

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

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Jane Wood



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Journal Keeping Dannelle D. Stevens, Joanne E. Cooper, 2023-07-03 By the authors of the acclaimed Introduction to Rubrics Major growth of interest in keeping journals or diaries for personal reflection and growth and as a teaching tool Will appeal to college faculty administrators and teachers One of the most powerful ways to learn reflect and make sense of our lives is through journal keeping This book presents the potential uses and benefits of journals for personal and professional development particularly for those in academic life and demonstrates journals potential to foster college students learning fluency and voice and creative thinking In professional life a journal helps to organize prioritize and address the many expectations of a faculty member s or administrator s roles Journals are effective for developing time management skills building problem solving skills fostering insight and decreasing stress Both writing and rereading journal entries allow the journal keeper to document thinking to track changes and review observations and to examine assumptions and so gain fresh perspectives and insights over past events The authors present the background to help readers make an informed decision about the value of journals and to determine whether journals will fit appropriately with their teaching objectives or help manage their personal and professional lives They offer insights and advice on selecting the format or formats and techniques most appropriate for the reader s purposes Developing Certain Designs For Promoting Reflective Learning Practices At Secondary Level Dr Asha O S, The Student's Guide to Reflective Writing Martin McMorro, 2024-03-21 From your studies to your career reflection and reflective writing is a key skill for personal and professional development However reflective writing requires a different approach to essays or reports it can be difficult to know how to accomplish it Written in a supportive and inclusive tone The Student s Guide to Reflective Writing is an ideal resource for anyone faced with reflective writing assignments It provides clear and practical advice on every step of the process showing you how to Record your experiences Choose what to write about Structure your assignment Write reflectively using appropriate tone and language and Incorporate theory and refer to professional skills and competencies Throughout the book there are a wealth of practice tasks and detailed examples of reflective writing from a range of disciplines It also contains a glossary of sentence structures to help you get started and build your confidence This hands on and supportive guide equips you with the skills to write critically reflectively and successfully **Becoming a Reflective Practitioner** Christopher Johns, 2009-07-27 From Reviews of the second edition Christopher Johns is an internationally recognised pioneer of reflective practice in nursing and health care The first edition of this book was an excellent resource and this updated version is equally impressive This is a superb resource for nurses and all those eager to enhance their knowledge and skills in reflective practice It is well presented user friendly and stimulating Nursing Standard Becoming a Reflective Practitioner is a practical guide to using reflection in every day clinical practice It explores the value of using models of reflection with particular reference to Christopher Johns own model for structured reflection Becoming a Reflective Practitioner includes accounts of everyday

practice to guide the reader through the stages of reflective practice within the context of care desirable practice and the caring relationship This third edition reflects significant developments in reflective theory and gives greater attention to different approaches to reflection including the use of narrative dialogue New chapters are included on ensuring quality and managing conflict Exemplars are included throughout and further references and reflected reading are included at the end of each chapter Reflective practice is acknowledged as an effective approach to developing nursing care which evolves as the practitioner develops his or her own practice This book will therefore be of interest to all nurses involved in developing their clinical practice A practical guide to developing reflective practice Reflects significant developments in reflective theory Examines Christopher Johns own model for structured reflection Centred on care and the caring relationship Challenges practitioners to question their practice *Transformation through Journal Writing* Jane Wood,2012-11-15 A personal record of reflections and experiences a journal is an effective way to self care and self develop This book is a grounded guide to the reflective practice of journaling for those in the helping professions Full of original ideas exercises and examples it provides everything needed to establish and advance journaling skills **Contexts of Nursing** John Daly,2009 Contexts of Nursing 3e builds on the strengths of previous editions and continues to provide nursing students with comprehensive coverage of core ideas and perspectives underpinning the practice of nursing the new edition has been thoroughly revised and updated New material on Cultural Awareness and Contemporary Approaches in Nursing has been introduced to reflect the realities of practice Nursing themes are discussed and are supported by illustrated examples and evidence Each chapter focuses on an area of study within the undergraduate nursing program and the new edition continues its dis *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 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 has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

