

Reflective Essay

Original Instructions

<http://web.cecs.pdx.edu/~sheard/course/Fring/DailyRecord.html#Today>

https://webct.pdx.edu/SCRIPT/unst161ts/scripts/serve_home

My belief about myself as a learner when I entered the class was a positive one. I attended a college prep school for high school and went to Oregon State University last year. I had plenty of practice with different learning techniques and found what works well for me. I believe I'm more of a visual learner than an auditory learner. It is easier to see a powerpoint and retain the knowledge then listen to a lecture and have the same retention. Entering the class I thought I liked working in groups more than working individually on projects, but that has since changed. I think it is more beneficial to me to work alone because I can get more done. When I entered the class I believed that reading the material closer to the due date was a better idea because I may not remember what I had read if I didn't.

What I have discovered about myself, as a learner over the term is vast. I learned that I can read the material way in advance and just briefly skim over the text and remember just about everything, were as I thought reading closer was more beneficial. I also learned that working in groups really isn't my specialty. I prefer working by myself because I'm able to get a lot more done and not have to worry about other people forgetting their part of the project. I don't like having to worry about other people not following through. I also learned that looking at the daily record in advanced helped me

Reflection Paper On A Class

D.P. Shepardson



Reflection Paper On A Class:

The Course Reflection Project Nicole Schonemann, Emily Metzgar, Andrew Libby, 2015-05-01 Service learning is entering a post initiatory phase At tertiary institutions of all types and sizes service learning programs are common and service learning requirements for graduation are growing in popularity Taken together alongside continued faculty interest in effective teaching these factors have raised the visibility and popularity of service learning Now the greater need in service learning is not to prove the need for or efficacy of service learning but to turn the focus squarely back on practice Following established best practice is not enough instructors also need to reflect on how this fits within the specific context and application of each unique course and service learning partnership While there are many excellent resources that detail best practice and showcase exemplary service learning courses faculty reflection and course revision often goes unmentioned In response to the lack of attention on the role of reflection and course revision we convened groups of faculty from a variety of disciplines to reflect deeply on their courses paying specific attention to obstacles and challenges These conversations were converted to articles for this edited collection each chapter representing the process of reflection and revision and serving as a guide to develop effective practice in varied curricular contexts This text contributes to the body of literature on service learning in a unique and practical manner Faculty teaching or interested in teaching service learning classes would benefit from this text as well as university administrators and community service directors involved in service learning at a programmatic and institutional level This book should be marketed to faculty teaching disciplinary service learning classes and service learning pedagogy classes and administrative offices involved in service learning This could be a supplementary text for graduate level pedagogy courses Higher education institutional libraries would benefit from this text as well as the national and state campus compact offices

Cultural Awareness and Competency Development in Higher Education Leavitt, Lynda, Wisdom, Sherrie, Leavitt, Kelly, 2017-02-08 As the world becomes more globalized student populations in university settings will continue to grow in diversity To ensure students develop the cultural competence to adapt to new environments universities and colleges must develop policies and programs to aid in the progression of cultural acceptance and understanding Cultural Awareness and Competency Development in Higher Education is an essential reference book on the latest literature regarding multiculturalism in colleges and universities focusing on administration and faculty implementation of culturally aware curriculum to support the development of students global competence Featuring extensive coverage on a range of topics including social constructivism co curricular learning and inclusive pedagogy this publication is ideally designed for academicians researchers and students seeking current research on the inclusion of culturally diverse curriculums in higher education

Promoting Social Justice through the Scholarship of Teaching and Learning Delores D. Liston, Regina Rahimi, 2017-10-02 How can education become a transformative experience for all learners and teachers The contributors to this volume contend that the Scholarship of Teaching and Learning SoTL can

provide a strong foundation for the role of education in promoting social justice The collection features contributions by an array of educators and scholars highlighting the various ways that learners and teachers can prepare for and engage with social justice concerns The essays offer reflections on the value of SoTL in relation to educational ethics marginalized groups community service and activism counter narratives and a range of classroom practices Although the contributors work in a variety of disciplines and employ different theoretical frameworks they are united by the conviction that education should improve our lives by promoting equity and social justice

Language Teachers and Teaching Selim Ben Said, Lawrence Jun Zhang, 2013-10-08 This volume gathers contributions from a range of global experts in teacher education to address the topic of language teacher education It shows how teacher education involves the agency of teachers which forms part of their identity and which they take on when integrating into the teaching community of practice In addition the volume explores the teachers situated practice the dynamic negotiation of classroom situations socialization into the professional teaching culture and on the ground experimentation with pedagogical skills techniques

