

SAMPLE OF REFLECTIVE JOURNAL

The first day began by introducing mentors Iliana Fredric and Landin Lancer, who together make the head team of the office. They tried to ease my tension down at first with a leery conversation, then talking about the tasks that awaited me in the following days in practice. Then the mentor took me to other departments to meet other employees and see what they are doing. The company is subdivided into teams working on projects of Internet-related clients. Teams involved in developing the product themselves consist of backend and frontend developers, and are assisted by a team of web designers. Then there is a sales team, a communication with clients, and the management of the entire electronic commerce and business process over the Internet.

My first task was to create a new account so I could get emails and track my tasks. I created an official mail account, a daily task scan tool, and an official Skype so I could communicate with the mentor and other colleagues more easily. The second day of practice began with a discussion on human resource management, the ways in which they work, and all the disadvantages they face and want to avoid. Office managers create a table for each employee and send them, and they must then fill in and cheat. After the returned tables, the missing data are added, then the tables are printed and manually added hours, followed by reports that forward the signature to the circulator. When the director returns the signed report, the same is carried on to the bookkeeping service in order to calculate the salary. The office manager's desire is to make this process more automated. Also, the problem is the distribution of holidays and sick leave. After explaining to me how they manage human potentials and that they do not like them in their system, i.e. what they would like, I began by researching tools that enable efficient human resources management. The Internet is full of tools that in one way or another provide different ways of managing human resources. By searching, I really encountered a large number of tools, and I briefly studied the characteristics and put a short



Reflective Journal Sample For High School Students

AW Rasmussen



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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

Using Digital Portfolios to Develop Students' Writing Ricky Lam, Benjamin Luke Moorhouse, 2022-11-07 This book equips pre service teachers research postgraduate students teacher educators and language specialists with specific knowledge and skills about the principles research and applications of digital portfolios within the EFL writing contexts While most digital portfolio scholarship focuses on higher education this book targets primary level and secondary level school audiences namely pre service teachers teacher educators and Ministry of Education staff members with a focus on EFL writing The rationale behind this design is that the published literature on digital portfolios tends to be generic and one size fits all there has been scant published scholarship about the development of digital portfolio literacy among teachers and pupils which could enable them to upgrade the teaching and learning of writing in a larger EFL environment This volume fills this gap by illustrating the why what and how aspects of digital portfolios in ten reader friendly chapters Guiding educators to enrich their pedagogical repertoire via the portfolio approach this book emphasises a healthy balance between principles research and practice It is an easy to follow guide to setting up digital portfolio systems and coaching pupils to improve writing ensuring the dissemination of digital portfolios with high fidelity

Resources in Education , 2001-10
EFL Writing Teacher Education and Professional Development Estela Ene, Betsy Gilliland, Sarah Henderson Lee, Tanita Saenkhum, Lisy Seloni, 2024-04-16 This book explores how EFL writing teacher education is theoretically pedagogically methodologically and sociopolitically shaped given teachers unique local contexts and circumstances It showcases practitioners and researchers teaching in or studying geographic areas that have as yet been under represented in international publications and it focuses on ways that specific contexts create unique opportunities and constraints on what developing teachers know and do in their work The chapters prioritize local voices and materials to build a more inclusive and comprehensive picture of L2 writing globally enabling the book as a whole to both document and further shape pedagogical approaches to L2 writing Readers will be able to use the unique insights contained in this book in their own

classrooms and professional development activities **The Roles of Social Media in Education: Affective, Behavioral, and Cognitive Dimensions** Hung Phu Bui, Mark Bedoya Ulla, Veronico N. Tarrayo, Chien Thang Pham, 2023-10-24

technologies in education A large body of research has attempted to measure the extent to which social media change human communication In education researchers and educators have employed social media to increase students engagement inside and outside the classroom They have been exploring the effects of the use of social media on the learning outcome and learners beliefs and experiences However some of their endeavors are inconclusive As the effects of social media in education are context sensitive research results reflecting different contexts around the world will contribute to the literature on social media and education Student engagement in learning a growing interest in educational research is widely believed to contribute to the success of learning The contemporary literature shows that students can engage in learning affectively behaviorally and cognitively Recent studies are also interested in using technology to mediate students social and metacognitive engagement in learning As student engagement is a multidimensional area interdisciplinary studies have recently expanded their literature The use of social media to increase student engagement in learning remains underexplored

