

Reflective Essay

Original Instructions

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My belief about myself as a learner when I entered the class was a positive one. I attended a college prep school for high school and went to Oregon State University last year. I had plenty of practice with different learning techniques and found what works well for me. I believe I'm more of a visual learner than an auditory learner. It is easier to see a powerpoint and retain the knowledge then listen to a lecture and have the same retention. Entering the class I thought I liked working in groups more than working individually on projects, but that has since changed. I think it is more beneficial to me to work alone because I can get more done. When I entered the class I believed that reading the material closer to the due date was a better idea because I may not remember what I had read if I didn't.

What I have discovered about myself, as a learner over the term is vast. I learned that I can read the material way in advance and just briefly skim over the text and remember just about everything, were as I thought reading closer was more beneficial. I also learned that working in groups really isn't my specialty. I prefer working by myself because I'm able to get a lot more done and not have to worry about other people forgetting their part of the project. I don't like having to worry about other people not following through. I also learned that looking at the daily record in advanced helped me

Reflection Paper On A Class

WJ Hussar



Reflection Paper On A Class:

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

Language Teachers and Teaching Selim Ben Said, Lawrence Jun Zhang, 2013-10-08 This volume gathers contributions from a range of global experts in teacher education to address the topic of language teacher education It shows how teacher education involves the agency of teachers which forms part of their identity and which they take on when integrating into the teaching community of practice In addition the volume explores the teachers situated practice the dynamic negotiation of classroom situations socialization into the professional teaching culture and on the ground experimentation with pedagogical skills techniques

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

Introduction to CRISPR-Cas9

Techniques Michael J. Wolyniak, Donna L. Pattison, Jay N. Pieczynski, Maria S. Santisteban, 2025-02-17 This open access textbook provides an in depth introduction into the CRISPR cas9 technology and explores its use across the gamut of biological model systems As the subject has risen from a significant new discovery to a mainstream molecular biology practice it is essential that students of molecular biology understand the fundamentals behind CRISPR Cas9 technology and how it may be employed efficiently and ethically in research This volume edited by experts in both molecular biology and undergraduate education will teach not only the fundamentals of using CRISPR Cas9 but also how to successfully employ this technology in classroom settings The book is written for undergraduates and advanced high school classes in the area of molecular biology genetics genomics and biological engineering and will provide a perfect tool for undergraduate lecturers to prepare their classes

Racial Disproportionality in Child Welfare Marian S Harris, 2014-04-15 The number of children of color entering the child welfare system in the United States is disproportionately high Not only are children of color removed from parental custody and placed in care more often than their white counterparts but they also remain in care longer receive fewer services and have less contact with the caseworkers assigned to them This book identifies the practice and policy changes required to successfully address the unequal treatment of children of color in the child welfare system and their implications for social work education caseworker training and institutional change It critiques many of the existing social welfare acts and policies in terms of their treatment of children of color and it provides best practices for each decision point in the child welfare process and for cultural competency measures and training The text offers extensive measurement instruments that agencies can use to assess and correct institutional racism To improve social work education the book includes several model syllabi for the curriculum and to deepen the discipline s engagement with the issue of institutional racism the text concludes with a discussion of future directions for research and policy

Research Anthology on Business and Technical Education in the Information Era Management Association, Information Resources, 2021-01-08 The Fourth Industrial Revolution has disrupted businesses worldwide through the introduction of highly automated processes This disruption has affected the way in which companies conduct business impacting everything from managerial styles to resource allocations to necessary new skillsets As the business world continues to change and evolve it is imperative that business education strategies are continuously revised and updated in order to adequately prepare students who will be entering the workforce as future entrepreneurs executives and marketers among other careers The Research Anthology on Business and Technical Education in the Information Era is a vital reference source that examines the latest scholarly material on pedagogical approaches in finance management marketing international business and other fields It also explores the implementation of curriculum development and instructional design strategies for technical education Highlighting a range of topics such as business process management skill development and educational models this multi volume book is ideally designed for business managers business and technical educators entrepreneurs academicians upper

level students and researchers **Drama and Education** Manon van de Water, Mary McAvoy, Kristin Hunt, 2015-02-20

