

# 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



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# Self Reflective Journal Sample

**Sebastian Brünink**



## **Self Reflective Journal Sample:**

**Autoethnography as Method** Heewon Chang, 2016-07-01 This methods book will guide the reader through the process of conducting and producing an autoethnographic study through the understanding of self other and culture Readers will be encouraged to follow hands on though not prescriptive steps in data collection analysis and interpretation with self reflective prewriting exercises and self narrative writing exercises to produce their own autoethnographic work Chang offers a variety of techniques for gathering data on the self from diaries to culture grams to interviews with others and shows how to transform this information into a study that looks for the connection with others present in a diverse world She shows how the autoethnographic process promotes self reflection understanding of multicultural others qualitative inquiry and narrative writing Samples of published autoethnographies provide exemplars for the novice researcher to follow **"Stretching"**

**Exercises for Qualitative Researchers** Valerie J. Janesick, 2015-08-25 In the new Fourth Edition of her inventive one of a kind book Stretching Exercises for Qualitative Researchers author Valerie J Janesick uses dance yoga and meditation metaphors to help researchers tap into the intuitive and creative side of their research In every chapter stretching exercises help readers develop practice and hone fieldwork skills and vital habits of mind such as observation interviewing writing creativity technology and analysis While reading the book and working through the exercises readers can complete a researcher s reflective journal an invaluable tool that will remain useful throughout their careers **The Voluntary Sector**

**in Prisons** Laura S. Abrams, Emma Hughes, Michelle Inderbitzin, Rosie Meek, 2016-05-25 This volume examines how volunteers and non profit programs encourage institutional change in prisons and offer individual support and services to people who are housed behind bars Through a diverse set of chapters including two that are co written by current prisoners the volume spans the United States the United Kingdom and Canada and juvenile and adult facilities The book showcases the exciting groundbreaking and yet often unrecognized work that the voluntary sector provides in correctional settings

Collectively the chapters highlight beneficial practices while raising critical questions about the role of the voluntary sector in prison and reentry settings The chapters also offer useful information about how to implement innovative prison programs that promote health education and peer support **A Year of Self-Reflection Journal** Gg Renee Hill, Jane Smith, 2021-08-10

Find your center during a year of self reflective journaling Sometimes focusing on our goals and responsibilities keeps us from paying attention to our own thoughts feelings and actions Recenter and refocus in just a few minutes a day with this guided self reflection journal Thoughtful quotes and writing prompts encourage you to pause and make conscious choices As you tune into your inner guidance you ll uncover beliefs patterns and habits that aren t serving you and open the door to shaping your life around your true values 365 days of reflection Short journal prompts and off the page exercises encourage you to consider all aspects of your life like motivation healthy habits your living space and more Inspiration and meditation Discover positive affirmations and inspirational quotes centered around weekly themes like Building Courage and The

Productivity of Rest A welcoming format The soothing design contains plenty of space to write making this journal a pleasure to come back to day after day Build intuition and rediscover your inner self with this guided daily journal

**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](http://www.taylorfrancis.com) has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

**The Road to Nursing** Nick Arnott, Penny Paliadelis, Mary Cruickshank, 2018-10-19 Commencing a nursing qualification can be an exciting and daunting prospect The Road to Nursing empowers nursing students to become effective practitioners by providing an in depth foundational knowledge of the key concepts and skills that will underpin their entire nursing journey Written by an expert team of academics and practising nurses this text

emphasises the importance of meaning making supporting students to critically engage with key knowledge that informs their ongoing learning development and professional identity Each chapter supports learning through pedagogical features including case studies nursing perspectives reflections key terms review questions and research topics The additional activities accessed through the VitalSource eBook reaffirm comprehension and encourage critical thinking The Road to Nursing is written in an accessible narrative style providing a friendly guiding voice that will support students from the classroom into practice

