

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

Self Reflective Essay Samples

Patricia Suzanne Sullivan



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The Learning Portfolio John Zubizarreta, 2009-03-16 The learning portfolio is a powerful complement to traditional measures of student achievement and a widely diverse method of recording intellectual growth This second edition of this important book offers new samples of print and electronic learning portfolios An academic understanding of and rationale for learning portfolios and practical information that can be customized Offers a review of the value of reflective practice in student learning and how learning portfolios support assessment and collaboration Includes revised sample assignment sheets guidelines criteria evaluation rubrics and other material for developing print and electronic portfolios Student Self-Evaluation: Fostering Reflective Learning Jean MacGregor, 1993 For several decades college teachers have been asking students to engage in self evaluation to reflect on their academic work and describe and evaluate it in writing Student self evaluation is both a process consisting of acts of reflecting composing and writing and a product a written document Student self evaluation does not obviate the need for student exams and papers crucial indicators of student mastery of material or complexity of thinking Rather student self evaluation supplements and complements that information by asking students to describe in their own words their learning and its value to them This writing and the conversations that faculty members and students have about it can be instructional illuminating and at times transformative Student self evaluation is primarily a learning strategy but it is also a promising assessment approach while enriching learning for students it also can help teachers and institutions learn about student learning This volume of New Directions for Teaching and Learning introduces the many forms of student self evaluation in undergraduate teaching settings and describes how student self evaluation creates connections between learners and learning knowers and the known and the self and the mind This is the 56th issue of the quarterly journal New Directions for Teaching and Learning For more information on the series please see the Journals and Periodicals page **Experimental Writing in Composition** Patricia Suzanne Sullivan, 2012-12-15 From the outset experimental writing has been viewed as a means to afford a more creative space for students to express individuality underrepresented social realities and criticisms of dominant socio political discourses and their institutions Yet the recent trend toward multimedia texts has left many composition instructors with little basis from which to assess these new forms and to formulate pedagogies In this original study Patricia Suzanne Sullivan provides a critical history of experimental writing theory and its aesthetic foundations and demonstrates their application to current multimodal writing Sullivan unpacks the work of major scholars in composition and rhetoric and their theories on aesthetics particularly avant gardism She also relates the dialectics that shape these aesthetics and sheds new light on both the positive and negative aspects of experimental writing and its attempts to redefine the writing disciplines Additionally she shows how current debates over the value of multimedia texts echo earlier arguments that pitted experimental writing against traditional models Sullivan further articulates the ways that multimedia is and isn't changing composition pedagogies and provides insights into

resolving these tensions **Higher English for CfE: Portfolio Writing Skills** Andrew G. Ralston, Mary M. Mary M. Firth, 2015-10-16 Exam Board SQA Level Higher Subject English First Teaching September 2014 First Exam June 2015 The SQA have endorsed this title A practical guide to Portfolio writing which is worth up to 30% of the final grade including an outline of the requirements and how to achieve them Detailed advice on personal and reflective writing Practical guidance on discursive writing Ideas for own writing Ample pieces for assessment with guidance on what markers are looking for

