

## Daily Journal Entries

May 18th by Jonathan Sarfin

Our first full day in Shanghai was very cool. We had a delicious breakfast with dumplings and congee, tofu and fried dough and then we went off to our first seminar at Shanghai University. I didn't know exactly what to expect, what the format would be or how formal the conversation was, but we were all very pleased and a little surprised to be engaged in a casual but lively conversation with our 10 counterparts from Shanghai U. It took us a little while to get acclimated, but all of us were very curious and had many questions to ask, not necessarily about politics or economics (although those did come up) but mostly about our lives in general, about our schooling and our thoughts about university. Some of our group was amazed that it only costs 6000 kuai per year to go to such a well-renowned university. On the other hand, Eric and Lynn (two of the Shanghai U students) were similarly shocked that tuition is so expensive in the United States. They expressed this sentiment again at lunch, which I really quite enjoyed. All 20 of us had lunch together, intermingling at tables with our food before us and getting to know each other. The lunch, even more casual than the seminar (for we were not separated by a long table as at the seminar) was probably my favorite part. Unfortunately we had to depart sooner than I would have liked, but it made me happy that we could exchange contact information like email addresses and even WeChat or WhatsApp numbers, and I look forward to staying in contact with my new friends.

We spent the afternoon at the free trade zone in Shanghai, which was also very interesting. The Chinese government, as I understand it, is conducting an experiment of sorts by letting businesses trade without any restriction or much oversight, which seems like quite a departure from what one might expect from China. We saw three "exhibitions" from different countries: Italy, Australia, and Russia, as well as the Factory to Consumer (F2C) wine zone. The exhibitions, which showcased all sorts of different products one could buy from each country, were very artfully constructed and displayed: Russia's sold matryoshka dolls, Australia's sold kangaroo skin rugs, and Italy's had some very expensive clothes from the fashion houses in Milan. The F2C was also very aesthetically pleasing in its construction and full of wine from hundreds of countries. We had a very informative tour and saw lots of very expensive wine (too expensive for me!) but what I thought was most interesting was the idea behind the F2C: it is to combat fraud and counterfeit or inferior wine, which is apparently a problem here. It was a little odd to me that one could not inherently trust the source from which one buys one's products, but I think it is better that the government is attempting to solve the problem rather than ignore it.

In the evening we took the metro into the heart of the city and went to Jing'an temple, which was so beautiful in the cool night air, surrounded by flashing lights and skyscrapers. We spent several hours strolling in the area and watching the people go by, which was so pleasant, and going into stores with brands we recognized and brands we

# Sample Journal Entries Students

**Scott Abrams**



## **Sample Journal Entries Students:**

*Journal Keeping* Dannelle D. Stevens, Joanne E. Cooper, 2023-07-03 By the authors of the acclaimed Introduction to Rubrics Major growth of interest in keeping journals or diaries for personal reflection and growth and as a teaching tool Will appeal to college faculty administrators and teachers One of the most powerful ways to learn reflect and make sense of our lives is through journal keeping This book presents the potential uses and benefits of journals for personal and professional development particularly for those in academic life and demonstrates journals potential to foster college students learning fluency and voice and creative thinking In professional life a journal helps to organize prioritize and address the many expectations of a faculty member s or administrator s roles Journals are effective for developing time management skills building problem solving skills fostering insight and decreasing stress Both writing and rereading journal entries allow the journal keeper to document thinking to track changes and review observations and to examine assumptions and so gain fresh perspectives and insights over past events The authors present the background to help readers make an informed decision about the value of journals and to determine whether journals will fit appropriately with their teaching objectives or help manage their personal and professional lives They offer insights and advice on selecting the format or formats and techniques most appropriate for the reader s purposes

**Classroom Assessment for Student Learning** Richard J. Stiggins, Judith A. Arter, Jan Chappuis, 2004 DVD includes video segments illustrating ideas and practices presented in the book and a CD ROM containing activities that facilitate individual or group learning back cover

