need in service learning is not to prove the need for or efficacy of service learning but to turn the focus squarely back on practice Following established best practice is not enough instructors also need to reflect on how this fits within the specific context and application of each unique course and service learning partnership While there are many excellent resources that detail best practice and showcase exemplary service learning courses faculty reflection and course revision often goes unmentioned In response to the lack of attention on the role of reflection and course revision we convened groups of faculty from a variety of disciplines to reflect deeply on their courses paying specific attention to obstacles and challenges These conversations were converted to articles for this edited collection each chapter representing the process of reflection and revision and serving as a guide to develop effective practice in varied curricular contexts This text contributes to the body of literature on service learning in a unique and practical manner Faculty teaching or interested in teaching service learning classes would benefit from this text as well as university administrators and community service directors involved in service learning at a programmatic and institutional level This book should be marketed to faculty teaching disciplinary service learning classes and service learning pedagogy classes and administrative offices involved in service learning This could be a supplementary text for graduate level pedagogy courses Higher education institutional libraries would benefit from this text as well as the national and state campus compact offices

*Reflective Practice, Third Edition* Sara Horton-Deutsch, Gwen Sherwood, 2023-10-31 The third edition of Reflective Practice depicts the concept of reimagining in such a brilliant way and is a must have resource for nurses Portia Janine Jordan PhD MBA MCUR RN FANSA Professor Department of Nursing and Midwifery Faculty of Medicine and Health Sciences Stellenbosch University This incredible edition of a professional masterpiece pulls together global leaders creative thinkers entrepreneurs educators and practitioners to support and guide us as healthcare professionals A joy to read and a must read for all professionals who are reflexive Thomas Kearns EdD MEd BNS RGN RPN RNT FAAN FFMRC SI Past Executive Director Dean Faculty of Nursing and Midwifery RCSI University of Medicine and Health Sciences Dublin Co Director Global Innovation and Leadership Academy Faculty of Nursing and Midwifery RCSI In this outstanding book Sara Horton Deutsch and Gwen Sherwood provide an invaluable resource for nurse educators and their students Reflective Practice Reimagining Ourselves Reimagining Nursing takes a complex topic and makes it accessible for learners across all levels This should be required reading in all nursing programs Pamela R Jeffries PhD RN FAAN ANEF FSSH Dean of Nursing Valere Potter Professor of Nursing Vanderbilt School of Nursing A nurse s work is multifaceted medically complex technically

precise and physically demanding But nursing the act of caring is also social emotional impactful and personal Because nursing education programs prioritize the importance of the technical and physical aspects of nursing that is what they teach This leaves practicing nurses poorly equipped to understand the science of caring and unprepared for the constant stream of emotional and psychological stressors that come with this profoundly important work The unintended consequences of this omission include burnout toxic work environments and exodus from the profession In this highly anticipated and particularly timely third edition of Reflective Practice authors Sara Horton Deutsch and Gwen Sherwood invite readers to reflect recalibrate reimagine rethink and reframe the work of nursing care and their various roles and relationships within it This book focuses first on the individual then practice settings and finally systems and communities while providing supporting theoretical frameworks practical applications and opportunities for personal and shared reflection along the way Reflective Practice guides nurses to emotional and psychological fulfillment in all aspects of care

**Academic Writing for University Students** Stephen Bailey, 2021-12-30 Academic Writing for University Students is designed to help all students succeed in writing essays reports and other papers for coursework and exams effectively Academic writing is often the biggest challenge facing college and university students but this book provides all the tools needed to master the necessary skills The book is divided into four parts to help teachers and students easily find the help they need both in the classroom and for self study The Writing Process From finding suitable sources through to editing and proofreading Writing Types Practice with common assignments such as reports and cause effect essays Writing Tools Skills such as making comparisons definitions punctuation and style Lexis Academic vocabulary using synonyms nouns adjectives verbs and adverbs This key handbook breaks down and practises every stage of essay writing All units are fully cross referenced and a complete set of answers to the practice exercises is included In addition the companion website hosts comprehensive teaching notes as well as more challenging exercises revision material and links to other sources Designed for self study as well as classroom use this book uses authentic academic texts from a range of sources and provides models for common writing tasks such as case studies while progress checks are included for each part to enable students to assess their learning Academic Writing for University Students is an invaluable guide to all aspects of academic writing in English

