

Reflective Essay

Original Instructions

<http://web.cecs.pdx.edu/~sheard/course/Fring/DailyRecord.html#Today>

https://webct.pdx.edu/SCRIPT/unst161ts/scripts/serve_home

My belief about myself as a learner when I entered the class was a positive one. I attended a college prep school for high school and went to Oregon State University last year. I had plenty of practice with different learning techniques and found what works well for me. I believe I'm more of a visual learner than an auditory learner. It is easier to see a powerpoint and retain the knowledge then listen to a lecture and have the same retention. Entering the class I thought I liked working in groups more than working individually on projects, but that has since changed. I think it is more beneficial to me to work alone because I can get more done. When I entered the class I believed that reading the material closer to the due date was a better idea because I may not remember what I had read if I didn't.

What I have discovered about myself, as a learner over the term is vast. I learned that I can read the material way in advance and just briefly skim over the text and remember just about everything, were as I thought reading closer was more beneficial. I also learned that working in groups really isn't my specialty. I prefer working by myself because I'm able to get a lot more done and not have to worry about other people forgetting their part of the project. I don't like having to worry about other people not following through. I also learned that looking at the daily record in advanced helped me

How To Start A Self Reflection Paper

Lucretia B. Yaghjian



How To Start A Self Reflection Paper:

Clinical Supervision Activities for Increasing Competence and Self-Awareness Roy A. Bean, Sean D. Davis, Maureen P. Davey, 2014-03-18 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

Teaching Science With Interactive Notebooks Kellie Marcarelli, 2010-05-18 Increase student learning in the inquiry based science classroom Interactive notebooks allow students to record observations reflect on learning and self assess their work Packed with student examples 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 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

Creating Contexts for Learning and Self-authorship Marcia B. Baxter Magolda, 1999 This book is intended to help college faculty create conditions in which students learn to construct knowledge in their disciplines and achieve self authorship A significant and often overlooked dimension mediating learning and self authorship centers on learners ways of knowing or their assumptions about the nature limits and certainty of knowledge A learner who assumes that all knowledge is certain expects to hear answers from an authority figure in contrast a learner who views knowledge as relative expects to explore multiple viewpoints By taking a constructive developmental approach the author demonstrates how students ability to construct knowledge is intertwined with the development of their assumptions about knowledge itself and their role in creating it She shows how the structure of constructive developmental teaching hinges on three principles validating students ability to know situating learning in students experience and defining learning as teachers and students

mutually constructing meaning The book also takes abstract pedagogical principles and translates them into practical approaches

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

Handbook of Research on Creating Meaningful Experiences in Online Courses Kyei-Blankson, Lydia, Ntuli, Esther, Blankson, Joseph, 2019-11-29 While online courses are said to be beneficial and many reputable brick and mortar higher education institutions are now offering undergraduate and graduate programs online there is still ongoing debate on issues related to credibility and acceptability There is some reluctance to teach online and to admit and hire students who have enrolled in online programs Given these concerns it is essential that educators in online communities continue to share the significant learning experiences and outcomes that occur in online classrooms and highlight pedagogical practices used by online instructors to make their courses and programs comparable to those offered face to face The Handbook of Research on Creating Meaningful Experiences in Online Courses is a comprehensive research book that examines the quality of courses in higher education that are offered exclusively online and details strategies and practices used by online instructors to create meaningful teaching and learning experiences in online courses Featuring a range of topics such as gamification professional development and learning outcomes this book is ideal for academicians researchers educators administrators instructional designers curriculum developers higher education faculty and students

Starting Points in Critical Language Pedagogy Graham V. Crookes, Arman Abednia, 2022-01-01 Critical language pedagogy also sometimes referred to as critical ELT where English is the primary language involved has a literature in which theoretical and specialized work has outstripped more practically oriented material Nevertheless even practically oriented

publications in this area tend to address the experienced well resourced teacher as opposed to those beginning in this area or those without much professional support With a view to helping prepare second language teachers to begin to engage with critical language pedagogy the authors of this book start from areas of conventional L2 curriculum that teachers naturally use Each chapter presents material pertinent to areas of language language teaching and course delivery starting from a fairly conventional perspective It then attempts to explain how this conception can be extended drawing upon the ideas of critical language pedagogy and teachers experiences The authors experience of working with teachers who work under different circumstances in teacher education courses and workshops form key elements of the book Teachers voices are also given adequate space so as to provide a comprehensive picture and situated understanding of critical language pedagogy Dialogical engagement with the initial perspectives of beginning critical language pedagogy teachers who do not necessarily have a fully worked out critical philosophy of teaching or those who wish to practice critical ELT is another feature of the book Finally to strengthen the practical orientation of the book teaching strategies and extracts of materials and lesson plans are also provided