Drama and Education provides a practical comprehensive guide to drama as a tool for teaching and learning. It is among the first practical drama and performance textbooks that address brain based neuroscientific research making the argument that creativity is necessary in our lives that embodied learning is natural and essential and that contextual learning helps us find our place in society in relationship to other peoples and cultures. As well as a historical and theoretical overview of the field it provides rationale and techniques for several specific methodologies: linear drama, process oriented drama, drama for social justice and performance art. Each approach is supplemented with sample lesson plans, activities, ideas for differentiation and extensive bibliographies. The topics are discussed from five key angles: Historical and theoretical foundations, Curricular applications, Practical toolkits for a range of classrooms and learning environments, Different strategies for lesson plans, Extension options for longer workshops. Alongside these core methods the integration of other innovative forms from performance art to Theatre of the Oppressed into drama based learning is explored as well as the pragmatic concerns such as assessment planning and advocacy for arts learning and arts education partnerships. Drama and Education is the comprehensive textbook for teachers and students on Applied Theatre and Theatre and Education courses. **Achievement**

Emotions in University Teaching and Learning, Students' Stress and Well-being Jesus de la Fuente, Douglas F. Kauffman, Meryem Yilmaz Soylu, 2022-05-24 *Overcoming Challenges and Creating Opportunity for African American Male Students* Butcher, Jennifer T., O'Connor Jr., Johnny R., Titus, Freddie, 2018-11-09. This title is an IGI Global Core Reference for 2019 as it provides solution oriented approaches to confronting confirming and mitigating perpetual disparities within the educational system. Containing research from researchers across the U S this publication covers comprehensive research on access to education, racial battle fatigue and mentoring programs. *Overcoming Challenges and Creating Opportunity for African American Male Students* is an essential reference source that supports the development of more widespread solution oriented approaches to confronting confirming and mitigating any perpetual disparities that may exist among these students. Featuring research on topics such as access to education, racial battle fatigue and mentoring programs, this book is ideally designed for administrators, policymakers, educators, scholars, researchers, students and academicians seeking coverage on the many factors that influence African American male success in various educational contexts. **Alex Issue 3 #2** Alex

Entheo, 2022-10-10 Research Anthology on Instilling Social Justice in the Classroom Management Association, Information Resources, 2020-11-27. The issue of social justice has been brought to the forefront of society within recent years and educational institutions have become an integral part of this critical conversation. Classroom settings are expected to take part in the promotion of inclusive practices and the development of culturally proficient environments that provide equal and effective education for all students regardless of race, gender, socio economic status and disability as well as from all walks of life. The scope of these practices finds itself rooted in curriculum, teacher preparation, teaching practices and

pedagogy in all educational environments Diversity within school administrations teachers and students has led to the need for socially just practices to become the norm for the progression and advancement of education worldwide In a modern society that is fighting for the equal treatment of all individuals the classroom must be a topic of discussion as it stands as a root of the problem and can be a major step in the right direction moving forward Research Anthology on Instilling Social Justice in the Classroom is a comprehensive reference source that provides an overview of social justice and its role in education ranging from concepts and theories for inclusivity tools and technologies for teaching diverse students and the implications of having culturally competent and diverse classrooms The chapters dive deeper into the curriculum choices teaching theories and student experience as teachers strive to instill social justice learning methods within their classrooms These topics span a wide range of subjects from STEM to language arts and within all types of climates PK 12 higher education online or in person instruction and classrooms across the globe This book is ideal for in service and preservice teachers administrators social justice researchers practitioners stakeholders researchers academicians and students interested in how social justice is currently being implemented in all aspects of education

