

# Course Reflection Paper

**DUE: Sunday, May 3rd**

## ASSIGNMENT OVERVIEW

In lieu of a second project, students will write a three (3) page paper (about 750 words) exploring course themes, new perspectives gleaned, and general reflections from the course experience.

## OBJECTIVES

1. Identify the main themes of the course.
2. Demonstrate an understanding of the readings, themes, and course concepts.
3. Articulate informed opinions about the ideas discussed in the course, and
4. Consider how views have changed (or not) over the course of the semester.

## CONTENT

The course reflection paper should include the following:

- **Introduce the course**
  - Summarize the material covered in the course
  - Explain how the course was conducted
  - Include specific reasons you decided to take the course and your general expectations.
- **Identify course themes**
  - Define theories and main concepts about the development, history, and themes of our exploration of Complementary and Alternative Medicine in the United States.
  - Articulate understandings of the readings, in your own words
  - Cite readings (MLA format), integrate quotations where appropriate
- **Reflect**
  - Articulate informed opinions about the course content
  - Connect themes to personal, family, or cultural experience
  - Consider how the material affected your current and potential future approaches to the biomedical system, complementary and alternative medicine healing systems, and integrative medicine.
- **Concise conclusion**

# Sample Course Reflection Paper

**Yan Bai**



## **Sample Course Reflection Paper:**

**The Course Reflection Project** Nicole Schonemann, Emily Metzgar, Andrew Libby, 2015-05-01 Service learning is entering a post initiatory phase At tertiary institutions of all types and sizes service learning programs are common and service learning requirements for graduation are growing in popularity Taken together alongside continued faculty interest in effective teaching these factors have raised the visibility and popularity of service learning Now the greater need in service learning is not to prove the need for or efficacy of service learning but to turn the focus squarely back on practice Following established best practice is not enough instructors also need to reflect on how this fits within the specific context and application of each unique course and service learning partnership While there are many excellent resources that detail best practice and showcase exemplary service learning courses faculty reflection and course revision often goes unmentioned In response to the lack of attention on the role of reflection and course revision we convened groups of faculty from a variety of disciplines to reflect deeply on their courses paying specific attention to obstacles and challenges These conversations were converted to articles for this edited collection each chapter representing the process of reflection and revision and serving as a guide to develop effective practice in varied curricular contexts This text contributes to the body of literature on service learning in a unique and practical manner Faculty teaching or interested in teaching service learning classes would benefit from this text as well as university administrators and community service directors involved in service learning at a programmatic and institutional level This book should be marketed to faculty teaching disciplinary service learning classes and service learning pedagogy classes and administrative offices involved in service learning This could be a supplementary text for graduate level pedagogy courses Higher education institutional libraries would benefit from this text as well as the national and state campus compact offices

Developing Reflective TESOL Practitioners Through Teacher Education  
Andrzej Cirocki, Mark Wyatt, Xuesong (Andy) Gao, 2024-06-26 This textbook provides insights from Asian contexts into how reflective practice is nurtured on Teaching English to Speakers of Other Languages TESOL and English Language Teaching ELT teacher education programmes There is increasing recognition worldwide that given the centrality of reflective practice to teachers ongoing professional development supporting teachers to become reflective practitioners should be integral to teacher education programmes Consequently tertiary level courses in areas such as TESOL and ELT tend to promote reflective practice supported by theoretical input from the burgeoning literature on reflection much of which is produced in the West Relatively under represented in the literature are global perspectives on reflective practice there are consequently relatively few accounts as to how reflective practice is embedded in teacher education programmes in different parts of the world including Asia Hence this book addresses a gap Contributing authors from fourteen countries provide insights into the ways in which teachers are helped to grow as reflective practitioners on their teacher education programmes in their unique contexts This textbook showcases how reflective teaching practices are developed supported by frameworks for critical

reflection and in interaction with local educational policies These distinctive accounts aid readers in reflecting on the ways in which reflective practice is supported in their own teacher education contexts and in considering ways of enhancing the reflective dimension of their programmes This textbook showcases innovative reflective activities and can be used as a principal text or as supplemental reading on a range of TESOL and ELT teacher education courses