*Student Writing in the Quantitative Disciplines* Patrick Bahls, 2012-03-06 Designing interesting problems and writing assignments is one of the chief tasks of all teachers but it can be especially challenging to translate and apply learning theory good teaching techniques and writing assignments into STEM and other quantitative disciplines Student Writing in the Quantitative Disciplines offers instructors in math based disciplines meaningful approaches to making their coursework richer and more relevant for their students as well as satisfying institutional imperatives for writing curricula This important resource provides instructors with the hands on skills needed to guide their students in writing well in quantitative courses at all levels of the college curriculum and to promote students general cognitive and intellectual growth Comprehensive in scope the book includes Ideas for using writing as a means of learning mathematical concepts Illustrative examples of effective writing activities and assignments in a number of different genres Assessment criteria and effective strategies for responding to students writing Examples of ways to help students engage in peer review revision and resubmission of their written work Those of us who spend our lives urging faculty in all disciplines to integrate more writing into their courses have wished for the day when someone like Patrick Bahls would step forward with a book like this one Chris M Anson University Distinguished Professor and director Campus Writing and Speaking Program North Carolina State University Written by a mathematician this readable theoretically sound book describes practical strategies for teachers in the quantitative sciences to assign and

respond to students writing It also describes numerous approaches to writing that engage students in disciplinary learning collaborative discovery and effective communication Art Young Campbell Professor of English emeritus Clemson University Loaded with practical advice this timely important and engaging book will be an invaluable resource for instructors wishing to bring the benefits of writing to learn to the quantitative disciplines As a mathematician thoroughly grounded in writing across the curriculum scholarship Bahls brings humor classroom experience and pedagogical savvy to a mission he clearly loves improving the quality of student learning in math and science John C Bean professor Seattle University and author Engaging Ideas Gwen Doty,2011-09-01 Learn how to create relevant and appropriate assessments throughout the learning cycle so your students will have ample opportunity to show competence in ways that make sense to them and are in accordance with their readiness levels This model regards assessment as part of a cycle of continuous learning by both teachers and students that results in all students meeting expected standards Building a Writing Community Marcia Sheehan Freeman,1995 Explains how to create the philosophical and physical environment needed to develop successful writing communities in which students learn practice and apply writing craft skills **Using Journals With Reluctant Writers** Scott Abrams,2000-05-11 I loved the book and the soulful responses it generated from my reluctant writers Dee Conklin Ph D Teacher Reno Sparks Indian Colony Reno NV This journal program is authentic and gets students to write Because the journal topics reflect current issues my students respond positively And I get great insight into their lives Carol Popowich Resource Teacher Marshall Alternative High School Bend OR This is a book that is sorely needed I m impressed with the mature way the topics are presented to the students Rob Owens Teacher Washburn Rural High School Topeka KS This is one of the best books I have seen on topics for writing All students could benefit from this not just the reluctant writer Carol Miller Intervention Specialist Mineral Ridge High School Mineral Ridge OH Inspire your students to communicate and reflect through writing Using Journals With Reluctant Writers is an effective language arts tool for teachers especially those who teach at risk alternative and special education students Designed to inspire even the most reluctant writers journal topics are followed by non revealing non threatening exercises to introduce writing as a means of expression and to allow students to test teacher reactions Positive teacher responses then encourage students to move on to material that require more personal reflection and further elaboration Whether using the journals for daily practice or weekly assignments teachers can effectively lead students through critical thinking self discovery and ultimately more relevant and proficient writing Each chapter begins with a topical thought provoking quote and concludes with suggested videos and related readings that can be used for more comprehensive assignments Using Journals With Reluctant Writers also assists teachers and students in creating a complete language arts portfolio Highlights of this teacher s guide include Topical chapter opening quotes that instill deeper self reflection Multiple questions for each topic to encourage more in depth responses Suggested readings for more comprehensive assignments Suggested videos for each journal topic students relate well to

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**Handbook of Demonstrations and Activities in the Teaching of Psychology** Mark E. Ware, David E. Johnson, 2013-09-05 For those who teach students in psychology education and the social sciences the Handbook of Demonstrations and Activities in the Teaching of Psychology Second Edition provides practical applications and rich sources of ideas Revised to include a wealth of new material 56% of the articles are new these invaluable reference books contain the collective experience of teachers who have successfully dealt with students difficulty in mastering important concepts about human behavior Each volume features a table that lists the articles and identifies the primary and secondary courses in which readers can use each demonstration Additionally the subject index facilitates retrieval of articles according to topical headings and the appendix notes the source as it originally appeared in Teaching of Psychology especially useful for users needing to cite information The official journal of the Society for the Teaching of Psychology Division Two of the American Psychological Association Teaching of Psychology is a highly respected publication devoted to improving teaching and learning at all educational levels Volume II consists of 99 articles about teaching physiology perception learning memory and developmental psychology Divided into eight sections four devoted to developmental psychology and one for each of the other specialties the book suggests ways to stimulate interest promote participation collect data structure field experience and observe and interact with patients

