

REFLECTION PAPER ABOUT TEACHING SOCIAL STUDIES **in the INTERMEDIATE GRADES**

Usually the impression of students for Social Studies is boring subject. Students are thinking that Social Studies are more on memorizing names, dates, places and significant events. But it's not. I understand that teaching Social Studies to intermediate grades is very crucial. Teaching Social Studies is very interesting because the teacher of Social Studies can contribute big impact and can influenced more the young children on how they become a good citizen someday. Why? Because teacher should be the guiding way on how the students connect the past to present and to future. Through Social Studies the young children might be develop their potential in critical thinking skills and problem solving skills. The discussion for AS6SS2 focuses on what teachers do, what are the different strategies, how to assess children and guidelines for teachers to follow. This subject taught me that it is important for students to personalize history so they can relate it to current events. I have learned also that it is important to have a strong literature connected to Social Studies so that children can deepen their understanding. Then nowadays I learned that the ways of teaching must be integrated to other subject. That's why as a future educator it is important to remember that children need to be exposed to a variety of ideas. This way, children will be able to form their own opinions based on multiple perspective.

Teaching Social Studies in intermediate grades is not just simply informing them for what is the past. As I mentioned above, through Social Studies the children will develop their critical thinking skills and problem solving skills. These skills were discussed in Chapter 6. It was indicated on this chapter the different process how to solve the problems. Facing problems and difficulties sometimes people went to wrong values and morality but the teacher must influence students on how to deals problems. We need to view the problems as opportunity to grow. On this way, children broaden their understanding if what the life is. The teacher should direct the students as they hone problem-solving skills. Good teacher should know that the problem solving is important in child development. That's why teacher in Social Studies need to incorporate problem solving exercise into a wide range of classes. The teacher must have goal to ignite the intellectual inquiry by combining problem solving with creativity, collaboration and communication. Empower also the students to become actively engaged in the community activities to become good citizen in the future.

There are lots of techniques and strategies discussed for this subject but my reflection will revolve on "Preparing Children to Solve Problems" (Chapter 6) because I want to imply that Social Studies is not just memorizing different events. I would like to change the mind set and impression of students and other teachers too. I would like to highlight that the teacher in Social Studies have great value and impact how to mold the new generation into a good citizen of our country and to the whole world.

Now let me share to you the positive effect if the teacher in Social Studies will effectively develop his/her students for problem solving skills. One reason that problem solving is important in child development is that it teaches judgment, helps them to develop if what is the solvable problem. If the students regularly practice problem solving, they develop flexibility and can develop improve their academic performance. Problem solving is important in child development because confident, capable children usually grow into confident, capable adults. Problem solving also develops determination, a trait that successful routine display. Students who learn how to solve problems have a deeper

Reflection Paper For Teaching Internship

Jessica J Manson



Reflection Paper For Teaching Intership:

Developing Reflective TESOL Practitioners Through Teacher Education Andrzej Cirocki, Mark Wyatt, Xuesong (Andy) Gao, 2024-06-26 This textbook provides insights from Asian contexts into how reflective practice is nurtured on Teaching English to Speakers of Other Languages TESOL and English Language Teaching ELT teacher education programmes There is increasing recognition worldwide that given the centrality of reflective practice to teachers ongoing professional development supporting teachers to become reflective practitioners should be integral to teacher education programmes Consequently tertiary level courses in areas such as TESOL and ELT tend to promote reflective practice supported by theoretical input from the burgeoning literature on reflection much of which is produced in the West Relatively under represented in the literature are global perspectives on reflective practice there are consequently relatively few accounts as to how reflective practice is embedded in teacher education programmes in different parts of the world including Asia Hence this book addresses a gap Contributing authors from fourteen countries provide insights into the ways in which teachers are helped to grow as reflective practitioners on their teacher education programmes in their unique contexts This textbook showcases how reflective teaching practices are developed supported by frameworks for critical reflection and in interaction with local educational policies These distinctive accounts aid readers in reflecting on the ways in which reflective practice is supported in their own teacher education contexts and in considering ways of enhancing the reflective dimension of their programmes This textbook showcases innovative reflective activities and can be used as a principal text or as supplemental reading on a range of TESOL and ELT teacher education courses

Resources in Education ,2001-04 Reflective Practice in English Language Teaching Steve Mann, Steve Walsh, 2017-06-27 Offering a unique data led evidence based approach to reflective practice in English language teaching this book brings together theory research and practice in an accessible way to demonstrate what reflective practice looks like and how it is undertaken in a range of contexts Readers learn how to do and to research reflective practice in their own settings Through the use of data dialogue and appropriate tools the authors show how reflective practice can be used as an ongoing teaching tool that supports professional self development

We, the Students and Teachers Robert W. Maloy, Irene S. LaRoche, 2015-01-03 We the Students and Teachers shows history and social studies educators how to make school classrooms into democratic spaces for teaching and learning The book offers practical strategies and lesson ideas for transforming democratic theory into instructional practice It stresses the importance of students and teachers working together to create community and change The book serves as an essential text for history and social studies teaching methods courses as well as professional development and inservice programs for history and social studies teachers at all grade levels

