

Guidelines for the Portfolio Reflective Essay

Your essay requires you to reflect on your professional development in relation to your progress through the orthopaedic medicine course, linked to the Level 7/master's level learning outcomes as listed on page 2. Through your reflective essay you are aiming to demonstrate your achievement of each of the learning outcomes. You will need to provide evidence of their achievement, which should be attached and referred to as separate appendices.

Copies of evidence, such as certificates, letters etc are acceptable and we recommend that you do not enclose any important original information as your essay will not be returned to you.

Patient confidentiality is an important issue. Before you start writing your essay please consult the section on 'Confidentiality' on page 5 below that provides more information on the essential requirements for your essay and the implications for breaching patient confidentiality.

When you are ready to write your essay, have a look at the marking criteria on page 4. You will see that most of them begin with the wording 'Provides and reflects on documentary evidence of...'. It might help you to use the individual marking criteria, or the learning outcomes themselves, as headings to help you to focus on what's required.

Ask yourself:

- What evidence have I got for achieving that learning outcome/marketing criterion?
- How can I convince the reader that I have satisfied that learning outcome/criterion by reflecting on and cross referring to that evidence?

Make an explicit link between the learning outcome you are trying to support and the evidence you are providing for that. You may use the same evidence to support more than one learning outcome/criterion (see below).

Within your introduction to the essay you should include a short mention of what is meant by 'reflection', supported by one or two relevant references. For the first criterion you might like to reflect on your feelings and anxieties in relation to your own development and progression and identify how these might have influenced your learning. The essay should be written in the first person to keep it centred on 'you'.

As the essay develops, draw from your evidence to cite and reflect on examples to support your claims so, for example, it wouldn't be explicit enough to say in support of learning outcome 1, 'I can perform an assessment (see Appendix 2)'. Compare that with this actual example: 'The elderly gentleman assessed in Appendix 2 had a gradual, insidious and worsening 3 year history of hip pain. He complained of morning stiffness, pain on walking and difficulty with functional activities. He was avoiding weight bearing and extension of the affected hip, giving me a diagnostic tip that the problem was in the hip joint. After clearing the spine, assessment of passive movements enabled me to quickly ascertain a hip capsular pattern of most limitation in internal rotation, abduction and then flexion; with hard end feels and reproduction of his pain.' In this case, information provided in the same case

Portfolio Reflection Essay Example

Judd E. Hollander



Portfolio Reflection Essay Example:

The Learning Portfolio John Zubizarreta, 2009-12-22 The learning portfolio is a powerful complement to traditional measures of student achievement and a widely diverse method of recording intellectual growth This second edition of this important book offers new samples of print and electronic learning portfolios An academic understanding of and rationale for learning portfolios and practical information that can be customized Offers a review of the value of reflective practice in student learning and how learning portfolios support assessment and collaboration Includes revised sample assignment sheets guidelines criteria evaluation rubrics and other material for developing print and electronic portfolios *Engaging Ideas* John C. Bean, Dan Melzer, 2021-06-09 Use your course's big ideas to accelerate students' growth as writers and critical thinkers The newly revised third edition of *Engaging Ideas* delivers a step by step guide for designing writing assignments and critical thinking activities that engage students with important subject matter questions This new edition of the celebrated book now written by the co-author team of Bean and Melzer uses leading and current research and theory to help you link active learning pedagogy to your courses' subject matter You'll learn how to Design formal and informal writing assignments that guide students toward thinking like experts in your discipline Use time saving strategies for coaching the writing process and handling the paper load including alternatives to traditional grading such as portfolio assessment and contract grading Help students use self assessment and peer response to improve their work Develop better ways than the traditional research paper to teach undergraduate reading and research Integrate social media multimodal genres and digital technology into the classroom to promote active learning This book demonstrates how writing can easily be integrated with other critical thinking activities such as inquiry discussions simulation games classroom debates and interactive lectures The reward of this book is watching students come to class better prepared more vested in the questions your course investigates more apt to study purposefully and more likely to submit high quality work Perfect for higher education faculty and curriculum designers across all disciplines *Engaging Ideas* will also earn a place in the libraries of graduate students in higher education **Reconstructing Response to Student Writing** Dan Melzer, 2023-08-07 In *Reconstructing Response to Student Writing* Dan Melzer makes the argument that writing instructors should shift the construct so that peer response and student self assessment are more central than teacher response Presenting the results of a national study of teacher and peer response and student self assessment at institutions of higher education across the United States Melzer analyzes teacher and peer response to over 1 000 pieces of student writing as well as 128 student portfolio reflection essays He draws on his analysis and on a comprehensive review of the literature on response to introduce a constructivist heuristic for response aimed at both composition instructors and instructors across disciplines Melzer argues that teachers and researchers should focus less on teacher response to individual pieces of student writing and more on engaging in dialogue with student self assessment and peer response focusing on growth and transfer rather than products and grades

