

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

Reflective Essay On Teaching Experiences

Robin Goodfellow, Mary Lea



Reflective Essay On Teaching Experiences:

Professional Development through Teacher Research Darío Luis Banegas, Emily Edwards, Luis S. Villacañas de Castro, 2022-03-16 Little is known about how language teacher educators become and also develop professionally as teachers of teachers One avenue for teacher education professional development is that of teacher research whereby teacher educators can not only improve their practices in their immediate context but also help develop transformative pedagogies in wider contexts by sharing their research This volume aims to understand how language teacher educators around the world continue developing professionally by examining their own teaching practices It seeks to understand the professional gains teacher educators see in conducting research with their own students future teachers to promote knowledge democratisation by including teacher educators from under represented contexts such as Latin America and Africa to examine language teacher educators motivations to write for publication and to reduce the gap between educational research and educational practice in BA and MA programmes in language teaching

English Language Teaching Lee McCallum, 2022-08-11 This book provides an overview of current trends and practices in English Language Teaching ELT across the European Union It offers insights into key ELT issues which are at the forefront of twenty first century classrooms It discusses theoretical and empirical work based on topics such as linguistic imperialism English as a Medium of Instruction contrastive language analysis and the interplay between English and the use of countries respective native languages It also explores the challenges of English Language Teaching under different circumstances such as while using different technological platforms working with different learner groups those with Special Educational Needs and revising traditional practices in grammar and vocabulary teaching Throughout the book the link between policy theory and practice is explicitly highlighted and exemplified The book is of interest to ELT instructors course designers language teachers and teacher trainers and students enrolled in pre service English training courses

Moving Beyond Grades to Purposeful Learning David Wei Loong Hung, 2023-09-14 This book explores future directions in Singaporean education as it moves beyond its historically formative goals of survival efficiency and performance and its emphasis on grades and formal credentialing It examines the future of education via the 4Life framework a four form model for purposeful learning centered around social emotional regulation and the well being of the individual learner Life long learning the learning that occurs over a learner s lifespan Life deep learning a deep understanding of learned content and adaptive expertise Life wide learning learning in multiple contexts besides the school environment and Life wise learning learning which focuses on the learner s values morals character and historical empathy This book also illustrates how purposeful learning serves to equip learners with the knowledge skills dispositions and competencies they need to thrive as adaptive workers in the economy of the future

Teaching about Teaching Tom Russell, 2002-11-01 Considers teacher education as an important aspects of the teaching profession and demonstrates why it is so important for higher education institutions to value their teacher educators professional knowledge The book

demonstrates how teaching about teaching knowledge pedagogy is vital to the development of quality in teacher education and how this knowledge needs to be articulated and communicated throughout the teaching profession both in schools and universities

Mathematicians' Reflections on Teaching Sepideh Stewart,2023-08-07 This book opens the case on collaboration among mathematicians and mathematics educators The authors of this book provide their research and experience based insights on collaboration to inspire the young generation of the mathematics community to engage in productive collaborations and exchange of knowledge early in their careers These valuable collaborations are anticipated to generate innovative research questions that set new and novel paths for mathematics education research with ample possibilities yet to be realized and discovered

Doing Reflective Practice in English Language Teaching Thomas S. C. Farrell,2021-12-29 This practical and engaging book introduces readers to reflective practice in English language teaching Assuming no background knowledge Thomas S C Farrell clearly and accessibly walks through ways that teachers can integrate and implement reflective practice in the classroom and in other contexts to benefit their teaching and their own professional development Each chapter covers an important dimension of reflective practice and features many ready to use activities that are designed to empower teachers and allow them to overcome challenges they ll face throughout their careers Covering many types of reflection and the many purposes it serves this book addresses written reflection lesson planning classroom observation classroom management group communication and more This resource is ideal for preservice and early career language teachers and is an important supplement to courses in language education and applied linguistics programs