***Becoming a Critical Thinker*** Sandra Egege,2020-11-27 Help your students develop a critical mindset with this practical guide *Becoming a Critical Thinker* begins by unpicking where knowledge comes from before showing students how to recognise biases and approach evidence objectively Subsequent chapters equip students with the tools to evaluate different sources of information critique the literature and write persuasive critical arguments of their own A final chapter explores the value of critical thinking in the workplace Throughout real world examples illustrate the value of critical thinking in both academia and everyday life and activities allow students to put new skills into practice *Becoming a Critical Thinker* is an essential introduction to critical thinking for undergraduates of all subject areas

**Group Leadership Skills** Mei-whei Chen,Christopher Rybak,SAGE Publications, Inc.,2017-10-26 *Group Leadership Skills* provides a road map and a practical toolkit for users to lead all types of groups effectively Drawing on extensive teaching and clinical experience authors Mei whei Chen and Christopher Rybak give readers numerous skills techniques insights and case illustrations demonstrating how to tap into the heart of group therapy the interpersonal processes The text covers group processes from beginning to end including setting up a group running the first session facilitating the opening and closing of each session working with tension and conflict and using advanced skills and intervention techniques to facilitate member change The Second Edition expands on group leadership skills to include methods of running mandate groups semi structured groups basic level unstructured groups and advanced level here and now focused groups as well as using psychodrama techniques to heal unresolved grief and loss

**Digital Assessment in Higher Education** Gabriela Grosseck,Simona Sava,Georgeta Ion,Laura Malita,2024-11-18 This book offers a comprehensive exploration of digital assessment DA in higher education with a focus on navigating the challenges and opportunities brought on by the digital age By drawing on research based evidence and theoretical approaches it offers valuable insights guidance and examples for navigating the complexities of DA in higher education It addresses key topics and issues facing educators and Higher Education Institutions HEIs in the design implementation and evaluation of DA strategies while also recognizing the importance of the DA competencies of academic staff This book is a useful reference for educators researchers managers of HEIs and policymakers who are looking to enhance digital assessment practices develop their own competencies for digital assessments and stay at the forefront of educational innovation

**Internationalization of Teacher Education** Reyes L. Quezada,2014-07-16 This book proposes to excite readers to engage in conversations on how Schools and Colleges of

Education can internationalize teacher education programs so that graduates have global teaching experiences that teacher education curricula include global perspectives and that there are opportunities to have faculty think and teach from a global perspective. The contributions in this book are by authors who have the knowledge and expertise in international teacher education to answer many questions regarding the development of a 21st century competent global teaching force. They describe their experiences, programs and support for the goal of continuing to internationalize Schools and Colleges of Education. The book is designed to be interactive; readers are encouraged to engage themselves in the conversation as the editor invites them to e-mail any of the authors to discuss questions posed. Questions addressed in this issue include defining internationalization, global teacher competency, hearing voices from the field as graduates and faculty share how internationalization has had an impact on teaching, program development and professional and personal development. This book was originally published as a special issue of *Teaching Education*.

**Service-Learning and Writing: Paving the Way for Literacy(ies) through Community Engagement** Isabel Baca, 2012-11-20. Service learning and Writing Paving the Way for Literacy(ies) through Community Engagement discusses service learning as a teaching and learning method and its integration with writing. The various authors from different disciplines and institutions present service learning as a means of having students practice writing in real world settings and they show how relationship building and partnerships between higher education and diverse communities produce benefits for all involved: the students, faculty, administrators and the communities themselves. This volume demonstrates how writing instruction and/or writing practice can complement community engagement and outreach at local, national and international contexts. Through different cross-cultural contexts and academic disciplines, the various authors explore reflection, assessment, internalization, diversity and multiple literacies and their importance when integrating service learning in higher education and community literacy.