Reconstructing Response to Student Writing especially when taken together with Melzer's previous book *Assignments across the Curriculum* provides a comprehensive and large scale view of college writing and responding across the curriculum in the United States

Higher English for CfE: Portfolio Writing Skills Andrew G. Ralston, Mary M. Firth, 2015-10-16
Exam Board SQA Level Higher Subject English First Teaching September 2014 First Exam June 2015 The SQA have endorsed this title A practical guide to Portfolio writing which is worth up to 30% of the final grade including an outline of the requirements and how to achieve them Detailed advice on personal and reflective writing Practical guidance on discursive writing Ideas for own writing Ample pieces for assessment with guidance on what markers are looking for

A Portfolio of Reflections Kelley Dos Santos Kremer, 2011-09-01 With this packet students will reflect on their own perceptions and performance to track their progress throughout the year Reflection activity sheets are included for everything from students favorites and goals to curriculum areas Each curriculum area has three pages a reflection page survey and wrap up The provided questions will help students think about how they can improve discover likes and dislikes and more

Portfolio Assessment for the Teaching and Learning of Writing Ricky Lam, 2018-06-26 This book provides teachers instructors scholars and administrators with a practical guide to implement portfolio assessment of writing in their work contexts Unlike most existing volumes which underscore theory building it describes and discusses several key issues concerning how portfolio assessment can be carried out in authentic classrooms with a focus on its processes reflective components task types and design scoring methods and actionable recommendations

Forum, 1993 Facilitating Reflective Learning in Higher Education Anne Brockbank, Ian McGill, 2007-05-16 Praise for the previous edition This is a passionate and practical book Teaching in Higher Education This book offers valuable insights into a process for becoming a reflective learner and for developing students into reflective learners as well Studies in Higher Education This significantly revised edition includes the most current thinking on reflective learning as well as stories from academics and students that bring to life the practical impact of reflection in action Based on sound theoretical concepts the authors offer a range of solutions for different teaching situations taking into account factors such as group size physical space and technology They also offer facilitation rather than traditional teaching methods as a productive and useful skill that helps teachers and encourages students to interact and develop reflexive skills that can be used beyond their student years Based on rigorous theories Facilitating Reflective Learning in Higher Education offers new insights for university and college teachers seeking to enhance or diversify their practices and allows them to effectively facilitate their students reflective learning

Civil Society and Social Responsibility in Higher Education Enakshi Sengupta, Patrick Blessinger, Craig Mahoney, 2020-06-23 This volume explores different angles of sustainability university corporate social responsibility and the role of civil society in the context of education with a focus on curriculum development and teaching

Differentiated Assessment Evangeline Harris Stefanakis, Deborah Meier, 2010-11-29 A comprehensive assessment system for working with underperforming

students This book describes a comprehensive assessment system especially appropriate for multilingual and differentiated classrooms with large numbers of underperforming students Drawing from Multiple Intelligences theory the approach is specifically aimed at helping teachers understand how each student learns and how best to tailor instruction to serve individual students needs Although the program makes use of conventional standardized tests and disability screenings it places special importance on two approaches in particular Student Portfolio Assessments and Personalized Learning Profiles Provides detailed guidance and practical tools including a DVD for implementing successful portfolio and profile practices in the classroom Includes real world examples of model assessment programs from five schools Explains how to integrate assessment into the instructional process as well as how the portfolio program can be used Formal profiles provide vital information about each student s cultural background interests strengths and capabilities as well as their individual learning and language needs

