

Teaching is part of a life-long learning process. For effective teaching, teachers must be good learners. This certificate program in college teaching provided me with many opportunities to think about my teaching career. In this section of my teaching ePortfolio, I will answer several questions regarding teaching, ePortfolio, and the certificate program.

What was the most striking or surprising thing you learned about yourself and about teaching as you developed your ePortfolio?

Through the ePortfolio development process, I realized that teaching is one of the most difficult activities I will perform in my life. Knowing or understanding subjects does not necessarily mean I will be able to teach the subjects well. To enhance students' learning, I must create an appropriate learning environment through various teaching strategies and presentation methods. There is no single best solution; I should continuously try new things and improve my teaching skills.

Based on the materials you wrote, what will be your greatest strength as a teacher?

As I discussed in my teaching philosophy statement, I believe in the importance of repeated exposure to a subject. For "repeated exposure," I should prepare well-organized class materials so students can recall previously taught materials easily. My greatest strength as a teacher is my organization skill. I will prepare very organized lesson plans and slides for my classes.

In addition, I always like to explore new subjects – I am very flexible and will change my lesson plans if needed. I will continuously revise my teaching materials. This way, I can provide the most recent, updated information to students.

What will be your greatest challenge as a teacher?

Increasing students' engagement is the greatest challenge as a teacher, especially in the basic lower-level courses. Many students may take such basic introductory courses without strong motivation. As a student, grades are important, of course; however, I want to teach students that applying (or at least recalling) what they learned in their classes, even after college, is much more important than just focusing on class grades.

In addition, balancing between "be strict" and "be flexible" is also a great challenge for me. I want students to follow my policy, such as late work policy. However, I want to be flexible to meet students' needs and interests. Being too strict may damage students' interest and participation in the class, but being too flexible can also hurt students' engagement in the class. I should improve my teaching method to create a good teaching and learning environment.

How did the combination of workshops, experimental learning, assignment development, syllabi construction, and lesson plan creation lead to new understanding about teaching?

The combination of teaching workshops, teaching classes, class material development, and actual teaching provided a great opportunity to enhance my teaching skills. I was able to learn basic teaching principles from teaching classes, apply teaching principles in class material development and actual teaching, and learn new teaching methods and issues from teaching

Sample Of Reflective Essay About Pain Management

Katrin Zwirgmaier



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Narrative Medicine Julia Bruckner, Anjali Dhurandhar, Eve Makoff, 2025-09-29 Healthcare workers bear witness to immense suffering every day As receivers of stories of illness they witness fellow human beings in their most vulnerable weakened and anguished states Narrative medicine offers an innovative way to deepen compassion for others enhance self reflection and in the process reduce healthcare worker burnout and improve patient care This book bridges a critical gap between those who have access to narrative medicine programs and those who do not democratizing narrative medicine practice It explains basic narrative medicine principles and offers guided narrative medicine exercises on themes relevant to anyone working in healthcare or in the education of healthcare professionals Thematic chapters can be used for individual reflection or in small group sessions Practical and accessible the book will expand access to narrative medicine making its principles straightforward and understandable and its implementation manageable Special consideration of issues of diversity and inclusivity are also woven throughout highlighting the contexts and voices of those who are often left behind and who suffer the most

The Oxford Handbook of Organizational Paradox Wendy K. Smith, Marianne W. Lewis, Paula Jarzabkowski, Ann Langley, 2017-09-07 The notion of paradox dates back to ancient philosophy yet only recently have scholars started to explore this idea in organizational phenomena Two decades ago a handful of provocative theorists urged researchers to take seriously the study of paradox and thereby deepen our understanding of plurality tensions and contradictions in organizational life Studies of organizational paradox have grown exponentially over the past two decades canvassing varied phenomena methods and levels of analysis These studies have explored such tensions as today and tomorrow global integration and local distinctions collaboration and competition self and others mission and markets Yet even with both the depth and breadth of interest in organizational paradoxes key issues around definitions and application remain This Handbook seeks to aid engage and fuel the expanding interest in organizational paradox Contributions to this volume depict how paradox studies inform and are informed by other theoretical perspectives while creating a resource that enables scholars to learn about and apply this lens across varied organizational phenomena The increasing complexity volatility and ambiguity in our world continually surfaces paradoxical dynamics Thus this Handbook offers insights to scholars across organizational theory

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Table of Contents Sample Of Reflective Essay About Pain Management

1. Understanding the eBook Sample Of Reflective Essay About Pain Management
 - The Rise of Digital Reading Sample Of Reflective Essay About Pain Management
 - Advantages of eBooks Over Traditional Books
2. Identifying Sample Of Reflective Essay About Pain Management
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Sample Of Reflective Essay About Pain Management
 - User-Friendly Interface
4. Exploring eBook Recommendations from Sample Of Reflective Essay About Pain Management
 - Personalized Recommendations
 - Sample Of Reflective Essay About Pain Management User Reviews and Ratings
 - Sample Of Reflective Essay About Pain Management and Bestseller Lists
5. Accessing Sample Of Reflective Essay About Pain Management Free and Paid eBooks

- Sample Of Reflective Essay About Pain Management Public Domain eBooks
 - Sample Of Reflective Essay About Pain Management eBook Subscription Services
 - Sample Of Reflective Essay About Pain Management Budget-Friendly Options
6. Navigating Sample Of Reflective Essay About Pain Management eBook Formats
- ePub, PDF, MOBI, and More
 - Sample Of Reflective Essay About Pain Management Compatibility with Devices
 - Sample Of Reflective Essay About Pain Management Enhanced eBook Features
7. Enhancing Your Reading Experience
- Adjustable Fonts and Text Sizes of Sample Of Reflective Essay About Pain Management
 - Highlighting and Note-Taking Sample Of Reflective Essay About Pain Management
 - Interactive Elements Sample Of Reflective Essay About Pain Management
8. Staying Engaged with Sample Of Reflective Essay About Pain Management
- Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Sample Of Reflective Essay About Pain Management
9. Balancing eBooks and Physical Books Sample Of Reflective Essay About Pain Management
- Benefits of a Digital Library
 - Creating a Diverse Reading Collection Sample Of Reflective Essay About Pain Management
10. Overcoming Reading Challenges
- Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Sample Of Reflective Essay About Pain Management
- Setting Reading Goals Sample Of Reflective Essay About Pain Management
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Sample Of Reflective Essay About Pain Management
- Fact-Checking eBook Content of Sample Of Reflective Essay About Pain Management
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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