

Reflection Paper: Self-Assessment of Learning

3 pages | 733 words

Before entering college, I never took the time to self reflect on my actions as much as I should have. Over the years, I noticed that I tend to be my biggest critic. I judge everything I do both inside and outside of the classroom very harshly. Many people suggest that I should not be so hard on myself. The more I reflect on myself, the more I learn about my beliefs and skills. I believe this is a strength because I am learning more about myself and my self-development as a future counselor. Throughout this paper, I will reflect on my self-awareness when it comes to learning different counseling techniques as well as critiquing my skill development.

Self-Awareness

During a class discussion, we went over a scenario where a client was expressing having an affair with a co-worker who is married and has a child. When we were going over this particular scenario I became self-aware on how bias I am toward cheating on your significant other. If I have a future client who shares that they are cheating on their significant other, I do not want to judge them based on my beliefs. I want to help them to the best of my ability despite what I think is right or wrong. If I have a client who shares that their significant other is cheating on them, I do not want to make it seem like I am taking their side because of my beliefs. Noticing that I am biased toward cheating has impacted my learning because I will begin to look for different techniques that will benefit the way I help my client. Helping my clients overcome what they are going through entails me to be very open-minded and say what is right for my client and their situation, not dependent on my personal beliefs. During a role-playing session, I became self-aware that I need to work on using other techniques during a counseling session. I noticed during role-play, I mainly reflect on my client's feelings. Reflecting on my clients feeling is not a bad technique, but I want to expand my techniques. I want to ask more open-ended questions, use more door openers, minimal encouragers, etc. During class I learned open-ended questions and door openers can encourage my client to expand on how they are feeling. Therefore, this will give me a better understanding of where my client is coming from and how my client is feeling. I also learned that using minimal encouragers will let my client know that I am listening to them.

Skill Development

One skill I want to improve on is utilizing silence without feeling uncomfortable. During role-play sessions, I practiced using silence but I found myself breaking the silence before my client did because I felt awkward. I fear that if I utilize silence and my client senses that I am uncomfortable, it will make them uncomfortable. If my client feels uncomfortable, they will not want to open up to me. One major lesson I took away from a class discussion as well as reading Young's textbook is how silence can encourage...

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Experiential Exercises in the Classroom Mary K. Foster, Vicki Fairbanks Taylor, Jennie L. Walker, 2021-06-25 The definitive guide to creating and using experiential exercises in the classroom For anyone interested in continuously improving their teaching practice this book provides an overview of the theory and empirical evidence for active learning and the use of experiential exercises Using a prescriptive model and checklist for creating adapting or adopting experiential exercises in the classroom the authors demonstrate evidence based best practices for each step in the development and use of experiential exercises including tips worksheets and checklists to facilitate use of these practices *Research, Practice, and Innovations in Teacher Education During a Virtual Age* Zimmerman, Aaron Samuel, 2022-11-18 Decades of research have shown that early career teachers face a number of challenges and hold an increasingly wide set of responsibilities Teacher educators therefore must think carefully about how to prepare early career teachers for the profession Additionally however the work of teaching and teacher education has become increasingly complex within the context of the current virtual age including the prominent reality of social media and the significant possibilities of online teaching and learning *Research Practice and Innovations in Teacher Education During a Virtual Age* makes a significant contribution to the scholarship on teacher education by presenting a variety of evidence based methods that can be used to develop and improve aspects of teacher education within this virtual age including the curriculum and pedagogy of online teacher education as well as effective ways to prepare preservice teachers for the realities of online teaching and online learning Covering topics such as virtual caring learning material adaptation and instructional coaching this premier reference source is a dynamic resource for teacher educators pre service teachers administrators and educators of both K 12 and higher education government officials policymakers researchers and academicians *CEFR-informed Learning, Teaching and Assessment* Noriko Nagai, Gregory C. Birch, Jack V. Bower, Maria Gabriela Schmidt, 2020-07-21 This book is a practical guide to the Common European Framework of Reference for Languages Learning Teaching Assessment CEFR Council of Europe 2001 and the CEFR Companion Volume CEFR CV COE 2018 which have increasingly been used to inform the language policies and teaching practices of countries within and outside of Europe It helps practitioners to i grasp essential and core concepts of the Common European Framework of Reference ii identify parts of the CEFR and the CEFR CV as well as other CEFR related resources and documents that are relevant for readers different purposes and iii utilise and adapt these resources for their own needs Written by practitioners for practitioners this hands on guide covers the philosophy of the CEFR curricula assessment learner autonomy the task based approach and teacher development Logically explaining all aspects of the framework and its application this manual helps readers deal with many of the difficulties encountered when using CEFR and the CEFR CV The book will appeal to a wide audience including teacher educators curriculum and materials developers examination boards unfamiliar with the CEFR university language departments and language centres responsible for

developing their own curricula teaching learning approaches and assessment instruments and policy makers wanting to learn more about the implications of adopting the CEFR It is a guidebook a reference book and a workbook all in your hand

