

# Critical Thinking in Reflective Writing

6 pages | 1489 words

## Introduction

The purpose of this portfolio is to reflect my abilities, understandings, progress and achievement in Reading and Writing about Literature. I choose the Title of my portfolio to be 'Critical Thinking' because during class discussions the Lecturer would often say that we 'need to think'. Therefore, reflective writing was used to show how we are thinking about a topic or situations. Reflective writing requires us as students to dig very deep when analyzing stories such as 'Luis and The House on Mango Street', and various poems, in an effort to find the deeper meaning. According to Kelley Griffith, 'A Strategy for interpreting literature, especially those works you can't seem to get into or can't seem to like, is to relate them to your own life and so this course has taught me to do exact that. Here is a list of possible information to include: According to John Locke, 'Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours.' Being a person who doesn't read a lot and also been out of the classroom as a student for so long, the beginning of this course was quite a challenge for me. I had to relearn writing by breaking out of my old habits and finding something new. LIT1007 forced me to develop time management skills in order to balance home, work, and school. I created a ritualistic habit of going to bed between 1:00am and 2:00am trying to read and complete assignments on time. I must admit that my first attempts on class assignments were very depressing especially writing Reflective Essay. The first essay I submitted I got a grade that I considered to be unacceptable and I felt dunce. However, luckily I got a chance to send a second draft, so I tried to improve my writing and my grade increased a bit. Poetry Analysis was also a challenge for me because of the figurative languages used by writers, sometimes it is difficult to see things through their eyes but with continuous practice my writing improved more and more, enhancing my writing skills and enabling me to understand literature, reading and writing. LIT1007 has taught me how to read and develop my critical thinking ability. The course allows me to thoroughly examine Cisneros book The House on Mango Street. In the book Cisneros weaves several delicate literary allusions into many of her vignettes highlighting a number of social issues with racism been the major. By reading these vignettes I engaged more deeply with the story itself. I also realized that in analyzing the different vignettes and putting them all together to form a complete story, I was reading against my own personal thoughts about the story and integrating the two through my writing. LIT1007 showed me the relevance of team work. With the understanding that there is always going to be a lot more room and need for improvement in knowledge, this course has shown me that this improvement can be done with the help of others. The discussions I've had in class have also shown me how to engage...

# Reflective Essay On Critical Thinking

**David Fonteyn**



## **Reflective Essay On Critical Thinking:**

*Critical Thinking and Writing for Nursing Students* Bob Price, Anne Harrington, 2016-01-30 This book is a clear and practical guide to help students develop critical thinking writing and reflection skills It explains what critical thinking is and how students should use it throughout their nursing programme This new edition also provides an innovative new framework that helps students appreciate different levels of critical thinking and reflection to help nursing students appreciate the requirements of degree level study The book demonstrates the transferable nature of critical thinking and reflection from academic contexts to the real practice of nursing Key features Clear and straightforward introduction to critical thinking directly written for nursing students with chapters relating the subject to specific study and practice contexts Student examples and scenarios throughout including running case studies from four nursing students and further annotated examples of student s work on the website Each chapter is linked to the new NMC Standards and Essential Skills Clusters

**Critical Thinking and Writing in Nursing** Bob Price, 2021-03-24 Critical thinking and writing is central to effective nursing practice Written specifically for nursing students this book offers practical guidance on what it means to think critically as a nurse and how to apply this to study and practice From critically reviewing literature for assessments to evaluating evidence to support decision making in practice the book provides a unique framework for developing essential critical skills Key features A new chapter on Writing the Clinical Case Study along with new guidance on how to become a successful independent learner advice on managing information overload and many more updates and enhancements on the previous edition Each chapter is mapped to the 2018 NMC standards Filled with activities and student case studies demonstrating how to apply critical thinking and reflection in practice Innovative approach that introduces the different levels of critical thinking and reflection required of degree level study