**Reading, Writing, and Racism** Bree Picower, 2021-01-26 An examination of how curriculum choices can perpetuate White supremacy and radical strategies for how schools and teacher education programs can disrupt and transform racism in education When racist curriculum goes viral on social media it is typically dismissed as an isolated incident from a bad teacher Educator Bree Picower however holds that racist curriculum isn't an anomaly It's a systemic problem that reflects how Whiteness is embedded and reproduced in education In Reading Writing and Racism Picower argues that White teachers must reframe their understanding about race in order to advance racial justice and that this must begin in teacher education programs Drawing on her experience teaching and developing a program that prepares teachers to focus on social justice and antiracism Picower demonstrates

how teachers ideology of race consciously or unconsciously shapes how they teach race in the classroom She also examines current examples of racist curricula that have gone viral to demonstrate how Whiteness is entrenched in schools and how this reinforces racial hierarchies in the younger generation With a focus on institutional strategies Picower shows how racial justice can be built into programs across the teacher education pipeline from admission to induction By examining the who what why and how of racial justice teacher education she provides radical possibilities for transforming how teachers think about and teach about race in their classrooms

**Research Anthology on Instilling Social Justice in the Classroom** Management Association, Information Resources,2020-11-27 The issue of social justice has been brought to the forefront of society within recent years and educational institutions have become an integral part of this critical conversation Classroom settings are expected to take part in the promotion of inclusive practices and the development of culturally proficient environments that provide equal and effective education for all students regardless of race gender socio economic status and disability as well as from all walks of life The scope of these practices finds itself rooted in curriculum teacher preparation teaching practices and pedagogy in all educational environments Diversity within school administrations teachers and students has led to the need for socially just practices to become the norm for the progression and advancement of education worldwide In a modern society that is fighting for the equal treatment of all individuals the classroom must be a topic of discussion as it stands as a root of the problem and can be a major step in the right direction moving forward Research Anthology on Instilling Social Justice in the Classroom is a comprehensive reference source that provides an overview of social justice and its role in education ranging from concepts and theories for inclusivity tools and technologies for teaching diverse students and the implications of having culturally competent and diverse classrooms The chapters dive deeper into the curriculum choices teaching theories and student experience as teachers strive to instill social justice learning methods within their classrooms These topics span a wide range of subjects from STEM to language arts and within all types of climates PK 12 higher education online or in person instruction and classrooms across the globe This book is ideal for in service and preservice teachers administrators social justice researchers practitioners stakeholders researchers academicians and students interested in how social justice is currently being implemented in all aspects of education

**Law and Economics of Personalized Medicine** Karin Bosshard,2018-05-14 The book adds to the discussion about strategic approaches towards the translation of personalized medicine into clinical practice It stresses the importance of non science related institutional barriers A Law and Economics perspective is applied in order to examine the incentives induced by the barriers An applied part identifies and evaluates policy levers to foster the translation of personalized medicine into Swiss clinical practice

**Cultural Awareness and Competency Development in Higher Education** Leavitt, Lynda,Wisdom, Sherrie,Leavitt, Kelly,2017-02-08 As the world becomes more globalized student populations in university settings will continue to grow in diversity To ensure students develop the cultural competence to adapt to new environments



universities and colleges must develop policies and programs to aid in the progression of cultural acceptance and understanding Cultural Awareness and Competency Development in Higher Education is an essential reference book on the latest literature regarding multiculturalism in colleges and universities focusing on administration and faculty implementation of culturally aware curriculum to support the development of students global competence Featuring extensive coverage on a range of topics including social constructivism co curricular learning and inclusive pedagogy this publication is ideally designed for academicians researchers and students seeking current research on the inclusion of culturally diverse curriculums in higher education *Teaching Social Justice* Brandi Lawless,Yea-Wen Chen,2021-08-15 The intercultural communication classroom can be an emotionally and intellectually heavy place for many students and teachers Sensitive topics arise and students must face complex issues with intellectual curiosity and collegial respect To navigate the precarious waters of intercultural communications teachers need an intentional approach to foster meaningful discussion and learning This pedagogical guide presents conceptual overviews student activities and problem solving strategies for teaching intercultural communication The authors navigate eight categories of potential conflict including communicating power and privilege community engagement in social justice and assessing intercultural pedagogies for social justice In addition to empirical studies and the authors own classroom experiences the book features the personal narratives of junior and senior intercultural communication teacher scholars whose journeys will encourage and instruct readers towards more fulfilling teaching experiences