Essay Writing MunLing Shields, 2010-02-16 Essay Writing is a student guide with a mission to enable students to write better essays and get the grades they deserve by demystifying the essay writing process MunLing Shields places essay writing within the larger university experience for students In a clear and easy to understand way the author guides the reader through the process of writing successful university essays by looking at essay writing in the context of academic communication academic culture and different learning styles and approaches This book Helps students study more independently and learn more meaningfully to write better essays Offers invaluable insights into the way tutors see essays Explains why essays are set and how to understand the rationale behind them Demonstrates how best to approach answering the question This highly accessible book offers practical in depth guidance on each of the stages of the essay writing process planning drafting and editing and relates them to the important sub skills of information gathering reading academic texts how to get the most out of lectures referencing and citations and fluency and appropriateness of style and language An excellent guide for students new to writing essays at university David Ellicott Senior Lecturer in Youth Justice and Youth Studies Nottingham Trent University SAGE Study Skills are essential study guides for students of all levels From how to write great essays and succeeding at university to writing your undergraduate dissertation and doing postgraduate research SAGE Study Skills help you get the best from your time at university Visit the SAGE Study Skills hub for tips quizzes and videos on study success **A New Writing Classroom** Patrick Sullivan, 2014-07-15 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 **Handbook on Assessments for Gifted Learners** Susan K. Johnsen, Joyce VanTassel-Baska, 2022-07-19 This essential handbook is a comprehensive and systematic examination of the assessment of gifted and advanced students and their programs and a must have resource for coordinators and directors at state and local levels Handbook on Assessments for Gifted Learners explores issues associated with building an effective identification system clarifies and interprets the need for targeted learning progress assessments for gifted learners and discusses program evaluation assessments and processes used to gauge programs success Engaging chapters written by both academic and practitioner experts provide research based practical ideas for identifying and measuring the progress of gifted and advanced learners Readers will benefit from informed recommendations stemming from current research conducted specifically for this text **Opening Up by Writing It Down, Third Edition** James W. Pennebaker, Joshua M. Smyth, 2016-07-15 Expressing painful emotions is hard yet it can actually improve our mental and physical health Distinguished psychologist James W Pennebaker has spent decades studying what happens when people take just a few minutes to write about deeply felt personal experiences or problems This lucid compassionate book has introduced tens of thousands of readers to an easy to use self help technique that has been proven to heal old emotional wounds promote a sense of well being decrease stress improve relationships and boost the immune system Updated with findings from hundreds of new studies the significantly revised second edition now contains practical exercises to help readers try out expressive writing It features extensive new information on specific health benefits as well as when the approach may not be helpful *College Planning for Gifted Students* Sandra L. Berger, 2021-09-03 College Planning for Gifted Students Choosing and Getting Into the Right College is a must have for any gifted or advanced learner planning to attend college Sandra Berger a nationally recognized expert on college and career planning for gifted students provides a hands on practical guide to college planning in this updated edition of the best selling College Planning for Gifted Students Berger focuses specifically on helping gifted students discover who they are and how that discovery corresponds to the perfect postsecondary endeavor The author also provides useful practical advice for writing college application essays requesting recommendation letters visiting colleges and acing the college entrance interview Throughout the book helpful timelines and checklists are provided to give students and their parents teachers and counselors assistance in planning for and choosing the right college Grades 9 12 Student-Teacher Research Jyoti Raina, Gunjan Sharma, 2025-08-29 This book focuses on the conceptualisation and practice of student teacher research STR Despite existing practices and global discourse on the importance of STR in foregrounding teaching as a research based profession STR remains underexplored particularly in the Indian context This volume engages in a reflective analytic empirical exploration of STR its contexts concepts nature practices experiences challenges and status in initial teacher education ITE in India An important contribution the book will be indispensable to scholars and researchers of education in India The book will be essential in various teacher education programmes across

the country [Learn to speak and write Portuguese in 30 days](#) YouGuide Ltd, **Get a Better Grade** Mal Leicester, Denise Taylor, 2017-07-31 Not sure how to start your essay or prepare for a presentation Worried about how to structure your report Questioning what a good assignment actually looks like With encouraging jargon free advice and a clearly defined seven step plan to getting better grades this book takes the fear out of academic writing and gives you the tools you need to succeed Punchy and packed with the dos and don'ts of good writing it helps you improve your grades quickly and with minimal hassle Covering not just essays but also group work reports reviews research projects journaling and presentations it provides effective tips on Defeating writers block Identifying and using relevant sources Planning and outlining strategies Building arguments and providing evidence Developing critical and analytical thinking Cultivating writing style Mastering presentation Focused on explaining and demonstrating the core requirements of academic assignments through detailed examples this book provides all the support you need to build confidence and produce high quality assignments The Student Success series are essential guides for students of all levels From how to think critically and write great essays to planning your dream career the Student Success series helps you study smarter and get the best from your time at university Visit the SAGE Study Skills hub for tips and resources for study success [Social and Cultural Lives of Immune Systems](#) James MacLynn Wilce, 2003 This book introduces a provocative new branch of social theory the hypothesis that immunity and disease are in part socially constituted It suggests that immune systems function not only as material entities but also as social symbols [Resources in Education](#) , 2001-10 **Rigor by Design, Not Chance** Karin Hess, 2023-01-18 A practical and systematic approach to deepening student engagement promoting a growth mindset and building a classroom culture that truly supports thinking and learning Every student deserves access to deep and rigorous learning Still some persistent myths about rigor can get in the way such as the belief that it means more or harder work for everyone rather than challenging and advancing students thinking So how can teachers get more clarity on rigor and foster more meaningful learning in their classrooms In *Rigor by Design Not Chance* veteran educator Karin Hess offers not only a clear vision of what makes learning deep and rigorous but also a systematic and equitable approach for engaging students of all ages in rich learning tasks To that end she outlines five essential teacher moves that foster thinking and learning 1 Ask a series of probing questions of increasing complexity 2 Build schemas in each content area 3 Consider ways to strategically scaffold learning 4 Design complex tasks that emphasize transfer and evidence based solutions 5 Engage students in metacognition and reflection throughout the learning process From there Hess details how to create an actionable assessment cycle that will drive learning forward in any classroom This book offers a treasure trove of strategies student look for behaviors and templates to guide teachers in their work as well as an array of rich performance based assessments to engage and challenge students School leaders and instructional coaches can also benefit from the variety of teacher friendly supports to foster rigorous learning in their schools Ultimately *Rigor by Design Not Chance* helps educators empower students to take greater