Handbook for Social Justice in Counseling Psychology Rebecca Toporek, 2006 Counseling psychologists often focus on clients inner conflicts and avoid getting involved in the clients environment This handbook encourages counseling psychologists to become active participants in changing systems that constrain clients ability to function Besides actual programs the contributors cover research training and ethical issues The case examples showing how professionals have implemented social action programs are particularly valuable This book provides an outline for action not only for psychologists but also for social workers politicians and others interested in improving the lot of disadvantaged populations Summing up Recommended Graduate students researchers professionals W P Anderson emeritus University of Missouri Columbia CHOICE The Handbook for Social Justice in Counseling Psychology Leadership Vision and Action provides counseling psychology students educators researchers and practitioners with a conceptual road map of social justice and social action that they can integrate into their professional identity role and function It presents historical theoretical and ethical foundations followed by exemplary models of social justice and action work performed by counseling psychologists from interdisciplinary collaborations The examples in this Handbook explore a wide range of settings with diverse issues and reflect a variety of actions The book concludes with a chapter reflecting on future directions for the field of counseling psychology beyond individual and traditional practice to macro level conceptual models It also explores policy development and implementation systemic strategies of structural and human change cultural empowerment and respect advocacy technological innovation and third and fourth generations of human rights activities Key Features Integrates research and ethical implications as well as guidelines for developing and evaluating specific types of social justice activities Addresses a comprehensive arena of issues examined from historical theoretical systemic and practical perspectives Clarifies social justice in counseling psychology to distinguish it from other

helping professions Provides readers with specific examples and guidelines for integrating social justice into their work supported by a solid theoretical framework and acknowledgement of interdisciplinary influences Includes contributions from prominent authors in counseling psychology to provide expert examples from the field The Handbook for Social Justice in Counseling Psychology is an excellent resource for counseling psychology students educators researchers and practitioners It will be a welcome addition to any academic library or research institution

Teaching Social Equity in Public

Administration Sean A. McCandless, Susan T. Gooden, 2024-03-05 Public administration education programs prepare students in the provision of important public and nonprofit services so it is essential that such programs help prepare administrators to advance social equity one of the pillars of the discipline This exciting new book from social equity authorities Sean McCandless and Susan T Gooden demonstrates how public administration faculty can teach social equity across the curriculum in practical terms This edited collection features chapters from authors experienced in both public administration and in teaching social equity Each chapter discusses teaching social equity in a particular class Introduction to Public Administration Organizational Dynamics and Theory Human Resources Policy Process Research Methods Capstones and more through distinct pedagogical practices that advance student learning including case studies community engagement projects and simulations The text captures an array of instructional approaches to social equity within public affairs education particularly at the graduate level It includes approaches from both established and newer instructors across a diversity of universities The book serves as an important resource to faculty who teach these courses as well as the students who take them Most importantly it is a resource to academics and practitioners alike who share a commitment to fairness in the implementation of public services

Assessment in Science D.P. Shepardson, 2011-06-27

Assessment in Science combines professional development and classroom practice in a single volume The pragmatic nature of the book makes it a valuable resource for administrators and staff developers interested in designing professional development programs and for science teachers looking for techniques and examples of classroom based assessments Unique features of Assessment in Science include 1 practical strategies and tools for implementing successful professional development programs in science assessment 2 teacher stories and case studies about classroom based assessment practice and how these teachers changed their assessment practice 3 examples of classroom based assessments and scoring guides 4 samples of student work with teacher commentary and 5 examples of how the national reform documents in science education served as tools in professional development programs and in designing classroom based assessments Assessment in Science expands the existing literature on science assessment by sharing a model for professional development and examples of teacher developed assessments with accompanying student work and teacher commentary Chapters written by science teachers tell how they assess students and how they have changed their assessment practice as well as how changing assessment practice has resulted in a change in their science instruction Assessment in Science is targeted at practising

professionals in science education administrators staff developers science teachers and university science educators
Assessment in Science has applicability to graduate level courses in science education and in service courses for science teachers The teacher chapters are also appropriate for use in undergraduate science methods courses to illustrate classroom based assessments Learning Communities In Practice Anastasia Samaras, Anne R. Freese, Clare Kosnik, Clive Beck, 2008-10-26 Most would agree that a learning community of practice cultivates social and intellectual development in educational settings but what are the other benefits and what does a learning community actually look like in practice This book explores such questions as Are learning communities essential in education How are they designed and developed What difference do they make in learning The book contains contributions of educators who share their research and practice in designing and implementing learning communities in school university and professional network settings It presents their experiences and the how to of these educators who are passionate about building and sustaining learning communities to make a real difference for students teachers faculty and communities Combining scholarly and practitioner research the book offers practical information to teachers school and university administrators teacher educators and community educators

