

Reflective Essay

Original Instructions

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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

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Jane Jackson



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Academic Writing Skills for International Students Siew Hean Read, 2024-02-22 Are you a non native English speaker studying or preparing to study at an English language university If so this book is for you This engaging guide equips students with the tools and confidence to respond effectively and appropriately to written assignments at university It will help you to develop essential writing skills such as structuring paragraphs and building an argument and provides practical guidance on adhering to the conventions of academic writing It guides the reader systematically through a series of text analyses which bring out key linguistic and rhetorical features making complex textual issues manageable and understandable for learners of all abilities Reorganised to allow for easier navigability and revised for greater accessibility the new edition now includes An expanded introduction to show students how to use the book successfully A writing checklist to review the key principles of skills covered in the book A broader range of examples More practical activities More on plagiarism This is an ideal self study aid for non native English speakers both on pre sessional language courses and on degree programmes who need to get to grips with the conventions of academic writing

Writing for Nursing and Midwifery Students Julio Gimenez, 2024-02-08 Combining the theory and practice of academic writing this book helps you to master the basics of writing at university It equips you with the skills needed to examine cognitive processes such as reflection and critical thinking and includes essential information on referencing your work correctly and avoiding plagiarism A comprehensive writing toolkit for students of nursing midwifery health and social care it provides a step by step approach to a whole range of genres specific to these disciplines going beyond the traditional academic essay to include care critiques action plans portfolios and systemic reviews as well as complex argumentative writing and the undergraduate dissertation proposal It also offers help with texts for professional development such as portfolios and conference abstracts Supporting you throughout your degree this new edition includes A new section on making effective notes An updated section on reflection including the latest reflective models A wider range of examples covering areas such as mental health children and learning disabilities in nursing and midwifery care and A self assessment quiz and achievement chart to help you track your learning as you work through the book Written in a lively engaging and accessible style this book is an invaluable companion for students at all levels and will give you the confidence to succeed on your course

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Literacy Projects for Student-Centered Classrooms Karrell Hickman,2007-04-18 Meets NCTE and IRA standards offers guidelines for using the student centered approach to literacy instruction and presents four long term research projects that encourage teamwork and creativity **Online Intercultural Education and Study Abroad** Jane Jackson,2018-11-16 With the increasing focus on international education and study abroad programmes Online Intercultural Education and Study Abroad meets the need for a text that addresses ways in which technology may be harnessed to enhance student experience Combining case studies with theoretical insights this book critically investigates the effectiveness of a fully online study abroad intervention that was designed to optimise intercultural learning in an international context Intercultural education researchers and practitioners are provided with theory based practical ideas such as eLearning strategies and online mentoring tips to help students maximise their intercultural education journey intercultural competence development and social engagement while abroad Both practical and research focused this volume considers a wide range of topics including Contemporary notions of experiential learning Guided critical reflection through e mentoring A social constructivist orientation towards eLearning pedagogy Tools to help understand and measure learner development abroad Online Intercultural Education and Study Abroad is suitable for both novice and experienced study abroad practitioners researchers and administrators Satisfying the growing interest in using eLearning within study abroad programmes this book will be a necessary point of reference for any institution that aims to enhance international educational experience especially through the use of technology **A Student's Guide to First-year Composition** Meg Smith,2005 **Experimental Writing in Composition** Patricia Suzanne Sullivan,2012-12-15 From the outset experimental writing has been viewed as a means to afford a more creative space for students to express individuality underrepresented social realities and criticisms of dominant socio political discourses and their institutions Yet the recent trend toward multimedia texts has left many composition instructors with little basis from which to assess these new forms and to formulate pedagogies In this original study Patricia Suzanne Sullivan provides a critical history of experimental writing theory and its aesthetic foundations and demonstrates their application to current multimodal writing Sullivan unpacks the work of major scholars in composition and rhetoric and

their theories on aesthetics particularly avant gardism She also relates the dialectics that shape these aesthetics and sheds new light on both the positive and negative aspects of experimental writing and its attempts to redefine the writing disciplines Additionally she shows how current debates over the value of multimedia texts echo earlier arguments that pitted experimental writing against traditional models Sullivan further articulates the ways that multimedia is and isn't changing composition pedagogies and provides insights into resolving these tensions

Higher English for CfE: Portfolio Writing Skills Andrew G. Ralston, Mary M. Mary M. Firth, 2015-10-16 Exam Board SQA Level Higher Subject English First Teaching September 2014 First Exam June 2015 The SQA have endorsed this title A practical guide to Portfolio writing which is worth up to 30% of the final grade including an outline of the requirements and how to achieve them Detailed advice on personal and reflective writing Practical guidance on discursive writing Ideas for own writing Ample pieces for assessment with guidance on what markers are looking for