**The Blue Book**, 1995 This volume provides general information on programs policies procedures and fiscal record keeping and reporting for federally funded student financial aid programs under the Higher Education Act of 1965 Title IV Chapter 1 provides an overview of Title IV programs Chapter 2 discusses general institutional responsibilities related to managing Title IV programs Chapter 3 addresses key fiscal procedures unique to managing Title IV campus based programs Chapter 4 provides a comprehensive discussion of obtaining managing and returning Title IV funds Chapter 5 describes specific accounting procedures used to manage Title IV program funds Chapter 6 addresses Title IV reporting requirements Appendixes supplementing the main chapters include a comprehensive glossary of terms related to Title IV accounting record keeping and reporting requirements a list of commonly used acronyms a list of published information sources that supplement and support the book s information information for fiscal officers on who to contact for technical assistance detailed descriptions of each Title IV program and a primer on accounting for non Title IV specialists designed to help novice fiscal officers understand how basic accounting principles apply in managing Title IV program funds

**Let's Write** Nancy Areglado, Mary Dill, 1997 GUIDE TO TEACHING WRITING SKILLS TO GRADES K 2

**Lesson Planning for High School Physical Education** MacDonald, Lynn Couturier, Doan, Robert, Chepko, Stevie, 2018 Lesson Planning for High School Physical Education offers more than 240 lesson plans that are standards based and ready to use These innovative plans are great for fostering physical literacy in your

students The book also provides guidance on how to plan effective lessons that align with SHAPE America's National Standards and Grade Level Outcomes for K-12 Physical Education

**Teaching Secondary and Middle School Mathematics** Daniel J. Brahier, 2016-02-12 Teaching Secondary and Middle School Mathematics combines the latest developments in research standards and technology with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics today In the fully revised fifth edition scholar and mathematics educator Daniel Brahier invites teachers to investigate the nature of the mathematics curriculum and reflect on research based best practices as they define and sharpen their own personal teaching styles The fifth edition has been updated and expanded with a particular emphasis on the continued impact of the Common Core State Standards for Mathematics and NCTM's just released Principles to Actions as well as increased attention to teaching with technology classroom management and differentiated instruction Features include A full new Chapter 7 on selection and use of specific tools and technology combined with Spotlight on Technology features throughout clearly illustrate the practical aspects of how technology can be used for teaching or professional development Foundational Chapters 1 and 2 on the practices and principles of mathematics education have been revised to build directly on Common Core State Standards for Mathematics and Principles to Actions with additional references to both documents throughout all chapters A new Chapter 4 focuses on the use of standards in writing objectives and organizing lesson plan resources while an updated Chapter 5 details each step of the lesson planning process A fully revised Chapter 12 provides new information on teaching diverse populations and outlines specific details and suggestions for classroom management for mathematics teachers Classroom Dialogues features draws on the author's 35 year experience as an educator to present real world teacher student conversations about specific mathematical problems or ideas How Would You React features prepares future teachers for real life scenarios by engaging them in common classroom situations and offering tried and true solutions With more than 60 practical classroom tested teaching ideas sample lesson and activities Teaching Secondary and Middle School Mathematics combines the best of theory and practice to provide clear descriptions of what it takes to be an effective teacher of mathematics

**Dance Teaching Methods and Curriculum Design** Gayle Kassing, Danielle Jay-Kirschenbaum, Danielle Mary Jay, 2021 Dance Teaching Methods and Curriculum Design Second Edition presents a comprehensive model that prepares students to teach dance in school and community settings It offers 14 dance units and many tools to help students learn to design lesson plans and units and create their own dance portfolio

*The Cultural Journeys of Rural, Poor and Working-Class College Students* Ty C. McNamee, 2025-06-16 With the goal of improving efforts and initiatives to promote college completion this book offers an engaging in depth analysis of the cultural journeys of rural poor and working class college students By examining select student stories through the lens of cultural flexibility cultural integration and cultural capital and wealth the author derives a collective understanding of how these students navigate their college experiences informing key recommendations for

practice and policy This volume will be of interest to higher education researchers and scholars studying rurality social class equity and college success and completion as well as practitioners and policymakers looking to more effectively enroll and retain rural poor and working class college students

**A PRACTICAL APPROACH TO USING LEARNING STYLES IN MATH INSTRUCTION** Ruby Bostick Midkiff, Rebecca Davis Thomasson, 1994-01-01 Although much attention has been given to the use of learning styles in the general curriculum and in teaching students to read the use of learning styles based instruction in the mathematics classroom has received limited attention Therefore the purpose of this book is to address the improvement of mathematics instruction through the use of learning styles based instruction Its goals are to give the reader an understanding of learning styles based instruction in mathematics of effective use of manipulatives in teaching various concepts at all grade levels of ways to develop spatial reasoning skills in students of different activities which accommodate a variety of learning styles and of authentic assessment in mathematics The book presents the use of learning styles based instruction as a powerful strategy which teachers can and should use with the result that teaching will be more effective less remediation will be necessary and the overall mathematics curriculum will be enhanced

