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## Reflection Paper: Self-Assessment of Learning

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Before entering college, I never took the time to self reflect on my actions as much as I should have. Over the years, I noticed that tend to be my biggest critic. I judge everything I do both inside and outside of the classroom very harshly. Many people suggest that I should not be so hard on myself. The more I reflect on myself, the more I learn about my beliefs and skills. I believe this is a strength because I am learning more about myself and my self-development as a future counselor. Throughout this paper, I will reflect on my self-awareness when it comes to learning different counseling techniques as well as critiquing my skill development.

## Self-Awareness

During a class discussion, we went over a scenario where a client was expressing having an affair with a co-worker who is married and has a child. When we were going over this particular scenario I became self-aware on how bias I am toward cheating on your significant other. If I have a future client who shares that they are cheating on their significant other. I do not want to judge them based on my beliefs. I want to help them to the best of my ability despite what I think is right or wrong. If I have a client who shares that their significant other is cheating on them. I do not want to make it seem like I am taking their side because of my beliefs. Noticing that I am biased toward cheating has impacted my learning because I will begin to look for different techniques that will benefit the way I help my client. Helping my clients overcome what they are going through entails me to be very open-minded and say what is right for my client and their situation, not dependent on my personal beliefs. During a role-playing session, I became self-aware that I need to work on using other techniques during a counseling session. I noticed during role-play. I mainly reflect on my client's feelings. Reflecting on my clients feeling is not a bad technique. but I want to expand my techniques. I want to ask more open-ended questions, use more door openers, minimal encouragers, etc. During class I learned open-ended questions and door openers can encourage my client to expand on how they are feeling. Therefore, this will give me a better understanding of where my client is coming from and how my client is feeling. I also learned that using minimal encouragers will let my client know that I am listening to them.

## **Skill Development**

One skill I want to improve on is utilizing silence without feeling uncomfortable. During role-play sessions, I practiced using silence but I found myself breaking the silence before my client did because I felt awkward. I fear that if I utilize silence and my client senses that I am uncomfortable, it will make them uncomfortable. If my client feels uncomfortable, they will not want to open up to me. One major lesson I took away from a class discussion as well as reading Young's textbook is how silence can encourage...

# **Self Assessment And Reflection Paper**

Noriko Nagai, Gregory C. Birch, Jack V. Bower, Maria Gabriela Schmidt

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selected and complementary face to face and online approaches and technologies A direct result of the transformative innovation of virtual communication and online learning communities blended learning environments have created new ways for teachers and students to engage interact and collaborate The authors argue that this new learning environment necessitates significant role adjustments for instructors and generates a need to understand the aspects of teaching presence required of deep and meaningful learning outcomes Built upon the theoretical framework of the Community of Inquiry the premise that higher education is both a collaborative and individually constructivist learning experience the authors present seven principles that provide a valuable set of tools for harnessing the opportunities for teaching and learning available through technology Focusing on teaching practices related to the design facilitation direction and assessment of blended learning experiences Teaching in Blended Learning Environments addresses the growing demand for improved teaching in higher education Classroom Assessment and Grading That Work Robert J. Marzano, 2006-12-15 Robert J Marzano distills 35 years of research to bring you expert advice on the best practices for assessing and grading the work done by today s The Dimensions of Physical Education - BOOK ONLY Lori Ciccomascolo, Eileen Sullivan, 2013 The students Dimensions of Physical Education is an all in one reader that addresses important issues in physical health and sport education The text assists students in learning the designated content by providing reader friendly scholarly articles and letters that discuss the real issues in the field Instructors are encouraged to use the articles to challenge students to think about how all of the dimensions of physical and health education connect to each other The format of the text allows instructors to select and teach the content of the chapters in any order that meets the needs of their students and courses Topics Covered include The significance of physical education Effective teaching methods Means of motivating students Character education Assessment measurements Technology Gender issues diversity Professional development Service Teaching Interculturally Amy Lee, 2023-07-03 How can I simultaneously support students critical learning Adapted PE engagement with course content and develop their intercultural awareness Most faculty have multiple diversities present in any given classroom or academic program whether from an influx of international students or an increase of students from low income first generation and or racial ethnic minority populations and are concerned about how to maintain a rigorous curriculum and ensure that all their students succeed given disparate backgrounds and varying degrees of prior knowledge This book provides faculty and instructors with a theoretical foundation practical tools and an iterative and reflective process for designing and implementing an intercultural pedagogy The authors bring to bear the expertise of their various disciplinary backgrounds to offer a responsive integrative framework to develop and continually refine a pedagogy that both promotes deep disciplinary learning and supports intercultural outcomes for all students The authors offer a framework that is flexible enough to be responsive to the experience environment and particulars of a given teaching and learning situation The text incorporates narrative text by the authors as well as first person reflections classroom activities and annotated

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