**Creative Writing for Critical Thinking** Hélène Edberg, 2018-02-08 This book explores narrative imagination and emotion as resources for learning critical meta reflection The author examines the learning trajectories of several students as they engage in learning to think critically through a new approach to creative writing and details how learning through writing is linked to new discursial identities which are trialled in the writing process In doing so she analyses the processes of expansion and change that result from the negotiations involved in learning through writing This volume offers a completely new approach to creative writing including useful practical advice as well as a solid theoretical base It is sure to appeal to students of creative writing and discourse analysis as well as applied linguistics and language as identity

Critical Thinking Skills for your Social Work Degree Jane Bottomley, Patricia Cartney, Steven Prymachuk, 2025-02-28 Critical Thinking Skills for your Social Work Degree provides you with a sound knowledge and understanding of the nature of critical thinking and of its relevance and importance in HE how to adopt a critical approach to all aspects of your social work studies the importance of active critical reading and how it allows you an efficient principled effective assessment of the literature in your field the need to adopt a critical approach to

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**Teaching Critical Thinking in Political Science** Jonathan Olsen,Vivienne Born,2025-09-10 This illuminating book provides an overview of best practices to introduce and develop critical thinking CT skills in the political science classroom Featuring contributions from leading experts in a range of academic positions and subdisciplines it presents perspectives from the various institutional settings that characterize contemporary higher education

**Critical Thinking Skills for your Policing Degree** Jane Bottomley,Martin Wright,Steven Prymachuk,2025-02-28 If you are embarking on a university criminology policing or other law enforcement professional degree the books in this series will help you acquire and develop the knowledge skills and strategies you need to achieve your goals They provide support in all areas important for university study including institutional and disciplinary policy and practice self management and research and communication Tasks and activities are designed to foster aspects of learning which are valued in higher education including learner autonomy and critical thinking and to guide you towards reflective practice in your study and work life

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work life      **A Beginner's Guide to Critical Thinking and Writing in Health and Social Care, 3e** Helen Aveyard, Marion Waite, 2024-10-15 A Beginner's Guide to Critical Thinking and Writing in Health and Social Care 3e      *A Beginner's Guide To Critical Thinking And Writing In Health And Social Care* Aveyard, Helen, Sharp, Pam, Woolliams, Mary, 2011-08-01 A realistic and practical introduction to all the skills of critical appraisal and writing designed to meet the needs of the health and social care student      **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      [Academic Writing and Referencing for your Education Degree](#) Jane Bottomley, Steven Prymachuk, David Waugh, 2025-02-28 If you are embarking on a university based education degree including initial teacher training the books in this series will help you acquire and develop the knowledge skills and strategies you need to achieve your goals They provide support in all areas important for university study including institutional and disciplinary policy and practice self management and research and communication Tasks and activities are designed to foster aspects of learning which are valued in higher education including learner autonomy and critical thinking and to guide you towards reflective practice in your study and work life Academic Writing and Referencing for your Education Degree provides you with a sound knowledge and understanding of what constitutes good academic writing in education a range of strategies for writing successful essays and reports the importance of clarity and coherence in your writing about education how to improve your academic style grammar and punctuation and formatting and presentation referencing conventions in the field of education and of how to avoid plagiarism      **Inside Organizations** David Coghlan, 2016-08-08 Moving away from the common traditional focus on studying organizations from a distance this highly engaging book introduces the idea of studying them from the inside Inside Organizations Exploring Organizational Experiences guides placement students and any student undertaking part time work in an organization through insider

inquiry helping them to develop key reflexive and critical thinking skills for their future careers It encourages you to pay attention to what goes on in organizations to question what you experience and ultimately to make sense of how organizations function helping you to develop key reflexive and critical thinking skills for your future careers This book is ideal for students on programmes with a placement or internship element such as business and management nursing and health and education and is especially useful to those doing reflective journals and essays