Handbook of Research on Teacher Education in the Digital Age Niess, Margaret L., Gillow-Wiles, Henry, 2015-08-03 Traditional classrooms are fast becoming a minority in the education field As technologies continue to develop as a pervasive aspect of modern society educators must be trained to meet the demands and opportunities afforded by this technology rich landscape The Handbook of Research on Teacher Education in the Digital Age focuses on the needs of teachers as they redesign their curricula and lessons to incorporate new technological tools Including theoretical frameworks empirical research and best practices this book serves as a guide for researchers educators and faculty and professional developers of distance learning tools

Introduction to CRISPR-Cas9 Techniques Michael J. Wolyniak, Donna L. Pattison, Jay N. Pieczynski, Maria S. Santisteban, 2025-02-17 This open access textbook provides an in depth introduction into the CRISPR cas9 technology and explores its use across the gamut of biological model systems As the subject has risen from a significant new discovery to a mainstream molecular biology practice it is essential that students of molecular biology understand the fundamentals behind CRISPR Cas9 technology and how it may be employed efficiently and ethically in research This volume edited by experts in both molecular biology and undergraduate education will teach not only the fundamentals of using CRISPR Cas9 but also how to successfully employ this technology in classroom settings The book is written for undergraduates and advanced high school classes in the area of molecular biology genetics genomics and biological engineering and will provide a perfect tool for undergraduate lecturers to prepare their classes

Handbook of Counselor Preparation Karen Eriksen, 2011-12 Published in cooperation with the Association for Counselor Education and Supervision ACES

Racial Disproportionality in Child Welfare Marian S Harris, 2014-04-15 The number of children of color entering the child welfare system in the United States is disproportionately high Not only are children of color removed from parental custody and placed in care more often than their white counterparts but they also remain in care longer receive fewer services and have less contact with the

caseworkers assigned to them This book identifies the practice and policy changes required to successfully address the unequal treatment of children of color in the child welfare system and their implications for social work education caseworker training and institutional change It critiques many of the existing social welfare acts and policies in terms of their treatment of children of color and it provides best practices for each decision point in the child welfare process and for cultural competency measures and training The text offers extensive measurement instruments that agencies can use to assess and correct institutional racism To improve social work education the book includes several model syllabi for the curriculum and to deepen the discipline s engagement with the issue of institutional racism the text concludes with a discussion of future directions for research and policy

Research Anthology on Business and Technical Education in the Information Era Management Association, Information Resources,2021-01-08 The Fourth Industrial Revolution has disrupted businesses worldwide through the introduction of highly automated processes This disruption has affected the way in which companies conduct business impacting everything from managerial styles to resource allocations to necessary new skillsets As the business world continues to change and evolve it is imperative that business education strategies are continuously revised and updated in order to adequately prepare students who will be entering the workforce as future entrepreneurs executives and marketers among other careers The Research Anthology on Business and Technical Education in the Information Era is a vital reference source that examines the latest scholarly material on pedagogical approaches in finance management marketing international business and other fields It also explores the implementation of curriculum development and instructional design strategies for technical education Highlighting a range of topics such as business process management skill development and educational models this multi volume book is ideally designed for business managers business and technical educators entrepreneurs academicians upper level students and researchers

Drama and Education Manon van de Water,Mary McAvoy,Kristin Hunt,2015-02-20 Drama and Education provides a practical comprehensive guide to drama as a tool for teaching and learning It is among the first practical drama and performance textbooks that address brain based neuroscientific research making the argument that creativity is necessary in our lives that embodied learning is natural and essential and that contextual learning helps us find our place in society in relationship to other peoples and cultures As well as a historical and theoretical overview of the field it provides rationale and techniques for several specific methodologies linear drama process oriented drama drama for social justice and performance art Each approach is supplemented with sample lesson plans activities ideas for differentiation and extensive bibliographies The topics are discussed from five key angles Historical and theoretical foundations Curricular applications Practical toolkits for a range of classrooms and learning environments Different strategies for lesson plans Extension options for longer workshops Alongside these core methods the integration of other innovative forms from performance art to Theatre of the Oppressed into drama based learning is explored as well as the pragmatic concerns such as assessment planning and advocacy for arts

learning and arts education partnerships Drama and Education is the comprehensive textbook for teachers and students on Applied Theatre and Theatre and Education courses **Achievement Emotions in University Teaching and Learning, Students' Stress and Well-being** Jesus de la Fuente,Douglas F. Kauffman,Meryem Yilmaz Soylu,2022-05-24

