

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

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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 This handbook acts as an essential guide to understanding and using reflective and experiential learning whether it be for personal or professional development or as a tool for learning It takes a fresh look at experiential and reflective learning locating them within an overall theoretical framework for learning and exploring the relationships between different approaches As well as the theory the book provides practical ideas for applying the models of learning with tools activities and photocopyable resources which can be incorporated directly into classroom practice This book is essential reading to guide any teacher lecturer or trainer wanting to improve teaching and learning

English and Reflective Writing Skills in Medicine Clive Handler, Charlotte Handler, Deborah Gill, 2011 Teaches medical students and all medical and paramedical staff to write reflective essays and less formal reflective pieces clearly concisely and accurately

Beyond the Traditional Essay: Increasing Student Agency in a Diverse Classroom with Nondisposable Assignments Melissa Ryan, Kerry Kautzman, 2022-07-12 This volume offers a range of responses to the problem of disposable assignments essays written just for a grade and then thrown away The scholars collected here explore how renewable assignments can contribute to public knowledge eliciting student work that is shared

across networks of learning that does something that transcends the teacher's grade. Although there is significant interest in such innovative teaching practices, particularly in this year of pedagogical experimentation, there are few resources for teachers that collect in one place both scholarly context and practical advice for implementing renewable assignments in the classroom. The essays in this volume range widely from demonstrating how digital tools engage and empower reluctant learners to raising theoretical questions around intellectual property to measuring the success of renewable assignments through outcomes assessment.

Teaching Middle School Physical Education Bonnie S. Mohnsen, 2008. This text describes how to create a programme that addresses the specific needs and capabilities of middle school students while helping them through the transition from childhood to young adulthood. This edition is fully updated and revised.

Teaching Reflective Learning in Higher Education Mary Elizabeth Ryan, 2014-11-05. This book is about understanding the nature and application of reflection in higher education. It provides a theoretical model to guide the implementation of reflective learning and reflective practice across multiple disciplines and international contexts in higher education. The book presents research into the ways in which reflection is both considered and implemented in different ways across different professional disciplines while maintaining a common purpose to transform and improve learning and or practice. The Readers will find this book is innovative and new in three key ways. Firstly in its holistic theorisation of reflection within the pedagogic field of higher education. Secondly in conceptualising reflection in different modes to achieve specific purposes in different disciplines and finally in providing conceptual guidance for embedding reflective learning and reflective practice in a systematic way across whole programmes, faculties or institutions in higher education. The book considers important contextual factors that influence the teaching of forms and methods of reflection. It provides a functional analysis of multiple modes of reflection including written, oral, visual, auditory and embodied forms. Empirical chapters analyse the application of these modes across disciplines and at different stages of a programme. The theoretical model accounts for students' stage of development in the disciplinary field along with progressive and cyclical levels of higher order thinking and learning and professional practice that are expected within different disciplines and professional fields. Secondly in conceptualising reflection in different modes to achieve specific purposes in different disciplines. It provides a functional analysis of multiple modes of reflection including written, oral, visual, auditory and embodied forms. Empirical chapters analyse the application of these modes across disciplines and at different stages of a programme in terms of demonstrating levels of reflection. The book includes images, diagrams and different text forms to support the creative applications of reflection. And thirdly the book is innovative in providing conceptual guidance for embedding reflective learning and reflective practice systematically across whole programmes, faculties or institutions in higher education contexts across the world.

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 Perspectives on Language Assessment Literacy Sahbi Hidri,2020-06-08 Perspectives on Language Assessment Literacy describes how the elements of language assessment literacy can help teachers gather information about when and how to assess learners and about using the appropriate assessment tools to interpret results in a fair way It provides highlights from past and current research descriptions of assessment processes that enhance LAL case studies from classrooms and suggestions for professional dialogue and collaboration This book will help to foster continuous learning empower learners and teachers and make them more confident in their assessment tasks and reassure decision makers that what is going on in assessment meets international benchmarks and standards It addresses issues like concepts and challenges of assessment the impacts of reflective feedback on assessment the ontogenetic nature of assessment literacy the reliability of classroom based assessment and interfaces between teaching and assessment It fills this gap in the literature by addressing the current status and future challenges of language assessment literacy This book will be of great interest for academics researchers and post graduate students in the fields of language assessment literacy and English language teaching The Teaching Portfolio Russell Edgerton,Pat Hutchings,Kathleen Quinlan,2023-07-03 This valuable work suggests one model in which faculty assemble a collection of carefully selected work samples accompanied by reflective commentary about them Covers the what why and how of teaching portfolios with pointers for getting started and a sampling of current campus practices Includes reproductions of eight actual portfolio entries The companion volume toCampus Use of the Teaching Portfolio Skills for Business and Management Martin Sedgley,2020-04-15 This book provides practical guidance and strategies to help students make a successful transition to university and unlock their academic potential Chapters are organised around five essential skills for success time management academic reading academic writing and group work all of which are underpinned by independent learning Students will learn how to demonstrate critical analysis in their writing overcome challenges in group projects and deliver presentations with confidence and focus In bringing together academic and employability skills readers are encouraged to make connections between the skills they have developed inside and outside the classroom and to start the process of personal development planning sooner rather than later Packed with activities pause for thought reflective tasks student insights and model assignments Skills for Business and Management is an essential resource for undergraduates and postgraduates on any business and management course It is also ideal for those studying relating fields such as accounting finance human resource management hospitality marketing and tourism management Simplify Your Study Peter Lia,2020-02-12 This innovative book provides clear and straight forward strategies which help students to understand the conventions of academic assignments and what lecturers expect from their work Simplify Your Study is organised around

nine core units which focus on the sticking points of university study including organisation and planning reading and note making strategies producing essays critical thinking delivering presentations and preparing for exams Packed with tried and tested strategies for success this essential resource will help students of all disciplines and levels to achieve their academic potential *An A-Z of Social Work Skills* Michaela Rogers, Dan Allen, 2021-09-08 Puzzled by terminology skills law or theory Revising for your placement or exam Then look no further This series of concise and easy to use A Zs will be your guide Designed for both students and newly qualified social workers this book will introduce you to over 60 key skills in a concise and no nonsense way You can test your knowledge and how to apply each skill in practice with Skills in Action Stop Reflect and Top Tips boxes