English Language Teaching through the Lens of Experience Christoph Haase,2019-08-06 The focus of this volume in our ongoing series has shifted from the technological advances that were the topic of numerous papers in the previous book to more rigorous and empirical research especially in the linguistics and methodology section While the former is represented by the majority of papers methodology still manages to surprise with new findings in often overlooked areas such as how to address students with impairments in English Language Teaching ELT the use of gesture and the development of Massive Open Online Courses MOOCs The linguistics section starts out with a look at academic English as a lingua franca ELF practices native and non native English varieties and ELT pragmatic markers and hedging and corpora The compact literary section correlates with the diversity inherent in the field and concerns ethnic writing indigenous storytelling animality and elaborations on postmodernist fiction As such this collection of research papers will bring topics and approaches to the attention of a wide spectrum of practitioners as both an impetus and inspiration

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 *Research and Evidence-based Perspectives in Education* Vana Chiou, Lotte Geunis, Oliver Holz, Nesrin Oruç Ertürk, Justyna Ratkowska-Pasikowska, Fiona Shelton, 2025 This edited collection focuses on educational challenges questions and discussions in a range of educational contexts and phases of learning including early years primary secondary and higher education These individual discourses lead to connected conversations where educational challenges are pondered solutions offered and where research findings can extend our insights and understanding to enhance educational practices The scope of the book is multi faceted and explores a range of practices and research contexts such as sustainable development parent carer engagement cyber bullying social pedagogy professional development educational innovations language learning gender diversity and inclusion The chapters offer an insight into how we can think about and offer solutions to complex educational challenges for sustainable and enhanced pedagogic practice Challenging e-Learning in the University Robin Goodfellow, Mary Lea, 2007-10-16 Informed by an intimate knowledge of a social literacies perspective this book is full of profound insights and unexpected connections Its scholarly clear eyed analysis of the role of new media in higher education sets the agenda for e learning research in the twenty first century Ilana Snyder Monash University This book offers a radical rethinking of e learning The authors challenge teachers course developers and policy makers to see e learning environments as textual practices rooted deeply in the social and intellectual life of academic disciplines This approach holds great promise for moving e learning past its focus on technology and the learner toward vital engagement with fields of inquiry through texts Professor David Russell Iowa State University Challenging e learning in the University takes a new approach to the growing field of e learning in higher education In it the authors argue that in order to develop e learning in the university we need to understand the texts and practices that are involved in learning and teaching using online and web based technologies The book develops an approach which draws together social and cultural approaches to literacies learning and technologies illustrating these in practice through the exploration of case studies It is key reading for educational developers who are concerned with the promises offered but rarely delivered with each new iteration of learning with technologies It will also be of interest to literacies researchers and to HE policy makers and managers who wish to understand the contexts of e learning **The Handbook for Teaching Leadership** Scott A. Snook, Nitin Nohria, Rakesh Khurana, 2012 Supports the growing demand for courses in leadership and ensures that such courses and instruction are developed with multiple considerations and best practices in mind *Research and Teaching in a Pandemic World* Basil Cahusac de Caux, Lynette Pretorius, Luke Macaulay, 2023-01-01 This book adopts collaborative autoethnography as its methodology and presents the collective witnessing of experiences of the COVID 19 pandemic within the higher education sector Through the presentation of staff and student experiences and what was learnt from them the authors examine the global phenomenon that is the COVID 19 pandemic through the purposeful exploration of their own experiences This book presents an overall argument about the state of higher education

in the middle of the pandemic and highlights academic issues and region specific challenges The reflections presented in this book offer insights for other staff and students as well as academic policy makers regarding the pandemic experiences of those within academia It also offers practical suggestions as to how we as a global community can move forward post pandemic

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

Studying Teacher Education Marilyn Cochran-Smith,Kenneth M. Zeichner,2009-09-10 This volume reports the work of the American Educational Research Association s Panel on Research and Teacher Education It offers a synthesis of research on teacher education policies and practices in the US and an agenda for future research

Teacher Identity Discourses Janet Alsup,2006-08-15 Addresses the various types of discourse within the process of professional identity development This work emphasizes that the intersection of the personal and professional in teacher identity formation is more complex and accents the need for teacher educators to take steps to facilitate such integration