The New Roadmap for Creating Online Courses Catherine R. Barber, Janet K. McCollum, Wendy L. Maboudian, 2020-06-11 Are you ready to create an online course but do not know where to start Do your online learners seem isolated and disengaged Are your online courses effective enough for the current competitive market Whether you are an instructor instructional designer or part of a team this interactive workbook will help you create effective online courses to engage your learners Key features of the workbook include integrating cognitive social and emotional aspects of learning explaining the central role of self reflection dialogue and realistic application the incorporation of themes scenarios and characters to provide relevant and meaningful learning experiences and the use of semiotics for inclusion of diverse learners As you journey through the course creation process in this workbook you will expand your ideas and discover new possibilities for the students taking your online course

Living Spiritual Praxis Eric J. Kyle, 2013-10-24 Christian ministers working in congregations and with nonprofits seek to discern what it is that God has been doing and where it is that the Spirit might be leading them In *Living Spiritual Praxis* Eric Kyle looks to address the lack of resources on the work and dynamics of Christian spiritual formation that actually develop a specific process for spiritual formation programs Kyle strives to provide a guide for spiritual formation by using the praxis oriented fields of action research and practical theology He explores a process for understanding the nature and dynamics of a situation discerning specific formative interventions assessing various approaches and continually assessing and modifying these understandings and approaches *Living Spiritual Praxis* will be an invaluable resource for all Christians leaders and laity alike who are challenged by the spiritual formation of church members communities groups and individuals

Creating a Caring Science Curriculum, Second Edition Marcia Hills, Jean Watson, Chantal Cara, 2021-01-07 The hallmark text for nursing faculty seeking to promote the transformative teaching of caring science *Creating a Caring Science Curriculum A Relational Emancipatory Pedagogy for Nursing* reflects

the paramount scholarship of Caring Science educators This second edition intertwines visionary thinking with blueprints exemplars and dynamic direction for the application of fundamental principles It goes beyond the conventional by offering a model that serves as an emancipatory ethical philosophical educational and pedagogical learning guide for both teachers and students Divided into five units the text addresses the history of the caring curriculum revolution and its powerful presence within nursing Unit I lays the foundation for a Caring Science curriculum Unit II introduces intellectual and strategic blueprints for caring based education including action oriented approaches for faculty student relations teaching learning skills pedagogical practices critical reflective creative approaches to evolving human consciousness and power relation dynamics Unit III addresses curriculum structure and design the evolution of a caring based college of nursing caring in advanced practice education and the development of caring consciousness in nurse leaders It also features real world exemplars of Caring Science curricula Unit IV includes an alternative approach to clinical and course based evaluation and the text concludes with an exploration of the future of the Caring Science curriculum as a way of emancipating the human spirit Each chapter is structured to maximize engagement with reflective exercises and learning activities that encourage the integration of theory and practice into the learning process New to This Edition Updated chapters case studies and learning activities Six new chapters that provide guidance on how to create a Caring Science curriculum Exemplars from institutions that have developed Caring Science curricula Key Features Provides a broad application of Caring Science for teachers students and nursing leaders Features case studies of teacher student lived learning experiences within a caring loving pedagogical environment Encourages the integration of theory and practice into the learning process with learning activities and reflective exercises Distills the expertise of world renowned Caring Science scholars *Management* John R.

Schermerhorn, Jr,2010-10-18 Completely updated and revised this eleventh edition arms managers with the business tools they ll need to succeed The book presents managerial concepts and theory related to the fundamentals of planning leading organizing and controlling with a strong emphasis on application It offers new information on the changing nature of communication through technology Focus is also placed on ethics to reflect the importance of this topic especially with the current economic situation This includes all new ethics boxes throughout the chapters An updated discussion on the numerous legal law changes over the last few years is included as well Managers will be able to think critically and make sound decisions using this book because the concepts are backed by many applications exercises and cases **Introduction to Management** John R. Schermerhorn,2011 Completely updated and revised this eleventh edition arms managers with the business tools they ll need to succeed The text presents managerial concepts and theory related to the fundamentals of planning leading organising and controlling with a strong emphasis on application It offers new information on the changing nature of communication through technology Focus is also placed on ethics to reflect the importance of this topic especially with the current economic situation This includes all new ethics boxes throughout the chapters An updated discussion on the

numerous legal law changes over the last few years is included as well Managers will be able to think critically and make sound decisions using this text because the concepts are backed by many applications exercises and cases