A Writer's Reference with Writing in the Disciplines Diana Hacker, Nancy Sommers, 2011-04-08 With Writing in the Disciplines Cover

Skills for Business and Management Martin Sedgley, 2020-04-15 This book provides practical guidance and strategies to help students make a successful transition to university and unlock their academic potential Chapters are organised around five essential skills for success time management academic reading academic writing and group work all of which are underpinned by independent learning Students will learn how to demonstrate critical analysis in their writing overcome challenges in group projects and deliver presentations with confidence and focus In bringing together academic and employability skills readers are encouraged to make connections between the skills they have developed inside and outside the classroom and to start the process of personal development planning sooner rather than later Packed with activities pause for thought reflective tasks student insights and model assignments Skills for Business and Management is an essential resource for undergraduates and postgraduates on any business and management course It is also ideal for those studying relating fields such as accounting finance human resource management hospitality marketing and tourism management

Methodologies and Intelligent Systems for Technology Enhanced Learning, 15th International Conference Chee-Kit Looi, Carlos Santos, Maria Angela Pellegrino, Mónica Aresta, Pierpaolo Vittorini, Rosella Gennari, Tania Di Mascio, Marco Temperini, Fernando de la Prieta, Antoine Nongaillard, 2025-09-30 Education is the cornerstone of any society it serves as one of the foundations for many of its social values and characteristics mis4TEL 25 promotes the interaction among the scientific community to discuss applications Technology Enhanced Learning solutions targeting not only cognitive and social processes but also motivational personality or emotional factors In addition current trends concerning the use of artificial intelligence can help and augment learning opportunities for learners and educators The 15th International Conference on Methodologies and Intelligent Systems for Technology Enhanced Learning mis4TEL 25 technical program includes 23 contributions 13 full papers and 10 short papers mis4TEL 25 is hosted by the SMAC Team of the CRISAL Lab of the University of Lille France The authors

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Reflective Practice in Nursing Chris Bulman, Sue Schutz, 2013-01-10 From reviews of previous editions This excellent book provides useful guidance on the use of reflection in practice a helpful addition to any nursing library Primary Health Care an excellent investment in any nurses library portfolio Journal of Advanced Nursing An extremely welcome addition to nursing s literature on thoughtful knowledgeable practice Nursing Times This is an excellent practical guide to reflective practice I would highly recommend this book to all practice teachers and students Journal of Practice Nursing The ability to reflect on practice has become a competency demanded of every healthcare professional in recent years It can be a daunting prospect but this practical and accessible text guides the way using the latest research and evidence to support the development of skills in reflective practice and provides help and advice on how to get started how to write reflectively and how to continue to use reflective practice in everyday situations This fifth edition of Reflective Practice in Nursing is an indispensable guide for students and practitioners alike who wish to learn more about reflective practice as well as containing essential information for teachers and lecturers

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doesn't have to be No matter what your major or field of study *Essential Writing Skills for College and Beyond* helps you take charge of your writing your grades and your path to success **Personal Epistemology** Barbara K. Hofer, Paul R. Pintrich, 2004 First Published in 2004 Routledge is an imprint of Taylor Francis an informa company *Writing for Biomedical Sciences Students* Harry Witchel, 2020-02-14 This book will equip readers with all the skills needed to write convincing and polished assignments in biomedical sciences The first part introduces the idea of writing for one's audience and enables readers to understand what's expected of them from different types of assignment Part two provides detailed guidance on specific writing and presentation tasks with individual chapters on essays lab reports reflective writing posters and presentations Parts three and four cover all of the key skills needed for successful writing in the biomedical sciences and help students develop a critical eye when selecting and researching information and create clear well structured assignments Chapters contain top tips examples and helpful summaries of key points and three annotated sample assignments are provided in an appendix This is an essential companion to any student studying biomedical science or related disciplines such as physiology biomedical engineering pharmacy medicine and dentistry Resources in Education, 1996 **How to Write Well: a Guide for Health and Social Care Students** June Keeling, Hazel Chapman, Julie Williams, 2013-10-16 Good writing skills are essential for study but many students find that they struggle to write well Written especially for health and social care students this book demystifies academic writing giving you a better understanding of what good writing looks like and how to achieve it Topics covered in this accessible book include How to plan and write pieces to deadlines How to copyedit and proofread your own work How to develop good writing behaviours and find motivation How to write effective and safe service user records This user friendly guide includes examples of good and bad writing activities to work through handy hints and tips at the end of each chapter and personal experiences from students making it a must read for any health and social care students looking for the skills and confidence to master good academic writing Contributors Michael Baksh Amanda Clarke Elizabeth Cooper James Greaves Dasha Koneva Jane Quigley Victoria Ridgway Dr Carol Lewis Roylance Pat Talbot Richard Williams Mary Williams This book is aimed at students but I am sure that it has an audience beyond that we all need help and encouragement to write Full of practical advice and examples this book will help you to find a writing strategy that works for you and to develop our own style Some simple but very effective ideas are used such as making writing a normal activity just keeping going and not necessarily starting at the beginning Roger Watson Professor of Nursing University of Hull UK The focus of this book is on how to write well As I have argued previously we all need to be reminded of the skills required in order to make a difference to our patient clients and their carers lives Lifelong learning is the way that we update our knowledge skills and competencies But in order to do this effectively we need to have the right skill set The ability to write well is fundamental to our personal and professional learning and this is regardless of what stage we are in our careers Writing is a skill that we use every day be it an email to a friend or an assignment for a course With practice we