The Australian Journal of Education ,1996

International Handbook of Mathematics Teacher Education: Volume 2 ,2019-12-16 This second edition of the International Handbook of Mathematics Teacher Education builds on and extends the topics ideas in the first edition while

maintaining the themes for each of the volumes Collectively the authors look back beyond and within the last 10 years to establish the state of the art and continuing and new trends in mathematics teacher and mathematics teacher educator education and look forward regarding possible avenues for teachers teacher educators researchers and policy makers to consider to enhance and or further investigate mathematics teacher and teacher educator learning and practice in particular The volume editors provide introductions to each volume that highlight the subthemes used to group related chapters which offer meaningful lenses to see important connections within and across chapters Readers can also use these subthemes to make connections across the four volumes which although presented separately include topics that have relevance across them since they are all situated in the common focus regarding mathematics teachers Volume 2 Tools and Processes in Mathematics Teacher Education describes and analyze various promising tools and processes from different perspectives aimed at facilitating the mathematics teacher learning and development It provides insights of how mathematics teacher educators think about and approach their work with teachers Thus as the second volume in the series it broadens our understanding of the mathematics teacher and their learning and teaching

Cases of Mathematics Professional Development in East Asian Countries Swee Fong Ng, 2015-05-05 This book shows how video technology can be used to inform teachers personal practice and provides new data and real world case studies not covered by any previous book on the subject Initial chapters explore how practicing teachers can view their own recorded lessons and take steps to improve their methods while subsequent chapters examine how pre service and in service teachers can use recorded lessons to improve how they teach selected concepts or to better convey specific learning processes such as mathematical modeling and problem solving

Education and Pedagogical Experiences Kennedy Thomas, Joseph Kureethara, 2025-03-04 This book analyses how the educational ecosystem undergoes a paradigm shift during human emergencies be it natural manmade environmental ethnic or a global pandemic like COVID 19 It discusses varied approaches experiences and the steadfast desire to share information demonstrating the value of teaching and learning in difficult conditions This volume aims to build resilience and inspire young minds to persevere through challenging times It explores the continuity of education during emergencies various teaching and learning approaches and the importance of maintaining a resilient attitude Each addresses the cultural and locational specifics of emergencies illustrating how education and pedagogy have made a global impact They also examine a specific aim enriched by cultural geographical and human variables and how education and pedagogy aim to resolve these concerns This book would be useful to students researchers and teachers working in Education Environmental Science and Disaster Management Political Science Public Administration International Relations Peace Education Psychology and Cognitive Science Neuroscience Sociology and Social work It would also be an invaluable companion to practicing pre service and in service teachers and their trainers policy makers professionals from government and non government organizations working in education and social development

Success in Professional Experience Michael

Dyson, Margaret Plunkett, Kerry McCluskey, 2015-06-05 Success in Professional Experience develops fundamental knowledge skills and competencies which help to build meaningful relationships within educational communities A Reflective CLIL Teacher: A Way to Enrich the CLIL Teaching Professional Practice in the Polish Context Katarzyna Lidia Papaja, 2024-04-02 This book intends to look into CLIL teaching professional practice through the prism of reflection It offers a comprehensive coverage of a CLIL teacher's features their attitudes to the approach teaching methodology assessment materials development cooperation with other CLIL and non CLIL teachers professional development expectations and beliefs Furthermore it focuses on CLIL teachers positive and negative emotions experienced in relation to CLIL As a CLIL trainer I spend a lot of time with CLIL teachers trying to guide them in the process of teaching in CLIL but also to help them face many challenges and overcome obstacles which often discourage them from working in the CLIL environment Being greatly inspired by the ongoing research in the field but also by my CLIL trainee teachers I felt there was a need to conduct such research and make the reader reflect on his/her own teaching experiences in CLIL **Resources in Education**, 1996

Praxis-oriented Pedagogy for Novice L2 Teachers Karen E. Johnson, Deryn P. Verity, Sharon S. Childs, 2022-11-30 In this cutting edge book on L2 teacher education experts Johnson Verity and Childs demonstrate how praxis oriented pedagogy grounded in the principles of Vygotskian Sociocultural Theory VSCT can have a meaningful impact on L2 teachers development Starting with a clear definition of praxis oriented pedagogy the authors lay out a theoretical foundation and document how appropriately designed praxis oriented L2 teacher education pedagogy supports the development of novice teacher reasoning Drawing from a longitudinal study of L2 novice teachers chapters address the teachers understanding learning and cognitive development and how their capabilities grow in creating and implementing engaging language learning environments for their ESL students At the core of the book lies a unique set of pedagogical concepts linguistically compact conceptually rich chunks of language that function as psychological tools for learning and teaching By covering teachers changes in understanding reasoning and pedagogical activities the book reveals the role that pedagogical concepts play in praxis oriented pedagogy Essential reading for language teacher educators language teachers and researchers this book makes the VSCT principles that inform praxis oriented pedagogy both clear and accessible *Conceptualising Reflection In Teacher Development* James Calderhead, Peter Gates, 2003-09-02 Reflection has become widely recognised as a crucial element in the professional growth of teachers Terms such as reflective teaching enquiry orientated teacher education teachers as researchers and reflective practitioner have become quite prolific in discussions of classroom practice and professional development It is frequently presumed that reflection is an intrinsically good and desirable aspect of teaching and teacher education and that teachers in becoming more reflective will in some sense be better teachers though such claims have been rarely subject to detailed scrutiny Each of the chapters in this book is concerned with exploring the concept of reflection and considering its contributions to teacher education The papers range across different stages of