Colleges that Encourage Character Development ,1999 *Jsl Vol 12-N3* JOURNAL OF SCHOOL LEADERSHIP,2002-10-29 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement

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

Business Schools, Leadership and the Sustainable Development Goals Lars Moratis,Frans Melissen,2022-12-30 Business Schools Leadership and Sustainable Development Goals The Future of Responsible Management Education is the sixth book in the series Citizenship and Sustainability in Organizations It contains chapters from various scholars and practitioners in the field of responsible management education RME Through introspection through celebrating successes and learning from failures retrospection and through looking forward prospecting it aims to inspire a future of management education and leadership development that demonstrates its relevance to sustainable development In doing so it touches upon the grand societal challenges of our time as illustrated by the United Nations Sustainable Development Goals and discusses how business schools and other providers of management education could and should contribute to overcoming these challenges It argues that management education needs to educate future leaders in a way that no longer hampers but truly accelerates the process of sustainable development This book offers a collection of thought provoking ideas vivid stories including personal accounts and experiences and appealing and engaged forecasts visions and ideas about management education and leadership development for sustainability Hence it is a must read for anyone interested in or involved in RME

Handbook of Counselor Preparation Karen Eriksen,2011-12 Published in

cooperation with the Association for Counselor Education and Supervision ACES Integrating Service-Learning and Consulting in Distance Education Marie-Line Germain, 2019-07-01 As distance learning continues to grow universities are seeking ways to integrate traditional student community service into online courses Supported by seven years of successful implementation this book presents an award winning service learning model through which online students serve as consultants to organizations nationwide

High Impact Teaching for Sport and Exercise Psychology Educators John Coumbe-Lilley, Amber Shipherd, 2020-04-30 High Impact Teaching for Sport and Exercise Psychology Educators addresses the need for a resource on effective course design assessment content delivery and classroom management that is specific to educators in the field of sport and exercise psychology and to working with the millennial learner It provides discipline specific ideas to improve teaching in higher education The book provides an evidence based guide of tried and tested teaching methods for teachers of sport and exercise psychology at all levels in all formats of education Irrespective of the level and prior teaching experience in sport and exercise psychology this is a starting point for delivering significant learning experiences for students in this field of study Second it addresses the millennial learner and recommends future teaching and learning experiences in traditional hybrid and online formats Finally High Impact Teaching for Sport and Exercise Psychology Educators provides a positive approach to engaging students in an ongoing process of learning and involvement in the field of sport and exercise psychology This book is intended for any educator in a 2 or 4 year institution of higher education who is or will be teaching courses at the undergraduate or graduate level in sport and exercise psychology as well as students and practitioners in the areas of sport and exercise psychology and physical education

Leininger's Culture Care Diversity and Universality Marilyn R. McFarland, Hiba B. Wehbe-Alamah, 2015 Preceded by Culture care diversity and universality a worldwide nursing theory edited by Madeleine M Leininger Marilyn R McFarland 2nd ed c2006

Social Justice and Systemic Family Therapy Training Lindsey A. Nice, Christie Eppler, 2023-05-31 The book examines the lived experiences of systemic family therapy educators It addresses the issues of power and justice that they face in family therapy training programs including their teaching experiences with students interactions with faculty and challenges within academic institutions It describes how family therapy programs attempt to incorporate cultural awareness with mixed results e g focusing only on how to work with diverse clients or not supporting faculty from across social locations The book explores the ways in which family therapy educators with intersecting marginalized identities continue to be oppressed across different areas of academia The book addresses issues of power that systemic family therapy educators face within the academia itself at three different levels Personal interactions with students that create more complete understanding of issues of power Professional interactions with colleagues that provide support and accountability Political interventions aimed at changing the larger academic institution Chapters focus on countering unjust practices in academic settings Authors reflect on personal experiences across these three levels and then offer concrete suggestions for intervention These

include teaching experiences or meaningful interactions with students that support empowerment or increased awareness relationships with colleagues that promote accountability and growth and needed changes or challenges to the larger structure of academia Social Justice and Systemic Family Therapy Training is an essential resource for clinicians therapists and practitioners as well as researchers professors and graduate students in family studies clinical psychology and public health as well as all interrelated disciplines

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