

REFLECTIVE JOURNAL

The main aim of this journal is to keep a record of my thoughts, notes, reflections and questions about this subject, and some implementation activities related to this subject that I have carried out in my classes. All the information we can find in this journal is connected, however I have decided to classify them by topics.

❖ Assessment & Evaluation:

I would like to center this reflection on my personal opinion about the fact of assessing and being assessed: how people feel, if they like or not and why, etc.

In my opinion the feeling people have when we are assessed changes through the years and it different depending on the kind you are. When children are at school they feel that assessment is something compulsory for them, but they do not really feel the pressure that, for example, students at high school feel because they know that they have to achieve the goals and the targets and unless they do it, they will not promote. On the other hand, we can think of assessment from the teachers' or parents' perspective. If we focus on parents' perspective, assessment is something good because it facilitates them the fact of knowing that their children are working at school and if they are truly learning or not. Now, I will focus on teachers' perspective. For teachers assessment is something great because it gives information about students and their progress in the learning process, about our own job (because we are assessed by others teachers of self-assessment) and information about the quality of the tools we use in our classes.

❖ Formative & Summative Assessment:

I would like to mention that, before studying this unit it was difficult for me to understand the difference between formative and summative assessment. However, now, I am able to distinguish them and that's why I would like to refers on these terms in the following lines. After each explanation, I will give you some examples of how I use each of the assessments with my students.

- Formative assessment provides explicit feedback to both, teacher and students, in order to improve the teaching-learning process, it means, the

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JR Anderson



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Promoting Reflective Thinking in Teachers Germaine L. Taggart, Alfred P. Wilson, 2005-05-11 Praise for Second Edition This book is very thorough in presenting the purpose and accompanying strategies for instilling reflective practices in educators I believe the reflective thoughts and questions posed throughout are beneficial for teachers Karen Harvey Induction Program Coordinator Santa Clarita Valley Beginning Teacher Support and Assessment BTSA Praise for First Edition Offers practitioners and preservice teachers the opportunity to individualize their professional development on the use of reflective thinking to best meet their needs Judy Nixon Teacher Education Fort Hays State University Create meaningful fulfilling and successful professional development training for your teacher This expanded version of the original bestseller integrates the latest research and technology with tried and true methods for boosting practitioners reflective thinking skills The tasks and tools provided have been specifically designed for facilitators of pre service and inservice teacher education training and development giving them a timesaving blueprint on how to shape their adult learners into analytical and critical thinkers Attuned to the challenges surrounding teacher training this easy to use guide outlines straightforward activities and concrete assessments that serve as constructive benchmarks for facilitators and teachers alike It delivers 50 practical strategies for helping educators move through the levels of reflective thinking from teacher roles styles attributes and observations through such far reaching concerns as the moral and ethical considerations of teaching New to this second edition are strategies to Strengthen electronic portfolios with reflective writing Optimize video as a self assessment tool Access relevant resources on the Internet Tap into online peer mentoring Encou Evaluation Beyond Exams in Nursing Education Robin Donohoe Dennison, Anita Dempsey, John Rosselli, 2014-07-29 Helps educators to design assignments and rigorous rubrics that truly measure student learning objectives The ability of students to pass an examination does not necessarily reflect or guarantee their ability to apply knowledge in practice nor are traditional exams a sufficient means to evaluate all learning objectives Written for both new and seasoned nurse educators this book is unique in its provision of rigorous rubrics that fully take into account learning objectives and the teaching learning process and promote objective grading It examines a variety of time tested alternative evaluation methods discusses how to design them and includes best practices for using them The book provides an overview of how evaluation and rubrics play an integral part within the larger nursing education teaching learning process It helps educators clearly define learning objectives and desired outcomes and how to evaluate them The book describes how to formulate a variety of teaching strategies design effective assignments and examine in detail specific evaluation methods including best practices for their use and exemplar analytic scoring rubrics Also available are detailed modifiable grading rubric templates for each assignment presented Evaluation methods covered include papers presentations participation discussion boards concept maps case studies reflective journals and portfolios The book will assist both new and seasoned nurse educators in their quest to graduate