Overcoming Challenges and Creating Opportunity for African American Male Students Butcher, Jennifer T.,O'Connor Jr., Johnny R.,Titus, Freddie,2018-11-09 This title is an IGI Global Core Reference for 2019 as it provides solution oriented approaches to confronting confirming and mitigating perpetual disparities within the educational system Containing research from researchers across the U S this publication covers comprehensive research on access to education racial battle fatigue and mentoring programs Overcoming Challenges and Creating Opportunity for African American Male Students is an essential reference source that supports the development of more widespread solution oriented approaches to confronting confirming and mitigating any perpetual disparities that may exist among these students Featuring research on topics such as access to education racial battle fatigue and mentoring programs this book is ideally designed for administrators policymakers educators scholars researchers students and academicians seeking coverage on the many factors that influence African American male success in various educational contexts **Alex Issue 3 #2** Alex Entheo,2022-10-10 *Research Anthology on Instilling Social Justice in the Classroom* Management Association, Information Resources,2020-11-27 The issue of social justice has been brought to the forefront of society within recent years and educational institutions have become an integral part of this critical conversation Classroom settings are expected to take part in the promotion of inclusive practices and the development of culturally proficient environments that provide equal and effective education for all students regardless of race gender socio economic status and disability as well as from all walks of life The scope of these practices finds itself rooted in curriculum teacher preparation teaching practices and pedagogy in all educational environments Diversity within school administrations teachers and students has led to the need for socially just practices to become the norm for the progression and advancement of education worldwide In a modern society that is fighting for the equal treatment of all individuals the classroom must be a topic of discussion as it stands as a root of the problem and can be a major step in the right direction moving forward Research Anthology on Instilling Social Justice in the Classroom is a comprehensive reference source that provides an overview of social justice and its role in education ranging from concepts and theories for inclusivity tools and technologies for teaching diverse students and the implications of having culturally competent and diverse classrooms The chapters dive deeper into the curriculum choices teaching theories and student experience as teachers strive to instill social justice learning methods within their classrooms These topics span a wide range of subjects from STEM to language arts and within all types of climates PK 12 higher education online or in person instruction and classrooms across the globe This book is ideal for in service and preservice teachers administrators social justice researchers practitioners stakeholders researchers academicians and students interested in how social justice is

currently being implemented in all aspects of education

Handbook for Social Justice in Counseling Psychology

Rebecca Toporek, 2006 Counseling psychologists often focus on clients inner conflicts and avoid getting involved in the clients environment This handbook encourages counseling psychologists to become active participants in changing systems that constrain clients ability to function Besides actual programs the contributors cover research training and ethical issues The case examples showing how professionals have implemented social action programs are particularly valuable This book provides an outline for action not only for psychologists but also for social workers politicians and others interested in improving the lot of disadvantaged populations Summing up Recommended Graduate students researchers professionals W P Anderson emeritus University of Missouri Columbia CHOICE The Handbook for Social Justice in Counseling Psychology Leadership Vision and Action provides counseling psychology students educators researchers and practitioners with a conceptual road map of social justice and social action that they can integrate into their professional identity role and function It presents historical theoretical and ethical foundations followed by exemplary models of social justice and action work performed by counseling psychologists from interdisciplinary collaborations The examples in this Handbook explore a wide range of settings with diverse issues and reflect a variety of actions The book concludes with a chapter reflecting on future directions for the field of counseling psychology beyond individual and traditional practice to macro level conceptual models It also explores policy development and implementation systemic strategies of structural and human change cultural empowerment and respect advocacy technological innovation and third and fourth generations of human rights activities Key Features Integrates research and ethical implications as well as guidelines for developing and evaluating specific types of social justice activities Addresses a comprehensive arena of issues examined from historical theoretical systemic and practical perspectives Clarifies social justice in counseling psychology to distinguish it from other helping professions Provides readers with specific examples and guidelines for integrating social justice into their work supported by a solid theoretical framework and acknowledgement of interdisciplinary influences Includes contributions from prominent authors in counseling psychology to provide expert examples from the field The Handbook for Social Justice in Counseling Psychology is an excellent resource for counseling psychology students educators researchers and practitioners It will be a welcome addition to any academic library or research institution

Teaching Social Equity in Public Administration

Sean A. McCandless, Susan T. Gooden, 2024-03-05 Public administration education programs prepare students in the provision of important public and nonprofit services so it is essential that such programs help prepare administrators to advance social equity one of the pillars of the discipline This exciting new book from social equity authorities Sean McCandless and Susan T Gooden demonstrates how public administration faculty can teach social equity across the curriculum in practical terms This edited collection features chapters from authors experienced in both public administration and in teaching social equity Each chapter discusses teaching social equity in a particular class Introduction to Public Administration Organizational Dynamics

and Theory Human Resources Policy Process Research Methods Capstones and more through distinct pedagogical practices that advance student learning including case studies community engagement projects and simulations The text captures an array of instructional approaches to social equity within public affairs education particularly at the graduate level It includes approaches from both established and newer instructors across a diversity of universities The book serves as an important resource to faculty who teach these courses as well as the students who take them Most importantly it is a resource to academics and practitioners alike who share a commitment to fairness in the implementation of public services