can develop and refine this essential skill I particularly like the way the authors encourage us to be critical of our writing this is also something that we can offer to others as critical friends Sian E Maslin Prothero Professor of Nursing Clinical School of Nursing Midwifery and Sir Charles Gairdner Hospital Edith Cowan University Western Australia **A Rhetoric of**

Reflection Kathleen Yancey, 2016-08-15 Reflection in writing studies is now entering a third generation Dating from the 1970s the first generation of reflection focused on identifying and describing internal cognitive processes assumed to be part of composing The second generation operating in both classroom and assessment scenes in the 1990s developed mechanisms for externalizing reflection making it visible and thus explicitly available to help writers Now a third generation of work in reflection is emerging As mapped by the contributors to A Rhetoric of Reflection this iteration of research and practice is taking up new questions in new sites of activity and with new theories It comprises attention to transfer of writing knowledge and practice teaching and assessment portfolios linguistic and cultural difference and various media including print and digital It conceptualizes conversation as a primary reflective medium both inside and outside the classroom and for individuals and collectives and articulates the role that different genres play in hosting reflection Perhaps most important in the work of this third generation is the identification and increasing appreciation of the epistemic value of reflection of its ability to help make new meanings and of its rhetorical power for both scholars and students Contributors Anne Beaufort Kara Taczak Liane Robertson Michael Neal Heather Ostman Cathy Leaker Bruce Horner Asao B Inoue Tyler Richmond J Elizabeth Clark Naomi Silver Christina Russell McDonald Pamela Flash Kevin Roozen Jeff Sommers Doug Hesse

Developing Multilingual Writing Hiroe Kobayashi, Carol Rinnert, 2023-02-14 With millions of people becoming multilingual writers in the globalized digital world this book helps to empower writers to connect with their readers and project their identities effectively across languages social contexts and genres In a series of closely related studies that build on each other we look comprehensively at how writers develop their ability to construct meaning for different audiences in multiple languages This book which draws on various approaches including a social view of writing multicompetence adaptive transfer complex systems theory motivation and translanguaging contributes to on going efforts to integrate differing approaches to multilingual writing research This book focusses on how writer agency control over text construction audience awareness ability to meet expectations of prospective readers and writer identity projection of image of the writer in the text progress as multilingual writers gain more experience across languages The within writer cross sectional text analysis Chapters 2 5 examines 185 essays written in Japanese and English by eight groups of writers from novice to advanced N 103 supplemented by insights from these writers reflections We explore how they employ three kinds of text features discourse types metadiscourse and self representation which relate to their developing agency audience and writer identity in their text construction and propose a new model for writer voice construction based on those features The four case studies Chapters 6 9 focus on five university students and six professionals to examine closely how individual writers

agency audience and identity are interrelated in their text construction in two or three languages and diverse genres including academic and creative writing The combined studies provide new insights into multilingual writing development by revealing the close interrelationship among these three principal aspects of writing across languages They also demonstrate the writers multi directional use of dynamic transfer reuse and reshaping for L1 L2 and L3 text construction and the use of mixed languages L1 L2 or L1 L3 translanguaging for composing processes in addition to the creative power of multilingual writers One significant contribution of this book is to provide models of innovative ways to analyze text and new directions for writing research that go beyond complexity accuracy and fluency Categories and detailed examples of text features used for writer voice construction e g specific characteristics of Personal Emergent and Mature Voice are helpful for writing teachers and for developing writers to improve ways of conveying their own intended writer identity to the reader The studies break new ground by extending our analysis of L2 writing to the same writers L1 and L3 writing and multiple genres

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