

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

Sample Education Course Reflection Paper

VM Jensen



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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

Teaching and Learning in a Concept-Based Nursing Curriculum

Ignatavicius, Donna D. Ignatavicius, 2017-09 Resource added for the Nursing Associate Degree 105431 Practical Nursing 315431 and Nursing Assistant 305431 programs

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

Handbook of Research on Blended Learning Pedagogies and Professional Development in Higher Education

Keengwe, Jared, 2018-07-20 Online and blended courses are becoming increasingly prevalent in higher education settings and the pressures to incorporate these environments highlights the increased demand to serve a generation that prefers learning through experience or through interacting with learning tools Challenges arise in assisting instructors in facilitating and designing blended learning environments that will provide effective learning for all students The Handbook of Research on Blended Learning Pedagogies and Professional Development in Higher Education is a critical research publication that delves into the importance of effective professional development for educators planning and teaching online or blended courses It also establishes the benefits of technology mediated learning environments over traditional learning methods Highlighting a wide array of topics such as online learning environments active learning model and educational development this publication explores technology based teaching methods in higher education This book is targeted toward educators educational administrators academicians researchers and professionals within the realm of higher education *Resources in Education*, 1999 **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

Handbook of Research on Field-Based Teacher Education Hodges, Thomas E., Baum, Angela

C., 2018-10-26 Teacher education is an evolving field with multiple pathways towards teacher certification Due to an increasing emphasis on the benefits of field based learning teachers can now take alternative certification pathways to become teachers The Handbook of Research on Field Based Teacher Education is a pivotal reference source that combines field based components with traditional programs creating clinical experiences and on the job learning opportunities to further enrich teacher education While highlighting topics such as certification design preparation programs and residency models this publication explores theories of teaching and learning through collaborative efforts in pre Kindergarten through

grade 12 settings This book is ideally designed for teacher education practitioners and researchers invested in the policies and practices of educational design *Interreligious Curriculum for Peace Education in Nigeria* Isaiah Ekundayo

Dada,2019-04-18 Nigeria a country under a military regime for several years transitioned to a civilian regime in May 1999 Since this change violent conflicts between Christians and Muslims have continued to erupt They constitute one of the gravest dangers facing Nigeria a country with a population of 189 million people What have Nigerian religious leaders done about this situation especially in educational circles Have they received formal educational training to understand the causes of this violence and especially how to provide alternatives for more peaceful relations within Nigeria Does the current educational system in Nigeria provide the main ingredients for the promotion of a culture of peace The absence and neglect of interreligious peace education as part of a peace education core program and the lack of an interreligious curriculum for peace education in the training of religious leaders are the two problems contributing towards the lack of effectiveness of religious leaders in promoting less violent and more peaceful living The solution to the problem is proposed in this book entitled *Interreligious Curriculum for Peace Education in Nigeria* The book develops a one year curriculum building on Yoruba Islamic Christian conceptions of peace and teaches how to create safe caring spiritual peaceful and successful interfaith relationships between all Nigerian religious communities In the long term the book helps to educate religious leaders to contribute in themselves and with the help of their respective religious communities to reducing the growing religious violence in Nigeria **Service-Learning in Occupational Therapy Education** Kathleen Flecky,Lynn

Gitlow,2009-11-13 *Service Learning in Occupational Therapy Education Philosophy and Practice* explores the use of service learning as a pedagogical tool for educators to enhance occupational therapy students knowledge and skills in the areas of critical thinking and problem solving diversity health promotion community issues social justice and citizenship These areas are representative of core competencies needed by occupational therapy professionals for occupation based practice in the 21st century This text describes philosophical and theoretical principles of service learning in relationship to occupational therapy philosophical and pedagogical traditions Effective service learning educational strategies and experiential applications of occupational therapy in the community are highlighted through the presentation of case studies of service learning initiatives in occupational therapy programs across the United States Examples of how to design implement and assess service learning projects and partnerships are provided along with insights and lessons learned from faculty engaging in service learning Description of the relevance and congruence of philosophical and theoretical traditions of service learning and occupational therapy Links service learning specifically to occupational therapy education faculty and student friendly exercises and reflective activities on practice Samples of how to initiate partnerships develop course objectives and syllabi aligned with Accreditation Council of Occupational Therapy Education ACOTE guidelines readings websites and course support materials as well as project and student assessment tools Description of lessons learned from faculty including the

strengths and challenges of service learning based on qualitative and quantitative assessment results and community based research Primary Courses Community Service in Occupational Therapy Service Learning in Occupational Therapy Additional courses could include Occupational Therapy in the Community Community based Occupational Therapy Practice Emerging Areas of Practice in Occupational Therapy Experiential Community Practice in Health Professions 2011 310 pages