Successful Strategies for Teaching Undergraduate Research Marta Deyrup,Beth Bloom,2013-09-11 Editors Marta Deyrup and Beth Bloom have brought together well known educators from the fields of library science communication composition and education to show you how to develop successful strategies for teaching undergraduates how to conduct basic research and write papers Chapters cover each step of the research process beginning appropriately with separate pieces from a librarian and from an academic on how to construct good research assignments Following chapters cover establishing the research question assessing the research process information ethics and the protocols of research and using new modes and media to communicate research findings The book fully explores current theories on pedagogy and provides practical demonstrations of how library instruction can reinforce critical thinking and set the groundwork in place for life long learning Each chapter contains an extensive bibliography for further reading

Research Anthology on Service Learning and Community Engagement Teaching Practices Management Association, Information Resources,2021-12-30

The need for more empathetic and community focused students must begin with educators as service learning has begun to grow in popularity throughout the years By implementing service and community aspects into the classroom at an early age educators have a greater chance of influencing students and creating a new generation of service minded individuals who care about their communities Teachers must have the necessary skills and current information available to them to provide students with quality service learning and community engagement curricula The Research Anthology on Service Learning and Community Engagement Teaching Practices provides a thorough investigation of the current trends best practices and challenges of teaching practices for service learning and community engagement Using innovative research it outlines the struggles frameworks and recommendations necessary for educators to engage students and provide them with a comprehensive education in service learning Covering topics such as lesson planning teacher education and cultural humility it is a crucial reference for educators administrators universities lesson planners researchers academicians and students

Curriculum Design and Praxis in Language Teaching Fernanda Carra-Salsberg, Maria Figueredo, Mihyon Jeon, 2022-03-31 Curriculum Design and Praxis in Language Teaching presents a variety of methodologies and theoretical perspectives for current and future postsecondary instructors in the areas of linguistics second language acquisition and world literatures Offering valuable insights for instructors the materials presented in this book integrate perspectives and resources from various target languages world regions and cultures into areas related to teaching and learning within the field of language From critical assessments of the current academic curriculum to the fine tuning of lesson planning the essays in this collection address the innovative design and implementation of traditional blended and online language courses Including inter artistic approaches case studies and practical guides this book provides theoretical and hands on suggestions regarding how to mindfully reinforce students socio cultural engagement and linguistic development both inside and outside of their language learning classrooms The innovative ideas for language pedagogy presented in this book including implementing technology enhancing engaged spaces of learning and adapting to the ever changing field of pedagogy represent agile ways of blending old and new approaches to carry forward into twenty first century postsecondary classrooms [Building E-Portfolios Using PowerPoint](#) Kathleen K. Montgomery, David A. Wiley, 2008-01-24 Building E Portfolios Using PowerPoint A Guide for Educators Second Edition addresses the use of e portfolios by pre and in service educators as a self assessment tool and as a way to measure their students performance The first half of the book explains what portfolios are what makes an electronic portfolio or e portfolio superior to physical portfolios and how they should be organized The second half of the book addresses which computer programs can be used to build an e portfolio then presents detailed instructions on using Microsoft PowerPoint R to create effective visually rich portfolios The book is filled with pedagogy each chapter beginning with a conversation scenario to add relevance and meaning for the reader There are also numerous charts summaries a glossary and appendices A Student Resource CD with PowerPoint templates sample e portfolios and additional student

resources is available **Curriculum and Teaching Dialogue** Chara Haeussler Bohan, John L. Pecore, Franklin S. Allaire, 2021-08-01 Curriculum and Teaching Dialogue is a peer reviewed journal sponsored by the American Association for Teaching and Curriculum The purpose of the journal is to promote the scholarly study of teaching and curriculum The aim is to provide readers with knowledge and strategies of teaching and curriculum that can be used in educational settings The journal is published annually in two volumes and includes traditional research papers conceptual essays as well as research outtakes and book reviews Publication in CTD is always free to authors Information about the journal is located on the AATC website and can be found on the Journal tab at <http://aatchome.org/about-ctd-journal>

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