Handbook of Counselor Preparation Karen Eriksen, 2011-12 Published in cooperation with the Association for Counselor Education and Supervision ACES Gender Identity, Equity, and Violence Geraldine B. Stahly, 2023-07-03 The authors of the thirteen chapters in this volume bring excitement and innovations to teaching about gender from a wide range of theoretical and discipline perspectives They exhibit the inclusiveness that is central to feminist pedagogy a perspective that centers the educational enterprise in the analysis of the interconnectedness of social categories that have traditionally divided and given root to inequality and oppression and aims for no less than social transformation Empowerment is a core value in gender education and the experiential approach nurtures that goal This volume provides many examples of the power of learning through experience as the authors demonstrate that the authority of the feminist teacher as intellectual and theorist finds expression in the goal of making students themselves theorists of their own lives by interrogating and analyzing their own experience Weiler 1991 To stimulate the adaptation of the approaches described in these books each volume includes an Activity Methodology table that summarizes key elements of each example such as class size pedagogy and other disciplinary applications **Teaching Reading and Literature with Classroom Talk** Dawan

Coombs, 2024-12-26 This book presents a framework for conceptualizing and enacting dialogic approaches to teaching literature and reading in your classroom Dialogical approaches have often been used in secondary classrooms for teaching writing by incorporating students lives and experiences into the English Language Arts ELA curriculum But what might it look like to create reading moments that bring texts to life by allowing students to use their own identities and experiences as the foundation for their interpretation The most current research in reading motivation culturally responsive teaching and even neuroscience points to the power of dialogical approaches to not only engage students in reading texts but when used

consistently and repeatedly help increase students reading growth and achievement Dialogical approaches can be particularly helpful for struggling readers English language learners ELLs and neurodivergent students This book explores dialogical approaches to teaching reading and literature in secondary ELA classrooms with descriptions of hands on activities models of dialogical strategies and real time examples from ELA and reading classes Each chapter includes motivating accessible and research based methods and tools that help students connect content to their lives and explore a diversity of perspectives With resources such as assignment sheets and rubrics this is an essential book for middle and high school ELA teachers reading coaches and interventionists teachers working with ELLs and pre service teachers who are looking to better understand and utilize dialogical approaches to support their students in transforming their reader identities

Student-Centered Oral History Summer Cherland, 2024-04-23 Student Centered Oral History explores the overlaps of culturally relevant teaching student centered teaching and oral history to demonstrate how this method empowers students especially those from historically underrepresented communities With tangible tools like lesson plans and reflection sheets available to download as eResources from the book s website each interactive chapter is applicable to classrooms and age groups across the globe Educators from all levels of experience will benefit from step by step guides and lesson plans all organized around guiding questions These lessons coach students and educators from start to finish through a student centered oral history Background research historical context cultivating a culture of consent analysis promotion and gratitude are among the many lessons taught beyond writing questions and interviewing With a specific focus on the ethics influencing a teacher s role as guide and grader of a student centered oral history this book also highlights successful approaches across the world of students and teachers discovering oral history These examples reveal how student centered oral history empowers academic achievement radicalizes knowledge develops relationships and promotes community engagement This book is a useful tool for any students and scholars interested in oral history in an educational setting

Experiences of Second Language Teacher Education T. Wright, M. Beaumont, 2014-12-03 This book brings together the voices of teacher educators working in different national and educational settings It Covers themes such as change in teacher education practices the influences of context on practice and of interculturality to provide rich insights into the processes and effects of second language teacher education

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