Experiential Civic Education Alix D. Dowling Fink, JoEllen Pederson, Heather G. Lettner-Rust, 2025-04-28 Experiential Civic Education Encouraging Student Engagement Using the Field Immersion Framework articulates a practical flexible teaching and learning pedagogy that engages students and instructors in opportunities to successfully explore complex civic issues in the classroom This volume marries place based experiential learning with civic engagement to promote important transformative learning outcomes The Field Immersion Framework FIF pedagogy prepares students and faculty with the tools to navigate participatory democracy in local state national and global communities The FIF uses four stages Foregrounding Immersion Reflection and Civic Agency to position learners as explorers and researchers in communities grappling with important societal issues In this volume Foregrounding chapters prime the reader with the theoretical support to explore the content Immersion chapters situate the reader in case studies of FIF courses Reflection chapters showcase the voices of students faculty members student affairs professionals and others who have participated in these courses and finally Civic Agency chapters explore the implications of the FIF This book will be important reading for those developing courses relating to civic engagement social justice education and community based teaching and learning It also supports educators in exploring place based civic issues with their students working to encourage understanding of diverse voices and perspectives and supporting students lifelong navigation of our complex world **Primer to Developing a Successful Pre-service Teacher Portfolio** James P. Takona, Roberta J. Wilburn, 2004 This guide for pre service teachers provides the means for documenting professional growth and development Takona educational technology and media LeMoyne Owen College and Wilburn early childhood education LeMoyne Owen College explain the principles and practice of developing and using a port **STEAM Education** Myint Swe Khine, Shaljan Areepattamannil, 2019-01-30 This book looks at the value of integrating the arts and sciences in the school curriculum It argues that this will help students further their understanding of analytical concepts through the use of creativity The authors illustrate how schools can work towards presenting common practices concepts and content Coverage features case studies and lessons learned from classrooms across the United States The notion of STEAM Science Technology Engineering Arts and Mathematics is an emerging discipline unique in its desire to provide a well rounded approach to education The chapters of this volume examine STEAM in a variety of settings from kindergarten to higher education Readers will learn about the practical considerations involved when introducing the arts and creativity into traditionally left brain processes This includes best practices for creating and sustaining successful STEAM initiatives in any school college or university For instance one chapter discusses novel

approaches to teach writing with the scientific method in order to help students better present their ideas The authors also detail how the arts can engage more diverse learners including students who are not traditionally interested in STEM subjects They provide three concrete examples of classroom tested inquiries designing a prosthetic arm for a child making a paleontology investigation and taking a closer look at the arts within roller coaster engineering This book is an invaluable resource for teachers and teacher trainers university faculty researchers and school administrators It will also be of interest to science mathematics engineering computer science information technology arts and design and technology teachers

Hybrid Learning Spaces Einat Gil,Yishay Mor,Yannis Dimitriadis,Christian Köppe,2022-02-04 As we have come to accept the duality of physical and virtual learning spaces as a permanent feature of our educational landscape we begin to question its validity Is this really a dichotomy or is it a continuum Should this be the primary dimension around which we cluster educational experiences how does it intersect and interact with other axes such as formal informal vocational recreational open closed teacher student How do we adapt as teachers learners designers policy makers to this changing landscape How do we shape it to offer an optimal learning experience Such questions led us to conduct a series of academic and professional events on the theme of Hybrid Learning Spaces HLS spaces which challenge and defy the dichotomies above This edited book collates some of the products of that endeavor offering a multi vocal interdisciplinary approach to hybridity in education It connects practical examples design directives and theoretical analysis combining perspectives from technology research and development educational theory and practice architecture and space and product design This book addresses researchers practitioners innovators and policy makers in education technology and design offering broad perspectives and then distilling practical insights in the form of design principles and patterns pedagogical models and predictions of future trends The Computer Supported Collaborative Learning (CSCL) Conference 2013, Volume 2 ISLS,2014-04-23 The Computer Supported Collaborative Learning CSCL Conference 2013 proceedings Volume 2