**Critical Assessment and Strategies for Increased Student Retention** Black, Ruth Claire, 2017-11-30 Student retention has become a difficult issue within higher education As such it is imperative to examine the causes as well as provide educators with strategies to implement to improve retention rates Critical Assessment and Strategies for Increased Student Retention is a pivotal reference source for the latest progressive research on a variety of current student success and attendance perpetuation issues Featuring a broad range of coverage on a number of perspectives and topics such as academic performance counseling and culture this publication is geared towards practitioners academicians and researchers interested in understanding the difficulties with maintaining student retention

***Service-Learning in the Computer and Information Sciences*** Brian A. Nejme, 2012-06-07 Offering a truly global perspective this book serves as a road map for service learning partnerships between information science and nonprofit organizations It introduces for the first time an essential framework for service learning in CIS addressing both the challenges and opportunities of this approach for all stakeholders involved faculty students and community nonprofit organizations NPOs both domestic and abroad This volume outlines numerous examples of successful programs from around the world presenting practical working models for implementing joint projects between NPOs and academia

**Community Service-Learning** Rahima C. Wade, 1997-01-01 Presents a comprehensive resource for those interested in youth involvement in community service as part of the public school curriculum

**The Feedback Process** Karen A. Wink, 2022-09-28 The Feedback Process Engaging Students with Meaningful Comments About their Writing features curriculum and instruction to assist humanities educators with commenting on student drafts The focus is on students non fiction writing or arguments supported with credible sources To make a complex process more accessible this book features strategies for both written and auditory commentary To make the process more efficient it includes surveys feedback models rubrics lists of useful comments and sample student drafts with commentary This book draws from classroom research to discuss strategies for managing students emotional responses to feedback as well as instructors using tone and word choice constructively for greater impact on drafts The Feedback Process ultimately aims to lessen the burden on instructors and educators who comment on a substantial number of papers every semester with a fresh approach to feedback

**Advancing Global Social Work** Rajendra Baikady, 2025-02-01 This book provides a machine generated overview of social work across the globe providing an in depth understanding on social work education practice and research It shows the latest developments in social work curriculum pedagogy practice research and clinical social work Each chapter is organized by the book editor with a human written introduction In a time when the world is facing several

challenges and social work as a human service profession is getting global recognition and acceptance it is essential to generate evidence based literature on the development changes and challenges Chapters in this book help readers understand contemporary debates discussions and insights on global social work and its growth and development It is a one stop resource for scholars studying social work social policy social welfare social exclusion and inclusion sociology and other social science discipline as it presents the literature on the recent development of the field in one place The book is equally valuable to undergraduate and postgraduate social work students across all educational institutions without boundaries The auto summaries have been generated by a recursive clustering algorithm via the Dimensions Auto summarizer by Digital Science The editor of this book selected which Springer Nature content should be auto summarized and decided its order of appearance Please be aware that these are extractive auto summaries which consist of original sentences but are not representative of its original paper since we do not show the full length of the publication Please note that only published SN content is represented here and that machine generated books are still at an experimental stage

**The Oxford Handbook of Undergraduate Psychology Education** Dana S. Dunn, 2015-08-07 The Oxford Handbook of Undergraduate Psychology Education is dedicated to providing comprehensive coverage of teaching pedagogy and professional issues in psychology The Handbook is designed to help psychology educators at each stage of their careers from teaching their first courses and developing their careers to serving as department or program administrators The goal of the Handbook is to provide teachers educators researchers scholars and administrators in psychology with current practical advice on course creation best practices in psychology pedagogy course content recommendations teaching methods and classroom management strategies advice on student advising and administrative and professional issues such as managing one's career chairing the department organizing the curriculum and conducting assessment among other topics The primary audience for this Handbook is college and university level psychology teachers at both two and four year institutions at the assistant associate and full professor levels as well as department chairs and other psychology program administrators who want to improve teaching and learning within their departments Faculty members in other social science disciplines e.g. sociology education political science will find material in the Handbook to be applicable or adaptable to their own programs and courses