Improving Assessment through Student Involvement Nancy Falchikov, 2013-04-15 The assessment of students an activity central to the role of any professional in further and higher education and is an area that is the subject of constant innovation and debate This book provides a scholarly account of the many facets of assessment with a particular focus on student involvement Peer and self assessment are powerful assessment tools to add to the existing tutor based methods of assessment and feedback and this book is a comprehensive guide to the the methods and issues involved Practical and accessible in style yet grounded in research and rich in evidence based material Improving Assessment Through Student Involvement will be valued by all FE or HE professionals wanting to enhance both the effectiveness and quality of their assessment methods

Writing Your Nursing Portfolio: a Step-By-step Guide Fiona Timmins, Anita Duffy, 2011-04-16 I am delighted to endorse this practical and accessible guide to writing and developing a portfolio for nurses Unlike many how to do approaches to portfolio compilation this book acknowledges the complexity involved in learning from practice and recording that learning in a meaningful way The book respectfully guides the reader through essential elements to be considered if a portfolio is to be more than a depository of paper yet avoids prescription in acknowledging the individual nature of the portfolio and its necessity to reflect the nurse s own journey through their career Professor Melanie Jasper Head of College of Human and Health Sciences Swansea University UK The compilation of a nursing portfolio is a task which is often neglected in the busy student nurse s life between long shifts and assignments Timmins Duffy encourage one to take on the challenge and guide one through the process systematically Examples of structured reflections and of portfolio layouts make the realisation of one s own well presented portfolio easier than one might think Any student or qualified nurse will thus benefit from Timmins Duffy s encouraging book Karin Schirmaier Student University of the West of England UK This book is intended for nurses at all stages of their careers and offers a much needed step by step guide to planning writing and maintaining a portfolio I was particularly pleased to see a strong emphasis on reflection and education as a means of encouraging nurses to think critically and learn from their own practice All in all this is a very well constructed book which I

highly recommend Professor Gary Rolfe Swansea University UK This handy guide co published with the Nursing Standard is perfect for nurses who need to put together a portfolio and don t know where to start Written as a step by step guide it answers all the common questions about how to compile and write a good nursing portfolio Each chapter includes different tasks so you can create your portfolio as you work through the book The book assumes no prior knowledge of portfolio building and includes Examples of good and challenging portfolio pieces Tools and techniques for reflection and critical thinking Guidance on the NMC competency frameworks Writing your Nursing Portfolio is indispensable reading for all nursing students looking for a clear and accessible guide to creating and developing a portfolio The book describes how the nursing portfolio fits into clinical practice and how it can make a positive difference to the nurse patient and others

Teaching and Researching Writing Ken Hyland,2015-11-19 This third edition of Teaching and Researching Writing continues to build upon the previous editions work of providing educators and practitioners in applied linguistics with a clearly written and complete guide to writing research and teaching The text explores both theoretical and conceptual questions grapples with key issues in the field today and demonstrates the dynamic relationship between research and teaching methods and practice This revised third edition has been reorganized to incorporate new topics including discussions of technology identity and error correction as well as new chapters to address the innovative directions the field has taken since the previous edition s publication Boxes throughout including Concepts and Quotes help to both reinforce readers understanding of the topics covered by highlighting key ideas and figures in the field while the updated glossary and resource sections allow readers to further investigate areas of interest This updated edition of Teaching and Researching Writing is the ideal resource for language teachers practitioners and researchers to better understand and apply writing research theories methods and practices