Reading and Writing Skills: Cognitive, Emotional, Creative, and Digital Approaches María Isabel de Vicente-Yagüe Jara, Elena Jiménez-Pérez, Pedro García Guirao, Olivia López Martínez, 2023-12-14 *Writer Identity and the Teaching and Learning of Writing* Teresa Cremin, Terry Locke, 2016-12-01 *Writer Identity and the Teaching and Learning of Writing* is a groundbreaking book which addresses what it really means to identify as a writer in educational contexts and the implications for writing pedagogy It conceptualises writers identities and draws upon empirical studies to explore their construction enactment and performance Focusing largely on teachers identities and practices as writers and the writer identities of primary and secondary students it also encompasses the perspectives of professional writers and highlights promising new directions for research With four interlinked sections this book offers Nuanced understandings of how writer identities are shaped and formed Insights into how classroom practice changes when teachers position themselves as writers alongside their students New understandings of what this positioning means for students identities as writers and writing pedagogy and Illuminating case studies mapping young people s writing trajectories With an international team of contributors the book offers a global perspective on this vital topic and makes a new and strongly theorised contribution to the field Viewing writer identity as fluid and multifaceted this book is important reading for practising teachers student teachers educational researchers and practitioners currently undertaking postgraduate studies Contributors include Teresa Cremin Terry Locke Sally Baker Josephine Brady Diane Collier Nikolaj Elf Ian Eyres Theresa Lillis Marilyn McKinney Denise Morgan Debra Myhill Mary Ryan Kristin Stang Chris Street Anne Whitney and Rebecca Woodard [The BERA/SAGE Handbook of Educational Research](#) Dominic Wyse, Neil Selwyn, Emma Smith, Larry E. Suter, 2016-12-15 Education has continued to grow in stature and significance as an academic discipline In addition to world renowned research studies the

growth of education has been seen in the methodology and methods underpinning its research The BERA SAGE Handbook of Educational Research provides a cutting edge account of the research and methodology that is creating new understandings for education research policy and practice Over two volumes the handbook addresses educational research in six essential components Section 1 Understanding Research Section 2 Planning Research Section 3 Approaches to Research Section 4 Acquiring Data Section 5 Analysing Data Section 6 Reporting Disseminating and Evaluating Research Featuring contributions from more than 50 of the biggest names in the international field The BERA SAGE Handbook of Educational Research represents a very significant contribution to the development of education *Service Learning* Sally

Berman,2015-05-26 Service learning offers students the unique opportunity to learn both in the classroom and in the real world This exciting teaching strategy detailed in Berman s second edition of *Service Learning* motivates students to learn content information processes and skills while making authentic connections to their surrounding community This valuable resource explains the benefits of service learning and provides a step by step guide for using the instructional model It features nine service learning projects that are broken down into basic intermediate and advanced levels Each project features Strategies for aligning service and curricular goals Tips for involving students in decision making Guidelines for managing different phases of the project Activities that foster reflection and self evaluation Tips for differentiating by tapping into multiple intelligences In this single resource teachers will find everything they need to successfully implement service learning projects helping students gain deeper understandings of content while positively impacting their communities

Teaching and learning beyond the classroom Dr. Mary Jane S. Carandang,2025-09-05 Education in the twenty first century is increasingly defined by change diversity and innovation The rapid shifts brought about by globalization technological advancement and the COVID 19 pandemic have challenged schools teachers and policymakers to rethink how learning is facilitated sustained and expanded beyond traditional classroom walls This eBook *Teaching Learning Beyond Classroom* is a collection of scholarly works that reflect such transformations presenting research based insights into pedagogy instructional models learner diversity and the design of instructional materials The chapters collectively capture the evolving landscape of education particularly in the Philippines while resonating with global discussions on equity adaptability and learner centered approaches Each contribution highlights how theory and practice intersect to foster meaningful educational experiences providing readers with perspectives that are both locally grounded and globally relevant Chapter I *Linking Foundations and Futures Instructional Models and Flexible Learning in Education* examines the theoretical bases of teaching and learning the development of instructional models and the integration of flexible modalities accelerated by the COVID 19 pandemic It situates foundational concepts within the realities of an ever changing educational environment Chapter II *Reframing Philippine Education Learners Modalities and Inclusive Pedagogical Practices* highlights the complexities of Philippine education by addressing learner diversity multiple intelligences blended learning and inclusive

approaches for marginalized contexts It emphasizes the imperative for policies and practices that respond to the varied needs of learners Chapter III Contextualized Teaching and Learning Strategies from Kindergarten to High School Classrooms presents pedagogical innovations across educational levels From corrective feedback and kindergarten strategies to physics peer discussions mathematics applications and ecological integration this chapter showcases how contextualized methods enhance engagement and deepen understanding Chapter IV Learner Engagement through Instructional Materials From Game Based Strategies to Cultural Integration focuses on the role of instructional materials in promoting literacy numeracy creativity and cultural awareness It underscores the importance of developing resources that not only support curriculum delivery but also respond to learners contexts and interests As a collection these chapters contribute to advancing dialogue on effective inclusive and adaptable education They reaffirm the importance of grounding practices in sound theory while embracing innovation and contextual responsiveness It is hoped that Teaching Learning Beyond Classroom will serve as a valuable reference for educators researchers policymakers and stakeholders committed to reimagining education for resilient and equitable futures