ownership of their own learning **The Study Skills Handbook** Stella Cottrell,2024-06-13 This is the ultimate guide to study skills written by million copy bestselling author Stella Cottrell Her tried and tested approach based on over 20 years experience of working with students has helped over a million students to achieve their potential When it comes to studying there is no one size fits all approach This engaging and accessible guide shows students how to tailor their learning to their individual needs in order to boost their grades build their confidence and increase their employability Fully revised for the sixth edition it contains everything students need to succeed This is an invaluable resource for undergraduate students of all disciplines and is also ideal for postgraduates mature students and international students It prepares students for what to expect before during and after their studies at university New content in this edition helps students make the most of online learning with a new self evaluation page and more on working collaboratively online This edition includes support tailored for students on hybrid asynchronous or distance learning courses as well as more material on building study stamina and improving concentration [How To Include Employability in the Law School](#) Amanda Millmore,2024-03-14 This accessible How To Guide provides practical guidance on how to successfully include employability into the law school Innovative ideas are shared on how to establish effective independent employability initiatives and embed employability within the law curriculum itself **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 **Work in Hand** Aileen Douglas,2017-03-02 Oxford Textual Perspectives is a new series of informative and provocative studies focused upon literary texts conceived of in the broadest sense of that term and the technologies cultures and communities that produce inform and receive them It provides fresh interpretations of fundamental works and of the vital and challenging issues emerging in English literary studies By engaging with the materiality of the literary text its production and reception history and frequently testing and exploring the boundaries of the notion of text itself the volumes in the series question familiar frameworks and provide innovative interpretations of both canonical and less well known works Work in Hand Script Print and Writing 1690 1840 argues that between the late seventeenth and early nineteenth

centuries manual writing was a dynamic technology It examines script in relation to becoming a writer in constructions of the author and in emerging ideas of the human Revising views of print as displacing script Work in Hand argues that print reproduced script print generated script and print shaped understandings of script In this the double nature of print as both moveable type and rolling press is crucial During this period the shapes of letters changed as the multiple hands of the early modern period gave way to English round hand the denial of writing to the labouring classes was slowly replaced by acceptance of the desirability of universal writing understandings of script in relation to copying and discipline came to be accompanied by ideas of the autograph The work begins by surveying representations of script in letterpress and engraving It discusses initiation into writing in relation to the copy books of English writing masters and in the context of colonial pedagogy in Ireland and India The middle chapters discuss the physical work of writing the material dimensions of script and the autograph in constructions of the author in the late eighteenth and early nineteenth centuries and in relation to Samuel Johnson Alexander Pope William Blake Isaac D Israeli and Maria Edgeworth The final chapter considers the emerging association of script with ideas of the human in the work of the Methodist preacher Joseph Barker

A Rhetoric of Reflection Kathleen Yancey, 2016-08-15 Reflection in writing studies is now entering a third generation Dating from the 1970s the first generation of reflection focused on identifying and describing internal cognitive processes assumed to be part of composing The second generation operating in both classroom and assessment scenes in the 1990s developed mechanisms for externalizing reflection making it visible and thus explicitly available to help writers Now a third generation of work in reflection is emerging As mapped by the contributors to *A Rhetoric of Reflection* this iteration of research and practice is taking up new questions in new sites of activity and with new theories It comprises attention to transfer of writing knowledge and practice teaching and assessment portfolios linguistic and cultural difference and various media including print and digital It conceptualizes conversation as a primary reflective medium both inside and outside the classroom and for individuals and collectives and articulates the role that different genres play in hosting reflection Perhaps most important in the work of this third generation is the identification and increasing appreciation of the epistemic value of reflection of its ability to help make new meanings and of its rhetorical power for both scholars and students Contributors Anne Beaufort Kara Taczak Liane Robertson Michael Neal Heather Ostman Cathy Leaker Bruce Horner Asao B Inoue Tyler Richmond J Elizabeth Clark Naomi Silver Christina Russell McDonald Pamela Flash Kevin Roozen Jeff Sommers Doug Hesse

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