**Essay Writing** MunLing Shields, 2010-02-16 Essay Writing is a student guide with a mission to enable students to write better essays and get the grades they deserve by demystifying the essay writing process MunLing Shields places essay writing within the larger university experience for students In a clear and easy to understand way the author guides the reader through the process of writing successful university essays by looking at essay writing in the context of academic communication academic culture and different learning styles and approaches This book Helps students study more independently and learn more meaningfully to write better essays Offers invaluable insights into the way tutors see essays Explains why essays are set and how to understand the rationale behind them Demonstrates how best to approach answering the question This highly accessible book offers practical in depth guidance on each of the stages of the essay writing process planning drafting and editing and relates them to the important sub skills of information gathering reading academic texts how to get the most out of lectures referencing and citations and fluency and appropriateness of style and language An excellent guide for students new to writing essays at university David Ellicott Senior Lecturer in Youth Justice and Youth Studies Nottingham Trent University SAGE Study Skills are essential study guides for students of all levels From how to write great essays and succeeding at university to writing your undergraduate dissertation and doing postgraduate research SAGE Study Skills help you get the best from your time at university Visit the SAGE Study Skills hub for tips quizzes and videos on study success

Foundations of Writing for University Study David Fonteyn, 2024-06-21 This textbook explains the fundamentals of effective academic writing for university studies across multiple genres and formats It is intended for students who are either in the early stages of their university studies or are preparing to enter a university degree One of the ways this textbook differs from other textbooks on academic writing is its focus on the organisation of the English sentence through Theme and Rheme The Theme is what the sentence is about while the Rheme is what is being said about the Theme In the English clause the Theme is at the beginning and the Rheme follows At the same time as the English clause is divided into Theme and Rheme the clause can be understood as a unit of information where New information is provided to Given information One of the central aims of the textbook is to increase awareness of the flow of Given and New information from sentence to sentence and for students to have greater ability in its organisation Moreover New information is formally organised through prosody or rhythm and intonation patterns This approach takes account of English rhythms intonation and stress patterns that accompany sentences and how this relates to writing sentences Through the Theme Rheme and Given New approach

combined with an understanding of Genre this book aims to both increase awareness of these aspects of the English sentence and explore how this aspect of English facilitates clearer and more effective writing

*Portfolio Assessment for the Teaching and Learning of Writing* Ricky Lam, 2018-06-26 This book provides teachers instructors scholars and administrators with a practical guide to implement portfolio assessment of writing in their work contexts Unlike most existing volumes which underscore theory building it describes and discusses several key issues concerning how portfolio assessment can be carried out in authentic classrooms with a focus on its processes reflective components task types and design scoring methods and actionable recommendations

*Understanding the Emotions of Second Language Writing Teachers* Feng Geng, Shulin Yu, 2024-08-16 This book incorporates both practice based information and research to underpin teachers emotions in the teaching and learning settings of second language L2 writing in the Chinese tertiary educational context It introduces and validates a new conceptual framework for evaluating the causes and effects of the emotions of L2 writing teachers and investigates their emotional experiences in the context of the classroom Additionally it demonstrates the mediating effect of emotion regulation strategies on L2 writing teachers pedagogical practices writing assessment practices teacher student relationships and well being Finally this book provides theoretical practical and pedagogical implications of emotion regulation and management in order to implement the L2 writing curriculum

*Assessment for Experiential Learning* Cecilia Ka Yuk Chan, 2022-09-29 Chan s book explores the challenges in assessing experiential learning deepens our understanding and inspires readers to think critically about the purpose of assessment in experiential learning Experiential learning has been studied and proven to be effective for student learning particularly for the development of holistic competencies i e 21st century skills soft skills transferable skills considered essential for individuals to succeed in the increasingly global and technology infused 21st century society Universities around the world are now actively organising experiential learning activities or programmes for students to gain enriching and diversified learning experiences however the assessment of these programmes tends to be limited unclear and contested Assessment plays a central role in education policies and students approach to learning But do educators know how to assess less traditional learning such as service learning entrepreneurship cross discipline or cross cultural projects internships and student exchanges While the current assessment landscape is replete with assessments that measure knowledge of core content areas such as mathematics law languages science and social studies there is a lack of assessments and research that focus on holistic competencies How do we assess students ability to think critically problem solve adapt self manage and collaborate Central to the discussion in this book is the reason students are assessed and how they should be assessed to bring out their best learning outcomes Offering a collection of best assessment practice employed by teachers around the world this volume brings together both theoretical and empirical research that underpins assessment and perceptions of different stakeholders understanding of assessment in experiential learning from students teachers and policymakers The idea of assessment literacy also plays an important role in