Equity and Formative Assessment in Higher Education Dorit Alt,Nirit Raichel,2021-08-13 This book discusses instruction learning and assessment in higher education with an emphasis on several effective formative assessment tools and methods such as digital badges reflective journals and peer assessment used in learning environments comprising students of diverse multicultural backgrounds Each chapter provides a rich theoretical review followed by a case study detailing the challenges involved in using those assessment methods in a diverse classroom as well as practical suggestions for removing potential barriers especially for minority students Most of the narrated case studies are accompanied by episodes thoughts and feelings expressed by both students and instructors throughout the assessment processes This book provides a valuable updated reference source for pedagogical and research purposes for a wide audience Students teachers policymakers curriculum designers and teacher educators interested in fostering initiatives in higher education can undoubtedly benefit from this book s contents which are aimed at adapting teaching learning assessment processes to the unique learning needs of culturally diverse student populations **Teacher Professional**

Knowledge and Development for Reflective and Inclusive Practices Ismail Hussein Amzat,Nena

Padilla-Valdez,2017-06-14 This book Teacher Professional Knowledge and Development for Reflective and Inclusive Practices has been produced to improve teacher professional knowledge and skills surrounding classroom inclusiveness while also reflecting on best practices for teaching and the development of effective instructional tools that fit a diverse range of learners The Preface **Concept-Based Inquiry in Action** Carla Marschall,Rachel French,2018-05-30 Create a thinking classroom that helps students move from the factual to the conceptual Concept Based Inquiry is a framework for inquiry that promotes deep understanding The key is using guiding questions to help students inquire into concepts and the relationships between them Concept Based Inquiry in Action provides teachers with the tools and resources necessary to organize and

focus student learning around concepts and conceptual relationships that support the transfer of understanding Step by step the authors lead both new and experienced educators to implement teaching strategies that support the realization of inquiry based learning for understanding in any K 12 classroom Handbook of Reflection and Reflective Inquiry Nona Lyons,2010-04-07 Philosophers have warned of the perils of a life spent without reflection but what constitutes reflective inquiry and why it s necessary in our lives can be an elusive concept Synthesizing ideas from minds as diverse as John Dewey and Paulo Freire theHandbook of Reflection and Reflective Inquiry presents reflective thought in its most vital aspects not as a fanciful or nostalgic exercise but as a powerful means of seeing familiar events anew encouraging critical thinking and crucial insight teaching and learning In its opening pages two seasoned educators Maxine Greene and Lee Shulman discuss reflective inquiry as a form of active attention Thoreau s wide awakesness an act of consciousness and a process by which people can understand themselves their work particularly in the form of life projects and others Building on this foundation the Handbook analyzes through the work of 40 internationally oriented authors Definitional issues concerning reflection what it is and is not Worldwide social and moral conditions contributing to the growing interest in reflective inquiry in professional education Reflection as promoted across professional educational domains including K 12 education teacher education occupational therapy and the law Methods of facilitating and scaffolding reflective engagement Current pedagogical and research practices in reflection Approaches to assessing reflective inquiry Educators across the professions as well as adult educators counselors and psychologists and curriculum developers concerned with adult learning will find the Handbook of Reflection and Reflective Inquiry an invaluable teaching tool for challenging times **Literacy Tools in the Classroom** Richard Beach,Gerald Campano,Melissa Borgmann,Brian Edmiston,2015-04-17 This innovative resource describes how teachers can help students employ literacy tools across the curriculum to foster learning The authors demonstrate how literacy tools such as narratives question asking spoken word poetry drama writing digital communication images and video encourage critical inquiry in the 5 12 classroom The book provides many examples and adaptable lessons from diverse classrooms and connects to an active Website where readers can join a growing professional community share ideas and get frequent updates <http://literacytooluses.pbworks.com> *International Journal of Educational Management and Development Studies* Ersyl T. Biray,Ritchelle W. Origenes,Jorlan C. Indrinal,Fresalyn B. Honrado & Ersyl T. Biray,Juliet C. San Luis & Maurice R. Villafranca,Herbert I. Aquino & Delon A. Ching,Vilma M. Falolo, Kenneth T. Capillas, Nerissa A. Vergarra & Adonis F. Cerbito,Yno Ferdinand D. Escarez Jr. & Delon A. Ching,2022-03-31 International Journal of Educational Management and Development Studies IJEMDS is an open access refereed journal focused on educational leadership educational management teaching and learning across all disciplines and levels internationalization of education transnational education and societal issues on educational development The field of education has been continuously evolving as influenced by its nature and the societal factors As the journal celebrates the very dynamic and complex nature of

education it provides educators and researchers a platform for their research findings This allows researchers to apply multiple designs to describe analyze and evaluate the history current issues and the future direction of education in regional and international contexts

