

# REFLECTIVE JOURNAL

The main aim of this journal is to keep a record of my thoughts, notes, reflections and questions about this subject, and some implementation activities related to this subject that I have carried out in my classes. All the information we can find in this journal is connected, however I have decided to classify them by topics.

## ❖ Assessment & Evaluation:

I would like to center this reflection on my personal opinion about the fact of assessing and being assessed: how people feel, if they like or not and why, etc.

In my opinion the feeling people have when we are assessed changes through the years and it different depending on the kind you are. When children are at school they feel that assessment is something compulsory for them, but they do not really feel the pressure that, for example, students at high school feel because they know that they have to achieve the goals and the targets and unless they do it, they will not promote. On the other hand, we can think of assessment from the teachers' or parents' perspective. If we focus on parents' perspective, assessment is something good because it facilitates them the fact of knowing that their children are working at school and if they are truly learning or not. Now, I will focus on teachers' perspective. For teachers assessment is something great because it gives information about students and their progress in the learning process, about our own job (because we are assessed by others teachers of self-assessment) and information about the quality of the tools we use in our classes.

## ❖ Formative & Summative Assessment:

I would like to mention that, before studying this unit it was difficult for me to understand the difference between formative and summative assessment. However, now, I am able to distinguish them and that's why I would like to refers on these terms in the following lines. After each explanation, I will give you some examples of how I use each of the assessments with my students.

- Formative assessment provides explicit feedback to both, teacher and students, in order to improve the teaching-learning process, it means, the

# Sample Reflective Journal

**Joacim Rocklöv**



### **Sample Reflective Journal:**

Differentiation in Practice Carol A. Tomlinson, Cindy A. Strickland, 2005 This third book in the Differentiation in Practice series presents annotated lesson plans to illustrate how real teachers incorporate differentiation principles and strategies throughout an entire instructional unit

**Evaluation Beyond Exams in Nursing Education** Robin Donohoe Dennison, Anita Dempsey, John Rosselli, 2014-07-29 Helps educators to design assignments and rigorous rubrics that truly measure student learning objectives The ability of students to pass an examination does not necessarily reflect or guarantee their ability to apply knowledge in practice nor are traditional exams a sufficient means to evaluate all learning objectives Written for both new and seasoned nurse educators this book is unique in its provision of rigorous rubrics that fully take into account learning objectives and the teaching learning process and promote objective grading It examines a variety of time tested alternative evaluation methods discusses how to design them and includes best practices for using them The book provides an overview of how evaluation and rubrics play an integral part within the larger nursing education teaching learning process It helps educators clearly define learning objectives and desired outcomes and how to evaluate them The book describes how to formulate a variety of teaching strategies design effective assignments and examine in detail specific evaluation methods including best practices for their use and exemplar analytic scoring rubrics Also available are detailed modifiable grading rubric templates for each assignment presented Evaluation methods covered include papers presentations participation discussion boards concept maps case studies reflective journals and portfolios The book will assist both new and seasoned nurse educators in their quest to graduate competent safe nurses at all levels of nursing education Key Features Provides rigorous modifiable rubrics for learning objective grading Includes time tested alternative evaluation methods Describes best practices for designing a variety of teaching learning evaluation tools Includes guidelines for writing clear assignment descriptions Discusses papers presentations concept maps case studies portfolios and more

**Assessment for Experiential Learning** Cecilia Ka Yuk Chan, 2022-09-29 Chan's book explores the challenges in assessing experiential learning deepens our understanding and inspires readers to think critically about the purpose of assessment in experiential learning Experiential learning has been studied and proven to be effective for student learning particularly for the development of holistic competencies i.e. 21st century skills soft skills transferable skills considered essential for individuals to succeed in the increasingly global and technology infused 21st century society Universities around the world are now actively organising experiential learning activities or programmes for students to gain enriching and diversified learning experiences however the assessment of these programmes tends to be limited unclear and contested Assessment plays a central role in education policies and students approach to learning But do educators know how to assess less traditional learning such as service learning entrepreneurship cross discipline or cross cultural projects internships and student exchanges While the current assessment landscape is replete with assessments that measure knowledge of core