School Library Reference Services in the 90s Carol Truett,1994 Here is a succinct update on school library reference services for the busy practitioner or student Exploring the state and state of the art of school library reference services in the 1990s this book provides an overview of current information skills teaching models the impact of new technologies on the teaching of reference and the student search process and assessment and evaluation models for gauging the success of school reference services *School Library Reference Services in the 90s* is an informative guide for school media coordinators and specialists library science graduate students and professors and researchers in the field to help them understand what students must learn and what teachers must teach to keep everyone up to date in the fast changing world of reference *School Library Reference Services in the 90s* is divided into three sections that cover reference research teaching models technology and evaluation Topics in the first section include an examination of the current state of affairs in reference teaching a look at various models for integrating library research and reference skills into the curricula and discussions of the effects of these new models on the school librarian s role Section two addresses the profound effect new technologies such as CD ROM multimedia CD I and CD TV are having on both the teaching of reference

and information skills and on the entire research process from initiation to production of the final student report The last section presents three models for assessing the effectiveness of school reference services and skills instruction School library reference services and particularly library instruction are changing dramatically in the 1990s as a result of the information age School Library Reference Services in the 90s helps professionals in the field stay abreast of current developments and be more effective in their jobs **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 **The Teaching Portfolio** Russell

Edgerton, Pat Hutchings, Kathleen Quinlan, 2023-07-03 This valuable work suggests one model in which faculty assemble a collection of carefully selected work samples accompanied by reflective commentary about them Covers the what why and how of teaching portfolios with pointers for getting started and a sampling of current campus practices Includes

reproductions of eight actual portfolio entries The companion volume to Campus Use of the Teaching Portfolio *Social Responsibility and Sustainability* Tracy McDonald, 2023-07-03 This concluding volume in the series presents the work of faculty who have been moved to make sustainability the focus of their work and to use service learning as one method of teaching sustainability to their students The chapters in the opening section of this book Environmental Awareness offer models for opening students to the awareness of the ecological aspects of sustainability and of the interdependence of the ecosystem with human and with institutional decisions and behavior and illustrate how they in turn can share that awareness with the community The second section Increasing Civic Engagement explores means for fostering commitment to community service and experiencing the capacity to effect change The concluding section Sustainability Concepts in Business and Economics addresses sustainability within the business context with emphasis on the triple bottom line the achievement of profitability through responsible environmental practice and respect for all stakeholders in the enterprise

Frontiers of Language and Teaching: Proceedings of the 2010 International Online Language Conference (IOLC 2010) Azadeh Shafaei, 2010-12-27 This collection is comprised of papers submitted to the 3rd International Online Language Conference IOLC held in September 2010 IOLC 2010 was a two day conference which aimed to provide a forum for academics practitioners experts and students to debate current international issues and challenges in the broad area of language learning and teaching This annual world renowned conference takes place over the internet allowing participants to save accommodation and flight expenses and at the same time helping to save our planet by reducing CO2 emissions All submitted papers went through a double blind review process before a decision was made This was to ensure the quality level of the conference is kept high Electronic Portfolios 2.0 Darren Cambridge, Kathleen Blake Yancey, Barbara Cambridge, 2023-07-03 Higher education institutions of all kinds across the United States and around the world have rapidly expanded the use of electronic portfolios in a broad range of applications including general education the major personal

planning freshman learning communities advising assessing and career planning Widespread use creates an urgent need to evaluate the implementation and impact of eportfolios Using qualitative and quantitative methods the contributors to this book all of whom have been engaged with the Inter National Coalition for Electronic Portfolio Research have undertaken research on how eportfolios influence learning and the learning environment for students faculty members and institutions This book features emergent results of studies from 20 institutions that have examined effects on student reflection integrative learning establishing identity organizational learning and designs for learning supported by technology It also describes how institutions have responded to multiple challenges in eportfolio development from engaging faculty to going to scale These studies exemplify how eportfolios can spark disciplinary identity increase retention address accountability improve writing and contribute to accreditation The chapters demonstrate the applications of eportfolios at community colleges small private colleges comprehensive universities research universities and a state system

Beyond the Frontier, Volume III Jill Dahlman, Tammy Winner, 2021-01-07 In these quickly changing times this volume re imagines the classroom after COVID 19 No one could have fathomed the multiple ways education would change when the country first entered into the pandemic in March 2020 In this regard this volume offers pedagogy that will create teaching opportunities in both virtual and physical classrooms Ideas are meant to be shared and evolve into methods that work for both teachers and pupils

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