Reflective Practice Roger Barnard,Jonathon Ryan,2017-03-27 The aim of the book is to explain a range of options for implementing the reflective practice cycle in educational settings in various international contexts It presents a series of empirical case studies illustrating many different ways of implementing the reflective practice cycle and how they can be researched by practitioners and academics Increasing attention is given by teachers and teacher educators to the construct and implementation of reflective practice as a form of bottom up autonomous professional development The aim of the book is to explain a range of options for implementing the reflective practice cycle in educational settings in various international contexts Written by international academics these studies show how reflection can be interpreted in different cultural contexts The book concludes with a discussion by Anne Burns of the implications of these case studies for action research It is hoped that the book will enable practitioners and their mentors to consider how best to implement reflective procedures in the specific contexts in which they work Chapters in the book include Lesson planning The fundamental platform for reflecting for action Reflecting on action Lesson transcripts Pair discussions for reflecting on action Stimulated recall Observation leading to reflection This book will be key reading for researchers in the fields of teacher education

Handbook of Second and Foreign Language Writing Rosa M. Manchón,Paul Kei Matsuda,2016-09-12 The Handbook of Second and Foreign Language Writing is an authoritative reference compendium of the theory and research on second and foreign language writing that can be of value to researchers professionals and graduate students It is intended both as a retrospective critical reflection that can situate research on L2 writing in its historical context and provide a state of the art view of past achievements and as a prospective critical analysis of what lies ahead in terms of theory research and applications Accordingly the Handbook aims to provide i foundational information on the emergence and subsequent evolution of the field ii state of the art surveys of available theoretical and research basic and applied insights iii overviews of research methods in L2 writing research iv critical reflections on future developments and iv explorations of existing and emerging disciplinary interfaces with other fields of inquiry

Journal Writing in Second Language Education Christine Pearson Casanave,2011-02-04 Journal writing is not new journals have been around for centuries More recently journals have been viewed as a means of scaffolding reflective teaching and encouraging reflectivity in research processes As a result some educators may ask What more do we need to know Those likely to raise this question are probably not thinking of the explosive growth of reflective writing enabled by social networking on the Web the blogs and other interactive e vehicles for reflection on experiences in our literate real and virtual lives This revisiting of journal writing from a 21st century perspective informed by relevant earlier literature is what Christine Pearson Casanave guides readers through in this first book length treatment of the use of journal writing in the contexts of language learning pre and in

service teaching and research Casanave has put together existing ideas that haven't been put together before and has done it not as an edited collection but as a single authored book. She has done it in a way that will be especially accessible to teachers in language teacher education programs and to practicing teachers and researchers of writing in both second and foreign language settings and in a way that will inspire all of us to think about not just doing journal writing. Those who have never attempted to use journals in their classes and own lives as well as others who have used it with mixed results will probably be tempted to try it in at least some of the venues Casanave provides guidance for. Those already committed to journal writing will very likely find in this book new reasons for expanding and enhancing their use of journals.

A New Writing Classroom Patrick Sullivan, 2014-11-15

In *A New Writing Classroom* Patrick Sullivan provides a new generation of teachers a means and a rationale to reconceive their approach to teaching writing, calling into question the discipline's dependence on argument. Including secondary writing teachers within his purview, Sullivan advocates a more diverse, exploratory and flexible approach to writing activities in grades six through thirteen. *A New Writing Classroom* encourages teachers to pay more attention to research in learning theory, transfer of learning, international models for nurturing excellence in the classroom, and recent work in listening to teach students the sort of dialogic stance that leads to higher order thinking and more sophisticated communication. The conventional argumentative essay is often a simplistic form of argument widely believed to be the most appropriate type of writing in English classes, but other kinds of writing may be more valuable to students and offer more important kinds of cognitive challenges. Focusing on listening and dispositions or habits of mind as central elements of this new composition pedagogy, *A New Writing Classroom* draws not just on composition studies but also on cognitive psychology, philosophy, learning theory, literature, and history, making an exciting and significant contribution to the field.

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