**Why the First-Year Seminar Matters** Christine Harrington, Theresa Orosz, 2018-08-10 Why the First Year Seminar Matters Helping Students Choose and Stay on a Career Path provides an overview of the Guided Pathways movement and the critical role that the first year seminar can play in setting the stage for student success After reviewing the extensive history and research on first year seminars Harrington and Orosz suggest that the time is right for colleges and universities to re-imagine the first year seminar course within the Guided Pathways framework More specifically by increasing the focus on career exploration and decision making and addressing key success skills students need the first year seminar can serve as an essential foundational element of Guided Pathways Readers will find the practical suggestions on how to engage in

backward course redesign and the making the case data helpful as they aim to address equity gaps and require this course of all incoming first year students      Writing Theology Well 2nd Edition Lucretia B. Yaghjian,2015-09-24 A working guide for students conducting theological writing and research on theology and biblical studies courses this book integrates the disciplines of writing rhetoric and theology to provide a standard text for the teaching and mentoring of writing across the theological curriculum As a theological rhetoric it also encourages excellence in theological writing in the public domain by helping to equip students for their wider vocations as writers preachers and communicators in a variety of ministerial and professional contexts This 2nd Edition includes new chapters on Writing Theology in a New Language which explores the linguistic and cultural challenges of writing theology well in a non native language and Writing and Learning Theology in an Electronic Age addressed to distance learning students learning to write theology well from online courses and dealing with the technologies necessary to do so      **Assessment, Evaluation, and Accountability in Adult Education** Lilian H.

Hill,2023-07-03 This book is intended to help practitioners in adult education become better informed about assessment evaluation and accountability as these are critical functions of administering and running adult education programs The book is for adult educators who have been asked to serve on assessment committees produce detailed reports for funders and accreditors create a culture of assessment within their program and organization and or develop reports for accountability purposes Section one presents an introductory overview of assessment and evaluation in adult education Section two gives guidance on practices for specific areas of adult education practice such as military education human resource development and continuing professional education Section three provides assessment practices for adults in higher education with chapters dedicated to distance learning health professions education and graduate education      **Course-Based**

**Undergraduate Research** Nancy H. Hensel,2023-07-03 Co published with the Council on Undergraduate Research Undergraduate research has long been recognized as a high impact practice HIP but has unfortunately been offered only to juniors and seniors and to very few of them often in summer programs This book shows how to engage students in authentic research experiences built into the design of courses in the first two years thus making the experience available to a much greater number of students Research that is embedded in a course especially general education courses addresses the issue of how to expand undergraduate research to all students Research has shown that students who have early experiences in undergraduate research are more likely to pursue further research prior to and after graduation This is also an issue of social justice because it makes the benefits of undergraduate research available to students who must work during the academic year and in the summer It is widely accepted that the skills developed through undergraduate research help prepare students for their future careers The book addresses all aspects of the topic including What are appropriate expectations for research in the first two years How to design appropriate course based research for first and second year students How to mentor a class rather than individual students How students can disseminate the results of their research Possible citizen

science projects appropriate for the first and second years Providing additional resources available to support course based research in the first two years Designed for faculty at four year and two year colleges and including examples from the sciences the social sciences and the humanities the strategies and methods described can be adapted to disciplines not specifically mentioned in the book Many faculty are hesitant to engage first and second year students in undergraduate research because they worry students don't know enough to conduct authentic research in their discipline because they worry about the time it will take to develop activities for these students and because they wonder how they can mentor a whole class of students doing research The authors have successfully dealt with these issues and provide examples of how it is done

*Engaging with Vocation on Campus* Karen Lovett, Stephen Wilhoit, 2021-12-29 Bringing together narratives and theory based analyses of practice this volume illustrates collaborative curricular and co-curricular approaches to promoting vocational discernment amongst students in a Catholic university setting Drawing on cultural religious and secular understandings of vocation *Engaging with Vocation on Campus* illustrates how contemporary issues around vocation work and careers can be addressed within the Catholic intellectual and spiritual tradition Chapters presents a range of contributions from students faculty and staff from a single institution to highlight practical approaches to supporting students in this area and acknowledge the complementary and intersecting roles played by student support services academic staff and on campus ministry in helping students develop an individualised understanding of vocation Considering the value of both curricular or non-curricular activities and processes the volume highlights spiritual personal and community value in offering students explicit and tailored support This text will benefit researchers academics and educators with an interest in higher education religious education and the Christian life and experience more broadly Those specifically interested in career guidance theological curriculum and pedagogy and Roman Catholicism will also benefit from this book