**Researching Psychotherapy and Counselling** Rudi Dallos, Arlene Vetere, 2005-08-16. What are the benefits of conducting research while practising? Which research methods are most suitable for busy practitioners? How can practitioners weave research into their everyday practice without it becoming a burdensome add-on? What practical and ethical considerations should counsellors and therapists take into account when researching? This book focuses on the issues facing practising clinicians wishing to engage in research. It outlines approaches involving both clients and other professionals in the research and argues for approaches that combine an exploration of the experience as well as the effectiveness of therapies. With an emphasis on doable research, the book examines the dilemmas and challenges for clinicians in recruiting participants and combining research with clinical practice and includes step-by-step guides to doing research projects. Key topics covered include Collaborative research, The ethics of research, Mixed methods of research, qualitative and quantitative, Suitable research methods for busy clinicians, Practice based evidence and evidence based practice. Written by authors with extensive experience of research teaching with clinicians, *Researching Psychotherapy and Counselling* provides a rigorous yet practical

guide for trainee and practising counsellors psychotherapists and clinical psychologists as well as allied mental health professionals

**A New Writing Classroom** Patrick Sullivan, 2014-07-15 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

**Exploring Identity Development and Self** Leilya A. Pitre, Mike P. Cook, 2021-02-15 This book offers readers opportunities to explore the most common universal themes taught in secondary English Language Arts classrooms using contemporary young adult literature Authors discuss adolescence and adolescent readers young adult literature and its possibilities in the classroom and ways to teach thematic analysis The book provides context traditional approaches to teaching and examples of thematic explorations of each of the chosen themes Chapters include developed teaching instructional units to study three universal themes a journey of self discovery good vs bad right vs wrong and making difficult choices and developing positive self perception Each instructional unit includes rationale essential questions and objectives calendar plans for up to six weeks examples of introductory reading and discussing and enrichment activities and assessments The activities target academic skills for ELA curricula and create safe spaces for exploring topics of identity struggles and personal growth complicated by social issues all of which adolescents face today Each instructional chapter suggests a wide range of additional texts and resources for theme explorations

*Resources in Education*, 2001-10

**The Guide to Reflective Practice in Conflict Resolution** Michael Lang, 2024-08-22 This book is a commonsense guide to becoming a reflective practitioner written by a practitioner for practitioners This second edition is fully revised and updated incorporating extensive new material emphasizing hands on tools worksheets and guides along with practical advice for those interested in adopting reflective practice individually or in a group setting It also provides useful resources step by step instructions and more case studies and commentaries from practitioners Every person in a conflict resolution process sees the world differently and acts in a distinctive manner Yet by following well developed practice routines practitioners often fail to consider the unpredictability of human interactions and overlook behaviors that

are inconsistent with their expectations To respond effectively to surprising and unpredictable events this book encourages practitioners to adapt their thinking so they can use their knowledge and skills when situations do not match their assumptions or are inconsistent with their practice routines This book also includes guest essays by Ava Abramowitz Jodie Grant Tzofnat Peleg Baker and Susanne Terry Curating the Self and Embracing the Community ,2023-09-29 This edited volume comprises a compilation of autoethnographic evocations from U S doctoral students in the fields of social sciences and humanities who narrate and analyze their experiences in the doctoral journey and beyond Through 11 select contributions the book examines the intersections and shifting roles of the personal and the community in the doctoral student journey illustrating the complex and unique nature of pursuing a doctoral degree Part 1 Curating the Self includes five autoethnographic accounts that speak directly to the personal challenges and transformations experienced in the doctoral journey Part 2 Embracing the Community includes six autoethnographic accounts illustrating supportive communities life changing power during the doctoral journey Contributors are Gabriel T Acevedo Vel zquez Ahmad A Alharthi Afiya Armstrong Nick Bardo Caitlin Beare Rebecca Borowski Anya Ezhevskaya Christopher Fornaro Melinda Harrison Linda Helmick Joanelle Morales Olya Perevalova Alexis Saba Kimberly Sterin Katrina Struloeff Rebecca L Thacker Lisa D Wood Erin H York Christel Young and Nara Yun 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 **From Principles of Learning to Strategies for Instruction-with Workbook Companion** Robert J. Seidel,Kathy C. Perencevich,Allyson L. Kett,2007-09-19 In this workbook companion we expand on the strategies presented in the book by supplying need based practical and specific strategies for implementation of a variety of other subject matters The book provides contributions from a mix of teacher educators and practitioners We focus on a specific targeted group high school age adolescents Our targeted readers are new and experienced teachers developing curricula for this group 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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