competent safe nurses at all levels of nursing education Key Features Provides rigorous modifiable rubrics for learning objective grading Includes time tested alternative evaluation methods Describes best practices for designing a variety of teaching learning evaluation tools Includes guidelines for writing clear assignment descriptions Discusses papers presentations concept maps case studies portfolios and more *Rigor by Design, Not Chance* Karin Hess,2023-01-18 A practical and systematic approach to deepening student engagement promoting a growth mindset and building a classroom culture that truly supports thinking and learning Every student deserves access to deep and rigorous learning Still some persistent myths about rigor can get in the way such as the belief that it means more or harder work for everyone rather than challenging and advancing students thinking So how can teachers get more clarity on rigor and foster more meaningful learning in their classrooms In *Rigor by Design Not Chance* veteran educator Karin Hess offers not only a clear vision of what makes learning deep and rigorous but also a systematic and equitable approach for engaging students of all ages in rich learning tasks To that end she outlines five essential teacher moves that foster thinking and learning 1 Ask a series of probing questions of increasing complexity 2 Build schemas in each content area 3 Consider ways to strategically scaffold learning 4 Design complex tasks that emphasize transfer and evidence based solutions 5 Engage students in metacognition and reflection throughout the learning process From there Hess details how to create an actionable assessment cycle that will drive learning forward in any classroom This book offers a treasure trove of strategies student look for behaviors and templates to guide teachers in their work as well as an array of rich performance based assessments to engage and challenge students School leaders and instructional coaches can also benefit from the variety of teacher friendly supports to foster rigorous learning in their schools Ultimately *Rigor by Design Not Chance* helps educators empower students to take greater ownership of their own learning **Reshaping Environments** Helena Bender,2012-07-17 An interdisciplinary textbook that incorporates case material and theoretical tools for the Earth changers of today and tomorrow **Making Connections in Elementary and Middle School Social Studies** Andrew P. Johnson,2009-10-15 Making Connections in Elementary and Middle School Social Studies Second Edition is the best text for teaching primary school teachers how to integrate social studies into other content areas This book is a comprehensive reader friendly text that demonstrates how personal connections can be incorporated into social studies education while meeting the National Council for the Social Studies thematic pedagogical and disciplinary standards Praised for its eoewealth of strategies that go beyond social studies teaching e including classroom strategies pedagogical techniques activities and lesson plan ideas this book examines a variety of methods both novice and experienced teachers alike can use to integrate social studies into other content areas

Reflection, Change, and Reconstruction in the Context of Educational Reform and Innovation in China Yuhong Jiang,2013-01-16 This book delivers a state of the art survey of the issues and approaches in contemporary English as a foreign language EFL teacher education It examines the professional development of the teachers who taught English as a

foreign language and engaged in a teacher preparation programme of reflective teaching at a university in China Situated in the context of the reforms of English language teaching and teacher education this book focuses on the theme of how if at all reflective teaching contributes to Chinese university EFL teachers development in thinking about English language teaching and in their own classroom practice To date the study of English as a foreign language teacher education and professional development mainly focused on the teaching skills and pedagogical knowledge of teachers However this book approaches English language teacher education from a different perspective through an empirical exploration of the teachers professional development in their thinking beliefs values understandings of teaching awareness of students and their classroom practice while engaged with reflective teaching practice at the group level and the individual level respectively Adopting an interpretivist and constructivist epistemological paradigm and drawing on key aspects of reflective teaching theory the book investigates how the novice developing and experienced teachers differed in their views about reflective practice how the teachers thinking about English language teaching transformed how the teachers performance in EFL classroom practice developed and how the teachers dealt with the changes during the period of the teacher education programme In addition the book provides examples of research into the ways that individuals integrate multiple levels of reflection accommodate different types of reflection and make them interact with each other mutually and inseparably by using a more comprehensive and multidimensional reflective teaching model Thus the book helps to better understand teachers trajectory of professional growth and is a new and unique resource for exploring effective ways of language teacher education for teachers teacher educators and educational researchers alike