**Handbook of Counselor Preparation** Garrett McAuliffe, Karen Eriksen, 2011 This definitive single volume guide is the first of its kind on teaching and developing counselor educator programs that embrace constructivist and developmental theory Leading scholars and experts offer practical advice on teaching courses in every area of counseling practice As a result the book is ideal for current and future counselor educators and supervisors as well as faculty in other helping professions The authors seek to inspire educators to empower and involve to risk losing control over subject matter to hear student voices to pose dilemmas and to challenge their own assumptions in the presence of their students using constructivist developmental and experiential thinking and strategies

*A Petroleum Geologist's Guide to Seismic Reflection* William Ashcroft, 2011-03-08 This book is written for advanced earth science students geologists petroleum engineers and others who want to get quickly up to speed on the interpretation of reflection seismic data It is a development of material given to students on the MSc course in Petroleum Geology at Aberdeen University and takes the form of a course manual rather than a systematic textbook It can be used as a self-contained course for individual study or as the basis for a

class programme The book clarifies those aspects of the subject that students tend to find difficult and provides insights through practical tutorials which aim to reinforce and deepen understanding of key topics and provide the reader with a measure of feedback on progress Some tutorials may only involve drawing simple diagrams but many are computer aided PC based with graphics output to give insight into key steps in seismic data processing or into the seismic response of some common geological scenarios Part I of the book covers basic ideas and it ends with two tutorials in 2 D structural interpretation Part II concentrates on the current seismic reflection contribution to reservoir studies based on 3 D data

### **ECMLG 2011 Proceedings of the 7th European Conference on Management Leadership and Governance**

Charles Despres,2011-06-10      **The Perfect Online Course** Michael Simonson,Terry L. Hudgins,Anyim Orellana,2009-05-01 The Perfect Online Course Best Practices for Designing and Teaching was edited under the assumption that a perfect online course can be delivered following different instructional methods and models for design and for instruction and by implementing different teaching or instructional strategies Such methods models and strategies are framed within quality educational guidelines and must be aimed towards attaining the online course s learning goals The book seeks to make a contribution to the existing body of literature related to best practices and guidelines for designing and teaching distance courses specifically online education The process of selecting works suitable for this compilation included an extensive review of the journals Quarterly review of Distance Education and Distance Learning The book begins by covering literature related to general approaches and guidelines continues with proposed methods and models for designing and instruction and ends with instructional strategies to achieve engagement through interaction The book is divided into four independent yet interrelated parts and a concluding section Part I Introduction Part II Best Guidelines and Standards Part III Best Instructional Methods and Models Part IV Best Engagement Strategies and the concluding section And Finally with words from Simonson who delineates the structure of a perfect online course      *Development and implementation of national action plans for infection prevention and control* World Health Organization,2025-06-21 The practical guide provides a stepwise approach to the development and implementation of an infection prevention and control national action plan It outlines a suite of tools resources and inspirational country stories to help prioritize cost implement monitor and evaluate national action plan activities      **A Toolkit for Mid-Career Academics** Vicki L. Baker,Aimee LaPointe Terosky,Laura Gail Lunsford,2024-04-09 Mid career faculty are the backbone of the college and university workforce and represent the largest population of faculty in the academy yet they face myriad challenges that hinder career satisfaction and advancement This book offers action oriented tools to engage or re engage mid career programming at the individual faculty institutional consortial and grant funded levels Bringing together leading scholars and practitioners engaged in research and practice this edited volume offers solutions to two driving questions faced by mid career faculty what s next and how to navigate This focus on both what and how highlights critical issues and challenges associated with mid career coupled with specific tools



and strategies to successfully navigate from diverse stakeholder perspectives Jargon free and rich with stories from the field each chapter can serve as a stand alone resource be read in order as presented or be read non sequentially based on the reader s specific needs Mid career faculty including non tenure track and community college academics will welcome the resources tools and strategies featured throughout this book the pocket professional development mentor to help create more inclusive and equitable programming at multiple levels      **ePortfolio Performance Support Systems** Katherine V. Wills, Rich Rice, 2013-07-16 ePortfolio Performance Support Systems Constructing Presenting and Assessing Portfolios addresses theories and practices advanced by some of the most innovative and active proponents of ePortfolios

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





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