*Teaching Better* Bradley A. Ermeling, Genevieve Graff-Ermeling, 2016-03-03 Discover the power of collaborative inquiry This unique visually stunning resource is packed with details to ignite and sustain the collaborative improvement of teaching and learning Includes US and international case studies powerful metaphors application exercises a leader's guide a companion website digital templates and more Learn what lesson study and collaborative inquiry can and should look like Find the guidance you need to lead and support schoolwide inquiry based improvement A true inspiration for educators who want to improve both their own craft and the methods of the profession Jim Stigler James Hiebert Authors of *The Teaching Gap*

**In Our Own Words Teacher's Manual** Rebecca Mlynarczyk, Steven B. Haber, 2005-08-22 *In Our Own Words* takes the unique approach of using student writing as a resource for writing instruction and idea development The Teacher's Manual clearly articulates the guiding principles on which the Student's Book is based The book also provides helpful teaching suggestions and tips Answers for select activities in the Student's Book are given

**The Portfolio Organizer** Noreen Carol Rolheiser-Bennett, Barbara Bower, Laurie Stevahn, 2000 This ultimate guide to portfolios makes the process of developing and using portfolios easier and more rewarding for you and your students Clear steps guide you through critical decisions in 10 major categories Hands on activities discussion questions and planning tools help you anticipate and address every key issue Practical samples and easy to use templates and forms ensure that the portfolio process is meaningful to students and manageable for you Publisher

*The Reflective Educator's Guide to Practitioner Inquiry* Nancy Fichtman Dana, Diane Yendol-Hoppey, Logan Rutten, 2025-05-30 Transform your teaching and shape education through the power of inquiry Grounded in real world examples and more than 30 years of research in professional development the fifth edition of *The Reflective Educator's Guide to Practitioner Inquiry* addresses how inquiry fosters curiosity reflection and practical action to

enhance effective classroom learning This latest edition invites educators to view inquiry as a process a product and a stance The book offers new sections on the relationship between AI and teacher inquiry and the ways in which inquiry is changing with the times Additional features and updates include A new chapter that provides a step by step guide to crafting an intentional actionable research plan Access exercises inductive and deductive data analysis worksheets ethical guidelines and examples addressing today s issues in education A discussion of the connections between practitioner inquiry and supporting the academic success of every student The Reflective Educator s Guide to Practitioner Inquiry fifth edition empowers educators at every stage in their careers to investigate their practice drive sustained professional growth and harness inquiry s potential to create classrooms where both students and teachers thrive **The Ultimate Journal**

**Writing Book for Kids & Adults** Samantha Claire,2017-01-15 When You Feel Rotten Confused and Need to Unload Try Journaling Are you going through a rough patch Do you need more clarity in your life Journaling is essentially externalizing your thoughts and feelings to paper It lets you know more about yourself experiences and hone in to your innervoice Through this book you ll learn how to fully express yourself like you ve never done before You ll be able to explore everything that goes on internally and externally By journalling about your thoughts and feelings they ome clearer and real to you that you can almost touch it In every aspect of your life you can make it better by exploring it through journalling With journalling you ll be able to vent off all fears bad emotions sad experiences and negative thinking so that you can eject them out of your system once and for all You can explore your hopes dreams and innermost thoughts to know what you really want For someone who has done this for over a decade Its funny and sometimes embarrassing to see what I wrote down many years ago But its amazing to see how far I ve come where I managed to materialize my childhood wishes It s the best feeling to actually meet your past self though the journals of your youth This book will also help you be more creative self motivated self aware and mindful amidst the confusion of a thousand things going on in normal life Journalling will keep you grounded to the present to your thoughts to your past and even to your future This will help you be more physically emotionally and spiritually be more content It will help build stronger relationships to the people in your life even a stronger connection with your dreams and aspirations Start enjoying the many benefits of keeping a journal Let me take you by the hand as we embark on this journey together Grab your copy today *Interactive Lecturing* Elizabeth F. Barkley,Claire H. Major,2018-02-28 Tips and techniques to build interactive learning into lecture classes Have you ever looked out across your students only to find them staring at their computers or smartphones rather than listening attentively to you Have you ever wondered what you could do to encourage students to resist distractions and focus on the information you are presenting Have you ever wished you could help students become active learners as they listen to you lecture Interactive Lecturing is designed to help faculty members more effectively lecture This practical resource addresses such pertinent questions as How can lecture presentations be more engaging How can we help students learn actively during lecture instead of just sitting and passively



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