professional development some focusing in particular on pre service education others on in service or professional development generally Some of the papers are concerned with particular strategies for promoting reflection and how they might operate in a teacher education context others dwell more upon a theoretical appreciation of how reflection facilitates in the processes of professional development and how it relates to issues of quality in teacher education Reflective Teacher Education Linda Valli,1992-01-01 *Chemistry Education in the ICT Age* Minu Gupta Bhowon,Sabina Jhaumeer-Laulloo, Henri Li Kam Wah, Ponnadurai Ramasami,2009-07-21 th th The 20 International Conference on Chemical Education 20 ICCE which had rd th Chemistry in the ICT Age as the theme was held from 3 to 8 August 2008 at Le M ridien Hotel Pointe aux Piments in Mauritius With more than 200 participants from 40 countries the conference featured 140 oral and 50 poster presentations th Participants of the 20 ICCE were invited to submit full papers and the latter were subjected to peer review The selected accepted papers are collected in this book of proceedings This book of proceedings encloses 39 presentations covering topics ranging from fundamental to applied chemistry such as Arts and Chemistry Education Biochemistry and Biotechnology Chemical Education for Development Chemistry at Secondary Level Chemistry at Tertiary Level Chemistry Teacher Education Chemistry and Society Chemistry Olympiad Context Oriented Chemistry ICT and Chemistry Education Green Chemistry Micro Scale Chemistry Modern Technologies in Chemistry Education Network for Chemistry and Chemical Engineering Education Public Understanding of Chemistry Research in Chemistry Education and Science Education at Elementary Level We would like to thank those who submitted the full papers and the reviewers for their timely help in assessing the papers for publication th We would also like to pay a special tribute to all the sponsors of the 20 ICCE and in particular the Tertiary Education Commission <http://tec.intnet.mu> and the Organisation for the Prohibition of Chemical Weapons <http://www.opcw.org> for kindly agreeing to fund the publication of these proceedings Transforming Education for Sustainable Development Glenn Galloway, Karen Brown, Pádraig Carmody, Lucia Rodriguez, Larry A. Swatuk,2025-08-18 Transforming Education for Sustainable Development documents and disseminates learning around education for sustainable development and associated pedagogical approaches techniques and experiences that have been generated across the Master of Development Practice MDP Global Association over the past 12 years It integrates the participation and perspectives of a diverse group of faculty alumni students and partners The book applies a critical analytical lens to discuss experiences across 35 prestigious universities to provide an invaluable synthesis of key findings with a summary of forward looking implications for global education for sustainable development Chapters are developed around key dimensions of the MDP program exploring how it has evolved since its inception in diverse regional and institutional contexts With its focus on preparing future development practitioners for important roles in a wide range of organizations involved in different facets of sustainability the MDP program offers a unique lens through which to learn best ESD practices and challenges faced The book features contributions from across five continents showcasing a broad range of

educational strategies in different professional and cultural contexts to emphasize locally appropriate solutions This will be an insightful and important read for professionals in higher education for sustainability and sustainable development in addition to researchers policymakers and practitioners involved in non profits NGOs and international organizations

Student-Teacher Relationship Quality Research: Past, Present and Future Matteo Angelo Fabris,Karine

Verschueren,Debora Roorda,Claudio Longobardi,2022-11-24

Handbook of Teaching and Learning in Sociology

Sergio A. Cabrera,Stephen Sweet,2023-01-20 Showcasing advanced research from over 30 expert sociologists this dynamic Handbook explores a wide range of cutting edge developments in scholarship on teaching and learning in sociology It presents instructors with a comprehensive companion on how to achieve excellence in teaching both in individual courses and across the undergraduate sociology curriculum Handbook of Research on Teacher Education John P.

Sikula,Association of Teacher Educators,1996 The first edition of this text sought to provide a basis for improving the education of teachers at every level Committed to the idea that the betterment of teacher education is essential to the improvement of schools it provided understanding of the research so that professionals could compare evaluate and create effective programmes **Audio Education** Daniel Walzer,Mariana Lopez,2020-06-09 Audio Education Theory Culture and Practice is a groundbreaking volume of 16 chapters exploring the historical perspectives methodologies and theoretical underpinnings that shape audio in educational settings Bringing together insights from a roster of international contributors this book presents perspectives from researchers practitioners educators and historians Audio Education highlights a range of timely topics including environmental sustainability inclusivity interaction with audio industries critical listening and student engagement making it recommended reading for teachers researchers and practitioners engaging with the field of audio education

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