The Standards-based Administrative Internship Donald G. Hackmann, Donna M. Schmitt-Oliver, Jaclynn C. Tracy, 2002 This book provides guidance to individuals who are involved in the clinical preparation of aspiring principals and superintendents The authors argue for a high quality internship or mentoring experience and for basing experiences around the Interstate School Leaders Licensure Consortium ISLLc framework Additionally it will assist mentors in understanding their vital roles in ensuring such an experience

Reflective Writing for Nursing, Health and Social Work Elizabeth Tanguay, Peter Hanratty, Ben Martin, 2025-07-10 This book takes students step by step through the process of planning and writing a reflective essay beginning with crucial guidance on planning and structure It introduces different reflective frameworks and shows readers how to structure a piece of writing according to a particular framework Chapters contain a wealth of activities and exercises which will help build students skills and confidence The new edition will feature guidance on working with AI tools as part of the reflective writing process and will help students understand the benefits the risks and how to maintain academic integrity The book will also feature a new introductory section about getting into the reflective mindset Suitable for students of all health related disciplines this book will give readers the key tools they need to take their writing to the next level

Developing Certain Designs For Promoting Reflective Learning Practices At Secondary Level Dr Asha O S, Reading Motivation Joy

Dangora Erickson,2022-12-14 Reading Motivation A Guide to Understanding and Supporting Children s Willingness to Read explains the importance of paying careful attention to children s developing motivation to read and offers a step by step guide for conducting rigorous and systematic case studies of children s motivation to read in specific contexts e g reading intervention programs The methods described in this book have been used successfully to elicit the perspectives of children as young as five years of age In addition to carefully considering the views of children readers are encouraged to work with peers to carefully select collect and analyze multiple types of data from a variety of sources to answer questions about their students motivation in trustworthy ways Separate chapters explain how to formatively and summatively analyze and interpret qualitative and quantitative data and how to present findings and make changes to programming in response to findings A summary and a guided activity appear at the end of each chapter to support the reader in practicing the skills introduced in the chapter

Beyond Training Jack C. Richards,1998-02-13 *Beyond Training* examines the nature of second language teacher development and how teachers practices are influenced by their beliefs and principles It seeks to move discussion of language teacher development beyond the level of training which reflects a technical view of specific teaching practices Instead it takes a more holistic approach to teacher development built on the notion of the teacher as critical and reflective thinker The argument pursued throughout is that teacher education needs to engage teachers not merely in the mastery of techniques but in an exploration of the knowledge beliefs and attitudes that underly their teaching practices

Assessments in Occupational Therapy Mental Health Barbara J. Hemphill-Pearson,2008 Assessments in Occupational Therapy Mental Health Second Edition proposes an exciting integrated approach to assessing multiple systems the chapters in this text also present a thorough process for approaching client evaluation In addition the reasoning process is explored in a way that is helpful to occupational therapy students and practitioners at all levels

The Reflective Educator's Guide to Classroom Research Nancy Fichtman Dana,Diane Yendol-Hoppey,2009 Transform your teaching practice with this powerful approach to professional growth Teacher inquiry can play a critical role in professional staff development across all grade levels and subject areas Now this updated bestseller offers both an in depth examination of teacher inquiry as well as step by step instructions giving prospective and practicing teachers everything they need to engage in this vital process Featuring helpful exercises in every chapter this how to guide to action research takes teachers through each stage of the process formulating a research question collaborating with others collecting data analyzing data writing and presenting classroom research and assessing the quality of the work The authors also demonstrate the relationship between teacher inquiry and differentiated instruction data driven decision making progress monitoring and Response to Intervention This revised edition includes An updated section about professional learning communities The latest data collection methods including digital photos video blogging and assessment measures Simplified models for documenting inquiry results Added examples from middle and high school settings A new chapter on assessing inquiry projects By learning to make the most of

this essential tool teachers can enhance their instruction and contribute significantly to improved student achievement