**Clinical Supervision Activities for Increasing Competence and Self-Awareness** Roy A. Bean,Sean D. Davis,Maureen P. Davey,2014-04-07 Cultivate self awareness empathy and clinical competence in the mental health professionals you supervise Providing tested guidance for clinical supervisors of mental health professionals editors Roy A Bean Sean D Davis and Maureen P Davey draw from their own backgrounds in training private practice and academe as well as from an international panel of experts representing various mental health fields to provide activities and best practices that allow therapists to better serve an increasingly diverse set of clients and issues While clinical skills are easily observed the more subtle areas of self awareness or exploring unexamined judgments are more difficult to spot and to provide supervision and guidance for The numerous experiential activities included will help supervisors and the mental health professional they supervise develop their skills and techniques around Intuition Empathy Self awareness Mindfulness Multicultural awareness Perspective taking The book covers both clinical as well as diversity focused competence and awareness and suggests various forms of activities including research exercises reflection journaling and more Each activity includes measurement metrics as well as additional resources that help clinicians identify the best activity for a given situation Appropriate for clinicians at every level and from a multitude of backgrounds these tried and tested best practices can be used in clinical supervision as a class assignment or to facilitate professional growth

**Methods and Applications of Sample Size Calculation and Recalculation in Clinical Trials** Meinhard Kieser,2020-11-19 This book provides an

extensive overview of the principles and methods of sample size calculation and recalculation in clinical trials Appropriate calculation of the required sample size is crucial for the success of clinical trials At the same time a sample size that is too small or too large is problematic due to ethical scientific and economic reasons Therefore state of the art methods are required when planning clinical trials Part I describes a general framework for deriving sample size calculation procedures This enables an understanding of the common principles underlying the numerous methods presented in the following chapters Part II addresses the fixed sample size design where the required sample size is determined in the planning stage and is not changed afterwards It covers sample size calculation methods for superiority non inferiority and equivalence trials as well as comparisons between two and more than two groups A wide range of further topics is discussed including sample size calculation for multiple comparisons safety assessment and multi regional trials There is often some uncertainty about the assumptions to be made when calculating the sample size upfront Part III presents methods that allow to modify the initially specified sample size based on new information that becomes available during the ongoing trial Blinded sample size recalculation procedures for internal pilot study designs are considered as well as methods for sample size reassessment in adaptive designs that use unblinded data from interim analyses The application is illustrated using numerous clinical trial examples and software code implementing the methods is provided The book offers theoretical background and practical advice for biostatisticians and clinicians from the pharmaceutical industry and academia who are involved in clinical trials Covering basic as well as more advanced and recently developed methods it is suitable for beginners experienced applied statisticians and practitioners To gain maximum benefit readers should be familiar with introductory statistics The content of this book has been successfully used for courses on the topic

### **Diverse Pedagogical Approaches to Experiential**

**Learning, Volume II** Karen Lovett, 2022-02-11 This second volume of Diverse Pedagogical Approaches to Experiential Learning Palgrave 2020 contains a new collection of experiential learning EL reflections case studies and strategies written by twenty eight authors across sixteen academic disciplines Like the first volume the chapters describe the process of developing implementing facilitating expanding and assessing EL in courses programs and centers both locally and globally The authors take on new themes in this collection including discussions on the intersections of experiential learning with race and privilege cross cultural competencies power and gender professional development and vocational discernment self inquiry and reflection social justice and more The authors also address the importance of adapting new pedagogical approaches to EL in response to challenges in higher education presented by the global coronavirus pandemic

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