Community-Based Transformational Learning Christian Winterbottom,Jody S. Nicholson,F. Dan Richard,2020-05-14 Rooted in the work of community school collaborations this text focuses on connecting the rigors of the classroom with the ambiguity of lived community experience Community Based Transformational Learning CBTL draws on the increasing evidence that course learning conducted in an applied community setting can positively transform students professional and personal identity and creates new ways of thinking and working in university courses and pre professional experiences To illustrate the different ways to successfully implement community based learning examples are provided of experiences integrated in courses across multiple disciplines across an American university whose mission is focused on teaching Topics covered include refugee and immigration transition issues incarceration and health needs with international examples of community experiences from Jamaica Korea and Belize Qualitative and quantitative data depict how these experiences impact students and each chapter presents how community engagement has been established as an effective approach in the

different disciplines including computer science and sports management The authors demonstrate how CBTL experiences can be transformative when students are provided a chance to connect the academic commitment to community aims but also provides suggestions for overcoming challenges and pit falls in developing these experiences *Research Anthology on Remote Teaching and Learning and the Future of Online Education* Management Association, Information Resources,2022-09-02 The sudden implementation of emergency health procedures at the start of the COVID 19 pandemic forced many educators and educational institutions to explore new territory in terms of policy teaching strategy and more Now that many institutions are familiar with online education innovations have been developed and implemented It is essential to study these best practices and innovations that have been developed in remote teaching and learning to better understand the future of online education The *Research Anthology on Remote Teaching and Learning and the Future of Online Education* explores the recent developments strategies and innovations in remote teaching and learning that have been implemented globally Covering topics such as emergency remote teaching psycho social well being and cross cultural communication this major reference work is an indispensable resource for educators and administrators of both K 12 and higher education pre service teachers teacher educators librarians government officials IT managers researchers and academicians

Journeys through Emerging Adulthood Alan Reifman,2022-07-29 *Journeys through Emerging Adulthood* takes the reader on a tour of contemporary transitions to adulthood reporting on the latest cross national and cross cultural research into young adulthood and separating fact from fiction about this important life phase Alan Reifman shows how today s youth are taking more time to enter traditional adult roles and explores the benefits and disadvantages of this gradual emergence into adulthood This essential textbook navigates the research that reveals the substantial variety in young people s paths to adulthood It covers the spectrum of the young adult experience examining the influence that parents have on their grown children s progress and identity as adults and considering the impact of traditional milestones such as higher education establishing a career forming romantic relationships and becoming a parent It examines key topics including mental health in emerging adults and the likelihood of substance abuse and how young adults might reach out into the community through volunteerism religious involvement and political activism Each section includes examples and studies conducted in a range of countries exploring how the journey to adulthood can vary according to cultural context as well as individual circumstance The book affirms that while there is great variety in how one transitions to adulthood there is no correct path and most people fare well or even thrive in adulthood Featuring end of chapter summaries quizzes and activities *Journeys Through Emerging Adulthood* provides an accessible yet comprehensive overview of this significant life stage connecting fundamental psychological theories with modern social phenomena Reifman s text is essential reading for both undergraduate and graduate students of psychology human development and sociology as well as students and researchers of any discipline interested in the path to adulthood

Social Problems Maxine P. Atkinson,Kathleen Odell

Korgen,2022-10-18 The Second Edition of *Sociology in Action* Social Problems is ideal for teachers who want to provide students with an active learning experience that relies less on lecturing and more on discussion collaboration self directed investigation observation analysis and reflection Maxine P Atkinson and Kathleen Odell Korgen provide concrete ways to make use of sociological training in the real world by considering sociological solutions to a range of social problems and issues facing society today *Innovations Through Information Technology* Information Resources Management Association. International Conference,2004-01-01 *Innovations Through Information Technology* aims to provide a collection of unique perspectives on the issues surrounding the management of information technology in organizations around the world and the ways in which these issues are addressed This valuable book is a compilation of features including the latest research in the area of IT utilization and management in addition to being a valuable source in support of teaching and research agendas **Conceptual Shifts and Contextualized Practices in Education for Glocal Interaction** Ali Fuad Selvi,Nathanael Rudolph,2017-11-03 This book employs the realm of English Language Teaching ELT as a discursive point of departure to explore how individuals groups entities and institutions apprehend embrace deal with manipulate problematize and resist glocal flows of people ideas information goods and technology It apprehends and attends to tensions arising from the fluidly local global construction and negotiation of borders of identity and interaction within a diverse array of contexts and English education therein These tensions whether conceptual or pedagogical may arise in and through governmental and institutional policymaking teacher training or curriculum and materials development and in the learning experience both within and beyond the classroom as teachers and students engage with course content and each other

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