Assessment in Science D.P. Shepardson, 2011-06-27 Assessment in Science combines professional development and classroom practice in a single volume The pragmatic nature of the book makes it a valuable resource for administrators and staff developers interested in designing professional development programs and for science teachers looking for techniques and examples of classroom based assessments Unique features of Assessment in Science include 1 practical strategies and tools for implementing successful professional development programs in science assessment 2 teacher stories and case studies about classroom based assessment practice and how these teachers changed their assessment practice 3 examples of classroom based assessments and scoring guides 4 samples of student work with teacher commentary and 5 examples of how the national reform documents in science education served as tools in professional development programs and in designing classroom based assessments Assessment in Science expands the existing literature on science assessment by sharing a model for professional development and examples of teacher developed assessments with accompanying student work and teacher commentary Chapters written by science teachers tell how they assess students and how they have changed their assessment practice as well as how changing assessment practice has resulted in a change in their science instruction Assessment in Science is targeted at practising professionals in science education administrators staff developers science teachers and university science educators Assessment in Science has applicability to graduate level courses in science education and in service courses for science teachers The teacher chapters are also appropriate for use in undergraduate science methods courses to illustrate classroom based assessments

Learning Communities In Practice Anastasia Samaras, Anne R. Freese, Clare Kosnik, Clive Beck, 2008-10-26 Most would agree that a learning community of practice cultivates social and intellectual development in educational settings but what are the other benefits and what does a learning community actually look like in practice This book explores such questions as Are learning communities essential in education How are they designed and developed What difference do they make in learning The book contains contributions of educators who share their research and practice in designing and implementing learning communities in school university and professional network settings It presents their experiences and the how to of these educators who are passionate about building and sustaining learning communities to make a real difference for students teachers faculty and communities Combining scholarly and practitioner research the book offers practical information to teachers school and university

administrators teacher educators and community educators

What I Learned and What I Learnt Concetta A.

Williams, Lydia Brown Magras, 2018-11-27 African Americans have viewed literacy as a key to upward mobility and freedom since before America's Reconstruction Era. However, African American students' academic achievement continues to be plagued by the ever-widening achievement gap, especially when their literacy skills are measured by standardized assessments that do not consider or value their culture, their experiences. It is common to think that this is an issue in K-12 settings. However, research and practical experiences suggest that African American students' achievement continues to be affected at the post-secondary level where they are likely to be taught by faculty who have limited experience with the nuances of Black English or African American Vernacular English (AAVE). This book steps into that gap by offering a resource for teaching speakers of AAVE at the post-secondary level.

Leveraging the ePortfolio for Integrative Learning Candyce Reynolds, Judith Patton, 2023-07-03 The fruit of the authors' more than 15 years of using and writing about ePortfolios in general education and disciplinary programs and courses, this book is a comprehensive and practical guide to the use of the ePortfolio as a pedagogy that facilitates the integrative learning that is a central goal of higher education. Faculty and administrators of programs using ePortfolios can use this guide to help their students work individually on an ePortfolio or as part of a class or program requirement. Readers will discover through examples of student portfolios and targeted exercises how to assist students in making their learning visible to themselves, their peers, their instructors, and their future employers. While interest in ePortfolios has exploded because they provide an easier and more comprehensive way to assess student learning than traditional portfolios and because they have the potential to transformatively develop students' ability to connect and apply their knowledge, faculty and administrators all too often are disappointed by the lackluster ePortfolios that students submit. Reynolds and Patton demonstrate how systematically embedding practices in the classroom that engage students in integrative learning practices dramatically improves outcomes. The authors describe easy-to-use and practical strategies for faculty to incorporate integrative ePortfolios in their courses and curricula and create the scaffolding to develop students' skills and metacognition. The book opens by outlining the underlying learning theory and the key concepts of integrative learning and by describing the purpose, structure, and implementation of ePortfolios. Subsequent sections cover classroom practices and assignments to help students understand themselves as learners, make connections between course content, their personal lives, and to the curriculum; bridge theory to practice and consider issues of audience and communication and presentation in developing their portfolios. The book goes on to cover technological issues and assessment with a particular emphasis on the use of rubrics and concludes with explicated examples of ePortfolios created in a first-year program: ePortfolios created by graduating students, career-oriented ePortfolios, and lifelong ePortfolios. For both experienced faculty and administrators and readers just beginning to use ePortfolios, this book provides a framework and guidance to implement them to their fullest potential.

Unveiling the Energy of Verbal Artistry: An Emotional Sojourn through **Reflection Paper On A Class**

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