Reflection, Change, and Reconstruction in the Context of Educational Reform and Innovation in China Yuhong Jiang, 2013-01-16 This book delivers a state of the art survey of the issues and approaches in contemporary English as a foreign language EFL teacher education It examines the professional development of the teachers who taught English as a foreign language and engaged in a teacher preparation programme of reflective teaching at a university in China Situated in the context of the reforms of English language teaching and teacher education this book focuses on the theme of how if at all reflective teaching contributes to Chinese university EFL teachers development in thinking about English language teaching and in their own classroom practice To date the study of English as a foreign language teacher education and professional development mainly focused on the teaching skills and pedagogical knowledge of teachers However this book approaches English language teacher education from a different perspective through an empirical exploration of the teachers professional development in their thinking beliefs values understandings of teaching awareness of students and their classroom practice while engaged with reflective teaching practice at the group level and the individual level respectively Adopting an interpretivist and constructivist epistemological paradigm and drawing on key aspects of reflective teaching theory the book investigates how the novice developing and experienced teachers differed in their views about reflective practice how the teachers thinking about English language teaching transformed how the teachers performance in EFL classroom practice developed and how the teachers dealt with the changes during the period of the teacher education programme In addition the book provides examples of research into the ways that individuals integrate multiple levels of reflection accommodate different types of reflection and make them

interact with each other mutually and inseparably by using a more comprehensive and multidimensional reflective teaching model. Thus the book helps to better understand teachers' trajectory of professional growth and is a new and unique resource for exploring effective ways of language teacher education for teachers, teacher educators and educational researchers alike.

Reflective Development through the Care Model Niki Christodoulou, 2017-06-23. The capacity to reflect individually and with others is considered valuable in teacher professional development internationally. In the field of Teaching English as a Second or Foreign Language, reflective practice has been deemed to be a precious tool at the pre-service level and in the ongoing development of teachers. Despite the importance of teacher reflection, the field of Teaching English as a Foreign Language in Higher Education has tended to overlook this topic and especially its collaborative and emotional elements. This book proposes a new and practical model for engaging teachers in transformational learning through an emotionalized version of reflection. More specifically, the Collaborative Appreciative Reflective Enquiry (CARE) model represents a guide for teachers who wish to engage in reflective practice alone and with others in an appreciative context. As such, this book will be invaluable to in-service language teachers and teacher educators who are committed to realizing their potential as educators and human beings through growth that only emancipatory reflection and positive emotionality can bring.

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Table of Contents Sample Of Reflective Journal Writing

1. Understanding the eBook Sample Of Reflective Journal Writing
 - The Rise of Digital Reading Sample Of Reflective Journal Writing
 - Advantages of eBooks Over Traditional Books
2. Identifying Sample Of Reflective Journal Writing
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Sample Of Reflective Journal Writing
 - User-Friendly Interface
4. Exploring eBook Recommendations from Sample Of Reflective Journal Writing
 - Personalized Recommendations
 - Sample Of Reflective Journal Writing User Reviews and Ratings
 - Sample Of Reflective Journal Writing and Bestseller Lists

5. Accessing Sample Of Reflective Journal Writing Free and Paid eBooks
 - Sample Of Reflective Journal Writing Public Domain eBooks
 - Sample Of Reflective Journal Writing eBook Subscription Services
 - Sample Of Reflective Journal Writing Budget-Friendly Options
6. Navigating Sample Of Reflective Journal Writing eBook Formats
 - ePub, PDF, MOBI, and More
 - Sample Of Reflective Journal Writing Compatibility with Devices
 - Sample Of Reflective Journal Writing Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Sample Of Reflective Journal Writing
 - Highlighting and Note-Taking Sample Of Reflective Journal Writing
 - Interactive Elements Sample Of Reflective Journal Writing
8. Staying Engaged with Sample Of Reflective Journal Writing
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Sample Of Reflective Journal Writing
9. Balancing eBooks and Physical Books Sample Of Reflective Journal Writing
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Sample Of Reflective Journal Writing
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Sample Of Reflective Journal Writing
 - Setting Reading Goals Sample Of Reflective Journal Writing
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Sample Of Reflective Journal Writing
 - Fact-Checking eBook Content of Sample Of Reflective Journal Writing
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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second gallery and showcases projections of geometric cutouts on a panoramic screen that together forms