content areas such as mathematics law languages science and social studies there is a lack of assessments and research that focus on holistic competencies How do we assess students ability to think critically problem solve adapt self manage and collaborate Central to the discussion in this book is the reason students are assessed and how they should be assessed to bring out their best learning outcomes Offering a collection of best assessment practice employed by teachers around the world this volume brings together both theoretical and empirical research that underpins assessment and perceptions of different stakeholders understanding of assessment in experiential learning from students teachers and policymakers The idea of assessment literacy also plays an important role in experiential learning for example reflection is often used in assessing students in experiential learning but how reflection literate are educators are they aware of the ethical dilemmas that arise in assessing students These questions are discussed in detail The volume also introduces a quality assurance programme to recognise student development within experiential learning programmes The book will be particularly informative to academic developers teachers students and community partners who struggle with the development and assessment for experiential learning those who plan to apply for funding in experiential learning and policymakers and senior managements seeking evidence and advice on fine tuning curricular assessment designs and quality assurance The Open Access version of this book available at [www.taylorfrancis.com](http://www.taylorfrancis.com) has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

*Reshaping Environments* Helena Bender, 2012-07-17 An interdisciplinary textbook that incorporates case material and theoretical tools for the Earth changers of today and tomorrow

*"Stretching" Exercises for Qualitative Researchers* Valerie J. Janesick, 2004 Overall I consider this work to be a valuable resource for teachers and students of research as well as researchers who want to extend or refine their skills Qualitative Research Journal Through the use of exercises this book helps readers develop the skills necessary to become an effective qualitative researcher This edition includes new chapters on the analysis and interpretation of qualitative data and narrative techniques including coverage of autobiography biography and life history as viable approaches to understanding the social world

**Making Connections in Elementary and Middle School Social Studies** Andrew P. Johnson, 2009-10-15

*Making Connections in Elementary and Middle School Social Studies* Second Edition is the best text for teaching primary school teachers how to integrate social studies into other content areas This book is a comprehensive reader friendly text that demonstrates how personal connections can be incorporated into social studies education while meeting the National Council for the Social Studies' thematic pedagogical and disciplinary standards Praised for its cowealth of strategies that go beyond social studies teaching including classroom strategies pedagogical techniques activities and lesson plan ideas this book examines a variety of methods both novice and experienced teachers alike can use to integrate social studies into other content areas

**Essential Communication Skills for Nursing** Philippa Sully, Joan Dallas, 2005 This book focusses on the communication skills needed for the development of effective professional and therapeutic relationships It

relates the theory of effective and ethical communication to the practice of nursing and provides a framework for developing communication skills to meet a variety of nursing situations Ed Building Community Engagement and Outreach in Libraries Kathryn Moore Crowe, Joanne Hélovry, 2022-07-07 An important addition to the research on how libraries can work with their communities to provide critical services and resources Providing valuable insights about the diverse ways that outreach can be accomplished within and through communities this volume serves as a significant resource for library managers staff and their partners A Student's Guide to Academic and Professional Writing in Education Katie O. Arosteguy, Alison Bright, Brenda J. Rinard, 2019-06-07 This concise handbook helps educators write for the rhetorical situations they will face as students of education and as preservice and practicing teachers It provides clear and helpful advice for responding to the varying contexts audiences and purposes that arise in four written categories in education classroom research credential and stakeholder writing The book moves from academic to professional writing and chapters include a discussion of relevant genres mentor texts with salient features identified visual aids and exercises that ask students to apply their understanding of the concepts Readers learn about the scholarly and qualitative research processes prevalent in the field of education and are encouraged to use writing to facilitate change that improves teaching and learning conditions Book Features Presents a rhetorical approach to writing in education Includes detailed student samples for each of the four major categories of writing Articulates writing as a core intellectual responsibility of teachers Details the library and qualitative research process using examples from education Includes many user friendly features such as reflection questions and writing prompts The Oxford Handbook of Undergraduate Psychology Education Dana Dunn, 2015 The Oxford Handbook of Undergraduate Psychology Education provides psychology educators administrators and researchers with up to date advice on best teaching practices course content teaching methods and classroom management strategies student advising and professional and administrative issues **The Action Research Guidebook** Richard D. Sagor, Charlene Williams, 2016-10-15 Think of yourself as an educational architect By tapping into the power of action research you can improve overall student performance eliminate achievement gaps and enhance your own efficacy and morale In the third edition of this bestselling guidebook you ll find New insights on how to use reflective practice qualitative and quantitative methods and culturally responsive teaching to improve the success of all students A field tested four stage action research process to lead you from brainstorming to breakthrough Illustrative examples charts handouts worksheets and sample action research reports to demystify and simplify the action research process **Teaching Reading and Writing Beyond High-stakes Testing** Rongrong Dong, 2023-03-10 This book tells about an exemplary high school Chinese language arts teacher s effort in nurturing lifelong readers and writers under the test driven culture in China s society It looks closely at his everyday literacy practices focuses on his ways of creating authentic reading and writing spaces for students beyond test preparation With the lens of social constructivism the case study reveals his efforts of creating safe

