

A REFLECTIVE ESSAY

The grand end of instruction ... is not to stamp our minds irresistibly on the young but to stir up their own; not to make them see with our eyes but to look inquiringly and steadily with their own; not to give them a definite amount of knowledge but inspire a fervent love of truth; not form an outward regularity but to touch inward springs.

-Rev. William Channing

Education is not the filling of a pail, but the lighting of a fire.

-W.B. Yeats

As a student, I always had the greatest respect for those teachers who could teach me not by telling me the answer but by showing me that either I already knew it, or that I could find it myself. It was certainly easy and addictive to accept a straightforward explanation to a question and get on with the day, but I came to find that true learning sprang only from the interaction of the inquisitive mind and the thoughtful teacher who was careful enough not to provide the answer but the path to it.

Since I became a teacher in 1996, I have tried to instill in myself these qualities that I held in such high esteem in my own teachers. I have always had compassion for students, recognizing they all come with their own vision and expectations, their own skills and knowledge, some well-developed and some needing improvement. Through this, I have adopted several tenets that guide my personal approach to teaching:

Believe in beneficence. I have come to believe that in general, most all students are inherently good. Particularly at the level of pharmacy school, they have a deep desire to learn and become professionals, though their outward demeanor may not always reflect this attitude. Though some students may seem distracted, uninterested, or challenging in nature, at their heart most students possess an inquisitive nature, and a need to succeed, though they may define their own level of success. As a good teacher, it is my job to find and inspire this desire in all students. I recall having several students who entered the rotation viewing it as little more than just a requirement, but exited expressing a newfound love of the profession or desire to do more. I encourage this attitude by letting students know on the first day of a rotation that a very

Reflective Essay Examples On Writing

Ellen McIntyre, Diane W. Kyle, Cheng-Ting Chen, Jayne Kraemer, Johanna Parr

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English and Reflective Writing Skills in Medicine Clive Handler,Charlotte Handler,Deborah Gill,2011 Teaches medical students and all medical and paramedical staff to write reflective essays and less formal reflective pieces clearly concisely and accurately

Performance Standards: High school New Standards (Organization),1997

Six Principles for Teaching English Language Learners in All Classrooms Ellen McIntyre,Diane W. Kyle,Cheng-Ting Chen,Jayne Kraemer,Johanna Parr,2008-07-17 A highly accessible and practical resource for applying sociocultural theory to both pedagogy and parent involvement It begins with theory but then provides excellent examples of how the principles might be meaningfully applied in real classrooms Robert Rueda Professor University of Southern California Ensure high student achievement in diverse classrooms with this proven instructional model This vital resource presents educators with an instructional approach that is flexible and practical enough for mainstream classroom use yet also academically rigorous and grounded in research on teaching English language learners ELLs Ideal for elementary and middle school teachers as well as ELL specialists this book offers six key principles to help educators address language development in a regular classroom while supporting ELL students in learning academic content This field tested model is based on five standards for pedagogy from the Center for Research on Education Diversity and Excellence CREDE as well as the authors sixth principle for family involvement Focusing on one principle per chapter this book includes Lessons tips and in depth vignettes from teachers who have been trained in the model Advice on working successfully with ELL families Guiding questions and self assessments based on CREDE s indicators for achievement of standards to help teachers monitor their own development Six Principles for Teaching English Language Learners in All Classrooms will not only assist ELLs but will ultimately benefit all learners in the inclusive classroom

Critical Thinking and Writing for Nursing Students Bob Price,Anne Harrington,2016-01-30 This book is a clear and practical guide to help students develop critical thinking writing and reflection skills It explains what critical thinking is and how students should use it throughout their nursing programme This new edition also provides an innovative new framework that helps students appreciate different levels of critical thinking and reflection to help nursing students appreciate the requirements of degree level study The book demonstrates

the transferable nature of critical thinking and reflection from academic contexts to the real practice of nursing

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- Student examples and scenarios throughout including running case studies from four nursing students and further annotated examples of student's work on the website
- Each chapter is linked to the new NMC Standards and Essential Skills Clusters

Engaging Ideas John C. Bean, Dan Melzer, 2021-06-09

Use your course's big ideas to accelerate students' growth as writers and critical thinkers

The newly revised third edition of *Engaging Ideas* delivers a step-by-step guide for designing writing assignments and critical thinking activities that engage students with important subject matter questions

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Critical Thinking and Writing in Nursing Bob Price, Anne Harrington, 2018-10-29 Clear and straightforward introduction to critical thinking written specifically for nursing students with chapters relating the subject to

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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

English Prose and Computer & Writing Skills - SBPD Publications Amit Ganguli, Kanika Agarwal, 2022-02-17 1 An Introduction To Indian Writing in English 2 Elements of Short Story 3 Types of Prose and Prose Style Autobiography 4 Prose Devices Theme 5 Short Stories 6 Short Stories 7 Prose 8 Prose 9 Computer and Writing Skills in English

Academic Writing for Military Personnel, revised edition Adam Chapnick, Craig Stone, 2023-05-16 Academic Writing for Military Personnel is a manual for writing clear and effective academic prose Authored by an experienced writing instructor and a retired military officer both of whom teach in a professional military education institution it is designed for members of the armed forces who are entering or perhaps re entering the academic community and having spent much of their careers either writing in the professional military context or not writing at all The book not only teaches officers how to write convincingly but also explains why a sound grasp of academic writing can enhance their effectiveness in their regular duties particularly as they reach the more senior levels of service Chapters focus on the value of written communication skills the difference between professional staff and academic writing the research process the writing process academic professionalism and common writing problems and challenges A particularly innovative final chapter discusses how officers can use the knowledge that they have acquired through their professional experiences in the academic context Specific examples chosen with a military audience in mind are integrated throughout the text to provide the reader with relevant and practical guidance The revised edition incorporates new examples from a more diverse set of authors takes into account recent changes in communication technologies and reflects new advancements in the scholarship of teaching and learning As the only comprehensive guide to effective academic writing designed specifically for military personnel this book will be a crucial addition to the libraries of junior and senior officers in militaries worldwide

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