

# Sample Reflective Essay

**Author: Nekisa Mahzad**

I have been a student at California State University Channel Islands (CI) for 5 semesters, and over the course of my stay I have grown and learned more than I thought possible. I came to this school from Moorpark Community College already knowing that I wanted to be an English teacher; I had taken numerous English courses and though I knew exactly what I was headed for-was I ever wrong. Going through the English program has taught me so much more than stuff about literature and language, it has taught me how to be me. I have learned here how to write and express myself, how to think for myself, and how to find the answers to the things that I don't know. Most importantly I have learned how important literature and language are.

When I started at CI, I thought I was going to spend the next 3 years reading classics, discussing them and then writing about them. That was what I did in community college English courses, so I didn't think it would be much different here. On the surface, to an outsider, I am sure that this is what it appears that C.I. English majors do. In most all my classes I did read, discuss, and write papers; however, I quickly found out that that there was so much more to it. One specific experience I had while at C.I. really shows how integrated this learning is. Instead of writing a paper for my final project in Perspectives of Multicultural Literature (ENGL 449), I decided with a friend to venture to an Indian reservation and compare it to a book we read by Sherman Alexie. We had a great time and we learned so much more that we ever could have done from writing a paper. The opportunity to do that showed me that there are so many ways that one can learn that are both fun and educational.

The English courses also taught me how powerful the written word and language can be. Words tell so much more than a story. Stories tell about life and the human condition, they bring up the past and people and cultures that are long gone. Literature teaches about the self and the world surrounding the self. From these classes I learned about the world, its people and its history; through literature I learned how we as humans are all related. By writing about what we learn and/or what we believe, we are learning how to express ourselves.

I know that my ability to write and express my ideas, thoughts and knowledge has grown stronger each semester. I have always struggled to put my thoughts on paper in a manner that is coherent and correct according to assignments. I can remember being told numerous times in community college to "organize your

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**Albert A Gayle**



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**Teaching Social Justice** Brandi Lawless,Yea-Wen Chen,2021-08-15 The intercultural communication classroom can be an emotionally and intellectually heavy place for many students and teachers Sensitive topics arise and students must face complex issues with intellectual curiosity and collegial respect To navigate the precarious waters of intercultural communications teachers need an intentional approach to foster meaningful discussion and learning This pedagogical guide presents conceptual overviews student activities and problem

solving strategies for teaching intercultural communication The authors navigate eight categories of potential conflict including communicating power and privilege community engagement in social justice and assessing intercultural pedagogies for social justice In addition to empirical studies and the authors own classroom experiences the book features the personal narratives of junior and senior intercultural communication teacher scholars whose journeys will encourage and instruct readers towards more fulfilling teaching experiences

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*Paper ,1922 Paper* American Society of Mechanical Engineers,1922

Reflective Practice, Third Edition Sara Horton-Deutsch,Gwen Sherwood,2023-10-31 The third edition of Reflective Practice depicts the concept of reimagining in such a brilliant way and is a must have resource for nurses Portia Janine Jordan PhD MBA MCUR RN FANSA Professor Department of Nursing and Midwifery Faculty of Medicine and Health Sciences Stellenbosch University This incredible edition of a professional masterpiece pulls together global leaders creative thinkers entrepreneurs educators and practitioners to support and guide us as healthcare professionals A joy to read and a must read for all professionals who are reflexive Thomas Kearns EdD MED BNS RGN RPN RNT FAAN FFMRCISI Past Executive Director Dean Faculty of Nursing and Midwifery RCSI University of Medicine and Health Sciences Dublin Co Director Global Innovation and Leadership Academy Faculty of Nursing and Midwifery RCSI In this outstanding book Sara Horton Deutsch and Gwen Sherwood provide an invaluable resource for nurse educators and their students Reflective Practice Reimagining Ourselves Reimagining Nursing takes a complex topic and makes it accessible for learners across all levels This should be required reading in all nursing programs Pamela R Jeffries PhD RN FAAN ANEF FSSH Dean of Nursing Valere Potter Professor of Nursing Vanderbilt School of Nursing A nurse s work is multifaceted medically complex technically precise and physically demanding But nursing the act of caring is also social emotional impactful and personal Because nursing education programs prioritize the importance of the technical and physical aspects of nursing that is what they teach This leaves practicing nurses poorly equipped to understand the science of caring and unprepared for the constant stream of emotional and psychological stressors that come with this profoundly important work The unintended consequences of this omission include burnout toxic work environments and exodus from the profession In this highly anticipated and particularly timely third edition of Reflective Practice authors Sara Horton Deutsch

and Gwen Sherwood invite readers to reflect recalibrate reimagine rethink and reframe the work of nursing care and their various roles and relationships within it This book focuses first on the individual then practice settings and finally systems and communities while providing supporting theoretical frameworks practical applications and opportunities for personal and shared reflection along the way Reflective Practice guides nurses to emotional and psychological fulfillment in all aspects of care