learning environment modeling his literate life connecting real life with literacy learning and building a school wide literate life for students Furthermore he also collaborates with other Chinese language arts faculty and reaches out to school administrators and educators to gain any potential teaching resource for students The findings indicate exemplary teachers are not only equipped with professional knowledge but also inter intrapersonal knowledge and practical knowledge in their teaching career which might be enlightening in today s high stakes testing culture The book will appeal to scholars of literacy education and teacher education as well as pre service and in service teachers      *Reading Motivation* Joy Dangora

Erickson,2022-12-14 *Reading Motivation A Guide to Understanding and Supporting Children s Willingness to Read* explains the importance of paying careful attention to children s developing motivation to read and offers a step by step guide for conducting rigorous and systematic case studies of children s motivation to read in specific contexts e g reading intervention programs The methods described in this book have been used successfully to elicit the perspectives of children as young as five years of age In addition to carefully considering the views of children readers are encouraged to work with peers to carefully select collect and analyze multiple types of data from a variety of sources to answer questions about their students motivation in trustworthy ways Separate chapters explain how to formatively and summatively analyze and interpret qualitative and quantitative data and how to present findings and make changes to programming in response to findings A summary and a guided activity appear at the end of each chapter to support the reader in practicing the skills introduced in the chapter      From Principles of Learning to Strategies for Instruction-with Workbook Companion Robert J. Seidel,Kathy C.

Perencevich,Allyson L. Kett,2007-09-19 In this workbook companion we expand on the strategies presented in the book by supplying need based practical and specific strategies for implementation of a variety of other subject matters The book provides contributions from a mix of teacher educators and practitioners We focus on a specific targeted group high school age adolescents Our targeted readers are new and experienced teachers developing curricula for this group      **Digital**

**Assessment in Higher Education** Gabriela Grosseck,Simona Sava,Georgeta Ion,Laura Malita,2024-11-18 This book offers a comprehensive exploration of digital assessment DA in higher education with a focus on navigating the challenges and opportunities brought on by the digital age By drawing on research based evidence and theoretical approaches it offers valuable insights guidance and examples for navigating the complexities of DA in higher education It addresses key topics and issues facing educators and Higher Education Institutions HEIs in the design implementation and evaluation of DA strategies while also recognizing the importance of the DA competencies of academic staff This book is a useful reference for educators researchers managers of HEIs and policymakers who are looking to enhance digital assessment practices develop their own competencies for digital assessments and stay at the forefront of educational innovation      **Nursing Education**