Flash Feedback [Grades 6-12] Matthew Johnson, 2020-02-11 Beat Burnout with Time saving Best Practices for Feedback For ELA teachers the danger of burnout is all too real Inundated with seemingly insurmountable piles of papers to read respond to and grade many teachers often find themselves struggling to balance differentiated individualized feedback with the one resource they are already overextended on time Flash Feedback seeks to alleviate these struggles by taking teachers to the next level of strategic feedback by sharing How to craft effective efficient and more memorable feedback Strategies for scaffolding students through the meta cognitive work necessary for real revision A plan for how to create a culture of feedback including lessons for how to train students in meaningful peer response Downloadable online tools for teacher and student use

Intercultural Competence in Higher Education Darla Deardorff, Lily Arasaratnam-Smith, 2017-07-20 Intercultural Competence in Higher Education features the work of scholars and international education practitioners in understanding the learning outcomes of internationalization moving beyond rhetoric to concrete practice around the world Devoted exclusively to exploring the central learning outcomes of internationalization efforts this edited volume contains a refreshing combination of chapters and case studies from interdisciplinary and cross cultural contributors including cutting edge issues within intercultural competence development such as intersectionality mapping intercultural competence and assessment the role of higher education in developing intercultural competence for peacebuilding in the aftermath of violent conflict facilitating intercultural competence through international student internships interdisciplinary and cross cultural contributions from over 19 countries including Japan Russia Serbia South Africa and Vietnam the latest research and thinking on global intercultural and international learning outcomes with a unique emphasis on newer voices Intercultural competence has become an essential element in international as well as domestic education This text provides the latest thinking and research within the context of internationalization presents practical case studies on how to integrate this into the preparation of global ready students and will be of interest to postgraduate students international education administrators and practitioners as well as scholars and researchers in a variety of disciplines who have an interest in intercultural and global competence

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Flexible Learning conference was a joint initiative by NAIRTL and the Learning Innovation Network The keynote presentations can be accessed via hyperlinks as video recordings Authors were encouraged to have their papers peer reviewed The 64 abstracts are 1 Keynote Speech The Open Education Revolution Richard Baraniuk 2 Keynote Speech Flexible Learning The European Context Michael Horig 3 The Use of Information and Communication Technology in Irish Language Learning and Teaching WIMBA Voice Tools as Gaeilge Riona Ni Fhrighil 4 A Framework for the Comparison of Virtual Classroom Systems Daniel McSweeney 5 E Portfolio for Language and Intercultural Learning The Lolipop Experience Fionnuala Kennedy 6 Review of Common Synchronous Live Online Classroom Tools Arnold Hensman 7 Getting There from Here Learning to Use Readily Available Technologies to Engage Learners and Enhance Learning Liam Boyle 8 The Perceived Impact of Peer Education on an Occupational Therapy Student Cohort Clodagh Nolan Carmel Lalor and Paula Lynch 9 A Student Led Approach to Personal and Professional Development A Case Study of a Level 9 Module in Professional Development for Graduate Engineers Carol O Byrne 10 Interdisciplinary Study and Integrative Learning A Search for Evidence Aileen Malone 11 Linking Assessment Methods with Innovative Teaching and Learning Strategies in Postgraduate Nursing Education Lorraine Murphy and Frances Finn 12 Making Connections The Use of Ethnographic Fieldwork to Facilitate a Model of Integrative Learning Michelle Finnerty 13 Guiding Student Learning Using Programmed Research Projects Oisin Keely Michael Carty Iain MacLabhrainn and Andrew Flaus 14 Social Work within a Community Discourse Integrating Research Teaching and Learning on the Master of Social Work MSW Programme Catherine Forde and Deborah Lynch 15 The Building Expertise in Science Teaching BEST Project Cliona Murphy Janet Varley and Paula Kilfeather 16 Developing Teaching in an Institute of Technology Marion Palmer 17 The Effects of an Innovative Peer Learning Programme on Undergraduate Science Students Jennifer Johnston and George McClelland 18 The Merits of Blogging Its Usefulness as a Pedagogical Tool Siobhan O Sullivan and Hugh McGlynn 19 Flexible Learning or How I Learned to Stop Worrying and Love Technology Laura Widger 20 The Establishment and Evaluation of a National Online Clinical Testing Repository for Surgical Trainees and Students Seamus McHugh Mark Corrigan Athar Sheikh Arnold Hill Elaine Lehane Conor Shields Paul Redmond and Michael Kerin 21 Operations Management Online at Dundalk Institute to Technology Angela Short 22 Integrative Learning What Is It and Why Is It More Important Than Ever Bettie Higgs Shane Kilcommins Tony Ryan Alan Booth and Angela Smallwood 23 The Development of a Theoretical Model of Integrative Learning for Use in Professional Programmes Irene Hartigan Siobhan Murphy Nuala Walshe and Terry Barrett 24 Teaching Teachers How to Teach Implementing Research in the Science Classroom Sarah Hayes and Peter E Childs 25 Promoting Healthy Behaviour Choices Understanding Patient Challenges By Undertaking a Personal Behaviour Change Task Frank Doyle Anne Hickey Karen Morgan Ian Grey Eva Doherty and Hannah McGee 26 Integration of Technology in Mathematics and Science Teaching and Learning Teresa Bradley Leah Wallace and Liam Boyle 27 Learning from Engagement of Cross Disciplinary Lesson Dolores Corcoran Sinead