experiential learning for example reflection is often used in assessing students in experiential learning but how reflection literate are educators are they aware of the ethical dilemmas that arise in assessing students These questions are discussed in detail The volume also introduces a quality assurance programme to recognise student development within experiential learning programmes The book will be particularly informative to academic developers teachers students and community partners who struggle with the development and assessment for experiential learning those who plan to apply for funding in experiential learning and policymakers and senior managements seeking evidence and advice on fine tuning curricular assessment designs and quality assurance The Open Access version of this book available at [www.taylorfrancis.com](http://www.taylorfrancis.com) has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license **The NPEC**

**Sourcebook on Assessment: Definitions and assessment methods for critical thinking, problem solving, and writing**

T. Dary Erwin, 2000 Volume 1 of this sourcebook is a compendium of information about tests used to assess critical thinking problem solving and writing It serves as a tool for people who want comparative data about the policy relevance of specific student outcomes measured in these areas An interactive version of Volume 1 allows users to specify their areas of interest and create a customized search of assessment measures in the three domain areas The tests described in Volume 1 are those that are designed to measure cognitive variables for traditional students The compendium does not describe less traditional methods such as portfolios and competencies In addition the evaluations of the tests are based on the way test developers represent them in their materials and in some cases in information from third part reviews Volume 2 is a companion volume that provides eight case studies of institutions that have addressed related issues through the use of assessment methods in Volume 1 Volume 1 contains the following sections 1 General and Specific Issues in Selecting Assessments 2 Critical Thinking and Problem Solving 3 Templates Critical Thinking and Problem Solving 4 Writing 5 Templates Writing Commercially Developed Tests and 6 Templates Writing Locally Developed Tests Volume 2 discusses the eight case studies and contains four appendixes providing details about the methodology Volume 1 contains 10 tables and 150 references SLD **The Critical Turn in Tourism Studies** Irena Ateljevic, Nigel Morgan, Annette Pritchard, 2013-06-17

In today's increasingly complex tourism environment decision making requires a rounded well informed view of the whole Critical distance should be encouraged consultation and intellectual rigour should be the norm amongst managers and there needs to be a radical shift in our approach to educating future tourism and hospitality managers and researchers This second edition intends to move the debate forward by exploring how critical tourism inquiry can make a difference in the world linking tourism education driven by the values of empowerment partnership and ethics to policy and practice This volume is designed to enable its reader to think through vital concepts and theories relating to tourism and hospitality management stimulate critical thinking and use multidisciplinary perspectives The book is organized around three key ways of producing social change in and through tourism critical thinking critical education and critical action Part one focuses on the



importance of critical thinking in tourism research and deals with two key topics of our academic endeavours i tourism epistemology and theoretical and conceptual developments ii research entanglements knowledge production and reflexivity Part two considers the university as a site for activism by mapping out the moral academic and practical role of educators in developing ethical and responsible graduates and explores the student experience The final part attempts to provide new understandings of the ways in which social justice and social transformation can be achieved in and through tourism This timely and thought provoking book which collectively questions tourism s current and future role in societal development is essential reading for students researchers and academics interested in Tourism Hospitality      *Narratives of Non-English L2 Language Teachers* Nur Yiğitoğlu Aptoula, Melinda Reichelt, 2025-07-25 This book highlights the narratives of teachers of non English languages Much of what we know about L2 teaching is based on conclusions drawn from research on teaching in English as an L2 with languages besides English being given short shrift or ignored entirely Examining L2 teaching practices related to non English languages can help us gain a more comprehensive understanding of language pedagogy This is because different target languages play different roles in the contexts in which they are taught which influences teaching and learning in significant ways The contributions in this book include chapters from L2 instructors who teach a wide range of languages in different settings including different geographical sociolinguistic and institutional contexts With narratives focused on pedagogical practices and practical materials this resource will be beneficial to pre service teachers teacher educators and researchers in language education as well as in service teacher training programs

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