**Why Religion and Spirituality Matter for Public Health** Doug Oman,2018-05-08 This volume reviews the exploding religion spirituality R S and health literature from a population health perspective It emphasizes the distinctive Public Health concern for promoting health and preventing disease in societies nations and communities as well as individuals Part I offers a rigorous review of mainstream biomedical and social scientific theory and evidence on R S health relations Addressing key gaps in previous literature it reviews evidence from a population health viewpoint surveying pertinent findings and theories from the perspective of Public Health subfields that range from Environmental Health Sciences to Public Health Nutrition to Health Policy Management and Public Health Education In Part II practitioners describe in detail how attending to R S factors enhances the work of clinicians and community health practitioners R S provides an additional set of concepts and tools to address opportunities and challenges ranging from behavior and institutional change to education policy and advocacy Part III empowers educators analyzing pedagogical needs and offering diverse short chapters by faculty who teach R S health connections in many nationally top ranked Schools of Public Health International and global perspectives are highlighted in a concluding chapter and many places throughout the volume This book addresses a pressing need for Public Health research practice and teaching A substantial evidence base now links religious and spiritual R S factors to health In the past 20 years over 100 systematic reviews and 30 meta analyses on R S health were published in refereed journals But despite this explosion of interest R S factors remain neglected in Public Health teaching and research Public Health lags behind related fields such as medicine psychology and nursing where R S factors receive more attention This book can help Public Health catch up It offers abundant key resources to empower public health professionals instructors and students to address R S serving at once as a course text a field manual and a research handbook

Digital Video for Teacher Education Brendan Calandra,Peter J. Rich,2014-08-07 Digital video use is becoming prevalent in teacher education as a tool to help improve teaching and learning and for assessing effective teaching Timely and comprehensive this volume brings together top scholars from multiple disciplines to provide sound theoretical frameworks research based support and clear practical advice on a variety of unique approaches to using digital video in teacher education programs Part I deals with the use of video for teacher learning Part II focuses on the role played by those other than teachers in the effective use of digital video in teacher education programs Part III addresses how to administer video for teacher education Exploring the complexities of effectively and appropriately integrating digital video into teacher development at various stages this book is a must have resource for scholars and professionals in the field

**Law and**

**Economics of Personalized Medicine** Karin Bosshard, 2018-05-14 The book adds to the discussion about strategic approaches towards the translation of personalized medicine into clinical practice It stresses the importance of non science related institutional barriers A Law and Economics perspective is applied in order to examine the incentives induced by the barriers An applied part identifies and evaluates policy levers to foster the translation of personalized medicine into Swiss clinical practice

Radical Constructivism in Mathematics Education E. Glasersfeld, 2006-04-11 Mathematics is the science of acts without things and through this of things one can define by acts 1 Paul Val ry The essays collected in this volume form a mosaik of theory research and practice directed at the task of spreading mathematical knowledge They address questions raised by the recurrent observation that all too frequently the present ways and means of teaching mathematics generate in the student a lasting aversion against numbers rather than an understanding of the useful and sometimes enchanting things one can do with them Parents teachers and researchers in the field of education are well aware of this dismal situation but their views about what causes the wide spread failure and what steps should be taken to correct it have so far not come anywhere near a practicable consensus The authors of the chapters in this book have all had extensive experience in teaching as well as in educational research They approach the problems they have isolated from their own individual perspectives Yet they share both an overall goal and a specific fundamental conviction that characterized the efforts about which they write here The common goal is to find a better way to teach mathematics The common conviction is that knowledge cannot simply be transferred ready made from parent to child or from teacher to student but has to be actively built up by each learner in his or her own mind

*Handbook of Research on Teacher Education in the Digital Age* Niess, Margaret L., Gillow-Wiles, Henry, 2015-08-03 Traditional classrooms are fast becoming a minority in the education field As technologies continue to develop as a pervasive aspect of modern society educators must be trained to meet the demands and opportunities afforded by this technology rich landscape The Handbook of Research on Teacher Education in the Digital Age focuses on the needs of teachers as they redesign their curricula and lessons to incorporate new technological tools Including theoretical frameworks empirical research and best practices this book serves as a guide for researchers educators and faculty and professional developers of distance learning tools

Effective Practices in Online Teacher Preparation for Literacy Educators Karchmer-Klein, Rachel, Pytash, Kristine E., 2019-10-11 Online education has become a prevalent means of program and course delivery especially within teacher education programs However the lack of preparation in online design is concerning especially in the field of teacher education where the focus is preparing preservice and practicing teachers to implement effective evidence based instructional strategies Effective Practices in Online Teacher Preparation for Literacy Educators is an essential scholarly resource that shares innovative ideas for translating face to face reading literacy specialist preparation into effective online instruction for courses in literacy education Highlighting various topics such as instructional design teacher education and literacy assessment this book is ideal for instructors curriculum developers

instructional designers IT specialists education professionals instructors administrators academicians and researchers

**Understanding How Students Develop** Hannah Gascho Rempel, Kelly McElroy, Laurie M. Bridges, 2017-08-03

Understanding How Students Develop is a one stop source of practical advice for both librarians who are just beginning to work with students from elementary school through college as well as helpful tips for seasoned library user services professionals including school reference instruction and outreach librarians The book supplies a detailed roadmap for applying key development theories to daily interactions with students Subjects covered include Integrating development theories into practiceIntellectual development theoriesIdentity development theoryInvolvement theoryAssessing the impact of using development theoriesThroughout the book sidebars highlight practical applications important quotations from key texts and case studies for consideration After reading this book librarians who work with a wide range of users will have a practical approach for incorporating development theories into their daily practice making them more responsive to the varying needs of their users and more understanding of what elements of their user services programs can be better tailored to meet students at a range of developmental stages



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