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Inter Institutional Collaboration Nuala Harding and Marion Palmer This document also includes 71 Poster Abstracts
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Exam Readiness with Previous Years Questions SQP Questions and Board Marking Scheme Answers On Point Practice with
Self Assessment Questions Practice Papers

Entering Research Janet L. Branchaw, Amanda R. Butz, Amber
Smith, 2019-07-10 For students whose experience with science has been primarily in the classroom it can be difficult to
identify and contact potential mentors and to navigate the transition to a one on one mentor student relationship This is
especially true for those who are new to research or who belong to groups that are underrepresented in research The
Entering Research curriculum offers a mechanism to structure the independent research experience and help students
overcome these challenges

Common Core for the Not-So-Common Learner, Grades 6-12 Andrea
Honigsfeld, 2013-08-16 Offers advice tools and strategies to build struggling learners language skills

Educational Communities of Inquiry: Theoretical Framework, Research and Practice Akyol, Zehra, Garrison, D. Randy, 2012-09-30
Communications technologies have been continuously integrated into learning and training environments which has revealed
the need for a clear understanding of the process The Community of Inquiry COI Theoretical Framework has a philosophical
foundation which provides planned guidelines and principles to development useful learning environments and guarantees
successful educational experiences Educational Communities of Inquiry Theoretical Framework Research and Practice is an
extensive reference that offers theoretical foundations and developments associated with the COI theoretical framework This
collection is a valuable source of ideas research opportunities and challenges for scholars and practitioners in the field of
education technology

Teaching in Blended Learning Environments Norman D. Vaughan, Martha Cleveland-Innes, D.
Randy Garrison, 2013-12-01 Teaching in Blended Learning Environments provides a coherent framework in which to explore
the transformative concept of blended learning Blended learning can be defined as the organic integration of thoughtfully