**in the Clinical Setting** Roberta J. Emerson,2006-09-19 2007 AJN Book of the Year Award WinnerNursing Education in the Clinical Setting provides a practical approach to clinical nursing instruction Although grounded in adult learning theory this

unique resource provides practical suggestions and addresses common questions and issues The text incorporates illustrative scenarios discussion questions and reflection exercises designed to facilitate thoughtful application of the content Addresses the role transition for a nurse with clinical expertise to that of clinical nursing instructor Provides important tips for effectively appraising student performance such as student involvement in self evaluation and goal setting and suggestions for how evaluation and appraisal are shared with the student Incorporates sample scenarios to illustrate concepts and allow the reader to apply them Integrates discussion questions and exercises designed to facilitate thoughtful application and critical thinking skills Addresses all aspects of learning including cognitive e g critical thinking affective e g caring and psychomotor e g technical skills Provides actual examples of tools to be used for documenting student performance and approaches for stimulating student involvement and critical thinking Includes a separate chapter on Clinical Faculty as Clinical Coach that discusses how learning is facilitated in the clinical setting with the guidance of an effective teacher Features a Clinical Toolbox that contains a variety of supplemental resources including sample approaches for teaching and evaluation suggestions for preparing anecdotal notes and relevant reference material Incorporates issues related to computer access of patient data banks for students and the federal regulations mandated by HIPAA and their clinical education implications

*A New Writing Classroom* Patrick Sullivan, 2014-11-15 In *A New Writing Classroom* Patrick Sullivan provides a new generation of teachers a means and a rationale to reconceive their approach to teaching writing calling into question the discipline's dependence on argument Including secondary writing teachers within his purview Sullivan advocates a more diverse exploratory and flexible approach to writing activities in grades six through thirteen *A New Writing Classroom* encourages teachers to pay more attention to research in learning theory transfer of learning international models for nurturing excellence in the classroom and recent work in listening to teach students the sort of dialogic stance that leads to higher order thinking and more sophisticated communication The conventional argumentative essay is often a simplistic form of argument widely believed to be the most appropriate type of writing in English classes but other kinds of writing may be more valuable to students and offer more important kinds of cognitive challenges Focusing on listening and dispositions or habits of mind as central elements of this new composition pedagogy *A New Writing Classroom* draws not just on composition studies but also on cognitive psychology philosophy learning theory literature and history making an exciting and significant contribution to the field

**Technology and Teaching** Jeff Sigafos, Vanessa Green, 2007 This book aims to describe the application of technology for addressing a range of education issues across a range of ages and educational settings Each chapter reviews how a particular technology or approach to the use of technology has been applied for one or more teaching and learning purposes The use of technology is considered across a range of educational settings including school based and adult vocational learning There are also chapters on the use of technology in educational programs for individuals with special educational needs

**Accounting Education Research** Richard M.S.

Wilson,2015-04-10 An annual prize is awarded for the best paper appearing in Accounting Education an international journal and this book contains the prize winning papers for every year from 1992 to 2012 The journal s primary mission since the first issue was published in March 1992 has been to enhance the educational base of accounting practice and all the papers in this book relate to that mission These papers reporting on research studies undertaken by accounting education scholars from around the world build on research findings from the broader domain of education scholarship and embrace a wide array of topics including curriculum development pedagogic innovation improving the quality of learning and assessing learning outcomes Of particular interest are three themes each of which runs through several of the papers students approaches to learning and learning style preferences ethics and moral intensity and innovation within the accounting curriculum Accounting educators will find many ideas in the book to help them in enriching their work and accounting education researchers will be able to identify many points of departure for extending the studies on which the papers report whether comparatively or longitudinally This book is a compilation of papers originally published in Accounting Education an international journal     Content-Based Curriculum for Advanced Learners Joyce VanTassel-Baska,Catherine A.

Little,2023-01-23 The fourth edition of Content Based Curriculum for Advanced Learners provides readers with a complete and up to date introduction to core elements of curriculum development in gifted education with implications for school based implementation Written by key experts in the field this text is essential to the development of high powered rich and complex curricula that treat content process product and concept development considerations as equal partners in the task of educating gifted learners Along with revised chapters this edition contains new chapters on culturally responsive curriculum the performing arts robotics and engineering design as well as social and emotional learning Additional material concerning talent trajectories across the lifespan accompanies a discussion of honors curriculum in higher education rounding out this comprehensive resource This master text is a must read for educators interested in executing effective curriculum and instructional interventions to support learning for gifted and advanced learners

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