Second Language Research Alison Mackey, Susan M. Gass, 2021-09-30 Second Language Research Methodology and Design is a clear comprehensive overview of core issues in L2 research Authored by well known scholars in SLA and supported by a wealth of examples from actual studies and extensive pedagogical resources this book first introduces students to the key topics and debates in L2 research It then guides readers step by step through the research process from basic principles and collection methods through study design and reporting to the point of being able to conduct their own research from beginning to end This book is an essential text for students and novice researchers of SLA applied linguistics and second and foreign language teaching Key Features A wealth of graphics visuals and exercises in each chapter Time to Think and Time to Do boxes within chapters Helpful glossary and subject index New to This Edition Substantially reorganized chapters Significantly expanded chapters on qualitative and mixed methods Substantive revised material on computer technology based research Spotlights a variety of new software packages and databases including video mediated technology and games Discusses the Open Science Movement Expanded coverage of corpora processing and psycholinguistics based research Updated references throughout

Davis's Patient-Practitioner Interaction Gina Maria Musolino, Carol M. Davis, 2025-03-24 This best selling textbook now in its seventh edition is the essential resource to foster the self awareness and communication skills needed by health professionals in providing ethical compassionate and professional care for their patients The book begins by encouraging readers to understand change and evaluate their patterns of response so that they can adapt to patients in a range of stressful or contentious situations Through holistic self awareness taking into account one's family history and personal values the book then discusses methods of stress management before moving through the most effective ways to support and communicate with patients There are chapters on establishing rapport assertiveness and conflict resolution cultural sensitivity leadership spirituality and patient education Specific issues around communicating with terminally ill patients or those with disabilities are also covered Fully updated throughout the seventh edition now features a new chapter devoted specifically to Justice Equity Diversity and Inclusion plus a new chapter covering professional formation in transitions from classroom to clinical education including telehealth patient practitioner interaction PPI interprofessional education and early career pathways The new edition is informed by the national Healthy People 2030 objectives while also offering further coverage of the social determinants of health biopsychosocial aspects of health and healing and sexuality and sexual health Featuring interactive and online learning activities based on real life clinical situations as well as vignettes designed to make learning active and engaging this invaluable text is ideal for any developing professional in the health professions

From Principles of Learning to Strategies for Instruction-with Workbook Companion Robert J. Seidel, Kathy C. Perencevich, Allyson L. Kett, 2007-09-23 From Principles of Learning to Strategies for Instruction Part One The purpose of this book is to help educators and training developers to improve the quality of their

instruction Unlike other available works the text is not limited to a particular theoretical position Nor is it like many of the instructional design texts which ignore the learning literature Rather it draws upon any and all of those research based principles regardless of learning theory which suggest heuristics to guide instructional strategies The approach of the authors is unique in that they develop a framework or model taxonomy for tasks through which the principles of learning can be related to particular learning processes suggesting distinctive strategies for specific instructional tasks The authors present a four stage model that includes acquisition automaticity near term transfer and far term transfer Workbook Companion Part Two In this Workbook Companion the strategies presented in the original book are expanded by supplying practical and specific strategies to implement of a variety of other subject matters These strategies are based on the needs which the authors currently see and cite in existing educational systems Each chapter concentrates on providing recommended instructional strategies and practical exercises for a specific target group high school age adolescents Contributors supply strategies in the different learning domains including Cognitive Psychomotor Affect and Interpersonal and each individual is responsible for training teachers developing and or evaluating curricula for such training and educating high school students through the development and implementation of curricula Developed for both new and experienced teachers developing curricula for high school adolescents the goal of the Workbook Companion is to provide those in the field of education with strategies to incorporate each of the four domains into their lesson plans regardless of subject area