selected and complementary face to face and online approaches and technologies A direct result of the transformative innovation of virtual communication and online learning communities blended learning environments have created new ways for teachers and students to engage interact and collaborate The authors argue that this new learning environment necessitates significant role adjustments for instructors and generates a need to understand the aspects of teaching presence required of deep and meaningful learning outcomes Built upon the theoretical framework of the Community of Inquiry the premise that higher education is both a collaborative and individually constructivist learning experience the authors present seven principles that provide a valuable set of tools for harnessing the opportunities for teaching and learning available through technology Focusing on teaching practices related to the design facilitation direction and assessment of blended learning experiences *Teaching in Blended Learning Environments* addresses the growing demand for improved teaching in higher education Classroom Assessment and Grading That Work Robert J. Marzano, 2006-12-15 Robert J Marzano distills 35 years of research to bring you expert advice on the best practices for assessing and grading the work done by today's students **The Dimensions of Physical Education - BOOK ONLY** Lori Ciccomascolo, Eileen Sullivan, 2013 The Dimensions of Physical Education is an all in one reader that addresses important issues in physical health and sport education The text assists students in learning the designated content by providing reader friendly scholarly articles and letters that discuss the real issues in the field Instructors are encouraged to use the articles to challenge students to think about how all of the dimensions of physical and health education connect to each other The format of the text allows instructors to select and teach the content of the chapters in any order that meets the needs of their students and courses Topics Covered include The significance of physical education Effective teaching methods Means of motivating students Character education Assessment measurements Technology Gender issues diversity Professional development Service learning Adapted PE *Teaching Interculturally* Amy Lee, 2023-07-03 How can I simultaneously support students critical engagement with course content and develop their intercultural awareness Most faculty have multiple diversities present in any given classroom or academic program whether from an influx of international students or an increase of students from low income first generation and or racial ethnic minority populations and are concerned about how to maintain a rigorous curriculum and ensure that all their students succeed given disparate backgrounds and varying degrees of prior knowledge This book provides faculty and instructors with a theoretical foundation practical tools and an iterative and reflective process for designing and implementing an intercultural pedagogy The authors bring to bear the expertise of their various disciplinary backgrounds to offer a responsive integrative framework to develop and continually refine a pedagogy that both promotes deep disciplinary learning and supports intercultural outcomes for all students The authors offer a framework that is flexible enough to be responsive to the experience environment and particulars of a given teaching and learning situation The text incorporates narrative text by the authors as well as first person reflections classroom activities and annotated

assignments that illustrate the dynamic process of intention experiment implement critique and refinement that characterize pedagogy and intercultural interaction The authors bring to bear the expertise of their various disciplinary backgrounds a deep knowledge of effective pedagogical practice and their experience and grounding in intercultural practice Amy in composition writing studies Mary Katherine in international education with rich experience as a faculty development trainer and Bob and Catherine respectively an historian and a family scientist This book is intended both for individual reading as well as for collective study in learning communities Curriculum, Learning, and Teaching Advancements in Online Education Raisinghani, Mahesh S.,2013-02-28 Although web based technologies have greatly influenced our society only recently has its impact affected educational practices Curriculum Learning and Teaching Advancements in Online Education highlights the models and frameworks that have been effective in the development of online education into the classroom By bringing together knowledge and experience this book allows educational technologies to be evaluated in a more dynamic context It is suitable for teachers researchers and academic experts interested in rethinking the fundamental processes of teaching and learning **Interreligious Curriculum for Peace Education in Nigeria** Isaiah Ekundayo Dada,2019-04-18 Nigeria a country under a military regime for several years transitioned to a civilian regime in May 1999 Since this change violent conflicts between Christians and Muslims have continued to erupt They constitute one of the gravest dangers facing Nigeria a country with a population of 189 million people What have Nigerian religious leaders done about this situation especially in educational circles Have they received formal educational training to understand the causes of this violence and especially how to provide alternatives for more peaceful relations within Nigeria Does the current educational system in Nigeria provide the main ingredients for the promotion of a culture of peace The absence and neglect of interreligious peace education as part of a peace education core program and the lack of an interreligious curriculum for peace education in the training of religious leaders are the two problems contributing towards the lack of effectiveness of religious leaders in promoting less violent and more peaceful living The solution to the problem is proposed in this book entitled Interreligious Curriculum for Peace Education in Nigeria The book develops a one year curriculum building on Yoruba Islamic Christian conceptions of peace and teaches how to create safe caring spiritual peaceful and successful interfaith relationships between all Nigerian religious communities In the long term the book helps to educate religious leaders to contribute in themselves and with the help of their respective religious communities to reducing the growing religious violence in Nigeria *Human Factors, Business Management and Society* Vesa Salminen,2024-07-24 Proceedings of the 15th International Conference on Applied Human Factors and Ergonomics and the Affiliated Conferences Nice France 24 27 July 2024 *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

Teaching in Online, Distance, and Non-Traditional Contexts Cary Roseth, Penny Thompson, 2025-05-30 Building on the foundational principles of educational psychology this book offers a deep dive into the specific challenges and opportunities presented by online education it presents case studies and research backed strategies to help educators create engaging effective and inclusive online courses

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