Transitions in Writing, 2018-03-12 Transitions in Writing addresses the experiences of writers as they move between contexts of writing and juggle new and different demands Spelman Miller and Stevenson bring together research by scholars in a range of settings across the world who approach transition from different standpoints Transition is often conceived of as a change in setting coinciding with physical or temporal relocation such as between stages of an educational or professional career However writers also manage more local micro level transitions as they move between genres registers and rhetorical moves to meet the demands of the task The combination of both macro and micro level perspectives on transition offers a novel broad conception of the types of change a writer encounters and illustrates a range of methodological approaches appropriate to exploring such transitions

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

Assessing Writing to Support Learning Sandra Murphy, Peggy O'Neill, 2022-11-08 In this book authors Murphy and O'Neill propose a new way forward moving away from high stakes test based writing assessment and the curriculum it generates and toward an approach to assessment that centers on student learning and success Reviewing the landscape of writing assessment and existing research based theories on writing the authors demonstrate how a test

based approach to accountability and current practices have undermined effective teaching and learning of writing This book bridges the gap between real world writing that takes place in schools college and careers and the writing that students are asked to do in standardized writing assessments to offer a new ecological approach to writing assessment Murphy and O'Neill's new way forward turns accountability inside out to help teachers understand the role of formative assessments and assessment as inquiry It also brings the outside in by bridging the gap between authentic writing and writing assessment Through these two strands readers learn how assessment systems can be restructured to become better aligned with contemporary understandings of writing and with best practices in teaching With examples of assessments from elementary school through college chapters include guidance on designing assessments to address multiple kinds of writing integrate reading with writing and incorporate digital technology and multimodality Emphasizing the central role that teachers play in systemic reform the authors offer sample assessments developed with intensive teacher involvement that support learning and provide information for the evaluation of programs and schools This book is an essential resource for graduate students instructors scholars and policymakers in writing assessment composition and English education

Successful Science and Engineering Teaching Calvin S. Kalman, 2017-10-11 The intent of this book is to describe how a professor can provide a learning environment that assists students in coming to grips with the nature of science and engineering to understand science and engineering concepts and to solve problems in science and engineering courses The book is based upon articles published in Science Educational Research and which are grounded in educational research both quantitative and qualitative performed by the author over many years

General Education and the Development of Global Citizenship in Hong Kong, Taiwan and Mainland China Jun Xing, Pak-Sheung Ng, Chloe Cheng, 2012-11-27 General Education has taken center stage in the greater China area Hong Kong Taiwan and mainland China because of a number of important developments First globalization has created both opportunities and challenges for college students When they graduate and enter the real world they must have the cultural sensitivities and social skills in addition to their professional training to compete in a knowledge based global economy Equally significant for institutions of higher education pressing global problems challenge traditional disciplines and demand new forms of learning that reshapes the boundaries of knowledge In response to those rapidly changing dynamics general education has taken an increasingly important role in undergraduate education As the first English publication on the subject this anthology brings together a distinguished group of General Education scholars and teachers from Hong Kong Taiwan and mainland China

The Language of Digital Education, 2024-12-16 This book presents concise definitions and illustrative contexts for many approaches ideas and paradigms related to digital education Unlike existing glossaries that often focus solely on technical terminology this resource uniquely integrates pedagogical technological and socio cultural perspectives It not only defines terms but also critically examines their implications for teaching and learning providing a more holistic understanding of digital education Contributors are Isabel Balteiro Miguel

ngel Campos Pardillos Ka Long Roy Chan Salvatore Ciancitto Liubov Darzhinova Derya Duran Georgios Ellinas Stella Hadjistassou Pascal Hohaus Teppo Jakonen Marjut Johansson Merve K ymaz Ioannis Lefkos Ruslana Margova Claudia Mustroph Maarit Mutta Svitlana Nasakina Liisa Peura Alessandro Puglisi Violeta Stoji i Ralia Thoma Outi Veivo Johanathan Woodworth and Siyang Zhou English for Medical Communication Clarence Wenfeng Wang, 2025-02-28 English for Medical Communication A Guide to Course Design is a practical guide to the design of health communication courses in English for Academic Specific Purposes EAP ESP Written by an experienced team of EAP ESP practitioners teaching communication courses to medical students the chapters cover ten key areas in medical communication such as reporting patient history writing a medico legal report discussing ethical cases writing a Wikipedia article in medicine and presenting community project findings in a research report The book covers medical communication among healthcare professionals with laypersons and researchers Each chapter introduces course design principles teaching approaches and techniques course materials with effective classroom tasks and students sample assignments Each chapter also provides resources to support teachers in designing courses in a wider international context Including up to date literature on key concepts and core understandings and best practices in medical communication this accessible volume is an essential guide for language teachers of EAP ESP programs designing courses for medical students at both undergraduate and postgraduate levels worldwide

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