Nursing Education in the Clinical Setting Roberta J. Emerson, 2006-09-19 2007 AJN Book of the Year Award Winner Nursing Education in the Clinical Setting provides a practical approach to clinical nursing instruction Although grounded in adult learning theory this unique resource provides practical suggestions and addresses common questions and issues The text incorporates illustrative scenarios discussion questions and reflection exercises designed to facilitate thoughtful application of the content Addresses the role transition for a nurse with clinical expertise to that of clinical nursing instructor Provides important tips for effectively appraising student performance such as student involvement in self evaluation and goal setting and suggestions for how evaluation and appraisal are shared with the student Incorporates sample scenarios to illustrate concepts and allow the reader to apply them Integrates discussion questions and exercises designed to facilitate thoughtful application and critical thinking skills Addresses all aspects of learning including cognitive e g critical thinking affective e g caring and psychomotor e g technical skills Provides actual examples of tools to be used for documenting student performance and approaches for stimulating student involvement and critical thinking Includes a separate chapter on Clinical Faculty as Clinical Coach that discusses how learning is facilitated in the clinical setting with the guidance of an effective teacher Features a Clinical Toolbox that contains a variety of supplemental resources including sample approaches for teaching and evaluation suggestions for preparing anecdotal notes and relevant reference material Incorporates issues related to computer access of patient data banks for students and the federal regulations mandated by

HIPAA and their clinical education implications **Annual Proceedings of Selected Research and Development Presentations at the ... Convention of the Association for Educational Communications and Technology** Association for Educational Communications and Technology. Convention, TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy Crawford, Jenifer, Filback, Robert A., 2021-09-17 The field of TESOL encompasses English teachers who teach English as an additional language in English dominant countries and those teachers who teach English as a foreign language in countries where a language other than English is the official language This range of educators teaches English to children adolescents and adults in primary secondary post secondary popular education and language academies or tutoring centers The diversity of learners and contexts within the TESOL field presents a unique opportunity for educators to address varied educational and societal needs This opportunity calls for TESOL educators who can support the whole learner in a range of contexts for the greater social good There is an urgent need for readily reproducible and step by step research based practices and current standards in TESOL that bridge the gap between critical scholarship and equitable teaching practices This book would serve as a critical addition to current literature in TESOL TESOL Guide for Critical Praxis in Teaching Inquiry and Advocacy is an essential reference that provides practical and equitable step by step guides for TESOL educators through the current best practices and methods for effective and equity minded teaching critical inquiry and transformative advocacy This book is of particular value as it bridges theories to practices with a critical look at racial and social justice in English language teaching which will lead to the integration of social justice focused practice across the new curriculum Covering topics such as integrated language instruction equity and inclusivity critical consciousness and online learning this text is essential for in service and pre service TESOL educators education students researchers administrators teacher educators and academicians **Student Feedback on Teaching in Schools** Wolfram Rollett, Hannah Bijlsma, Sebastian Röhl, 2021-08-12 This open access book provides a comprehensive and informative overview of the current state of research about student perceptions of and student feedback on teaching After presentation of a new student feedback process model evidence concerning the validity and reliability of student perceptions of teaching quality is discussed This is followed by an overview of empirical research on the effects of student feedback on teachers and instruction in different contexts as well as on factors promoting the successful implementation of feedback in schools In summary the findings emphasize that student perceptions of teaching quality can be a valid and reliable source of feedback for teachers The effectiveness of student feedback on teaching is significantly related to its use in formative settings and to a positive feedback culture within schools In addition it is argued that the effectiveness of student feedback depends very much on the support for teachers when making use of the feedback As this literature review impressively documents teachers in their work and ultimately students in their learning can benefit substantially from student feedback on teaching in schools This book reviews what we know about student feedback to teachers It is detailed and it is a pleasure to read To have these chapters in one place and from

those most up to date with the research literature and doing the research is a gift John Hattie

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