

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

Sample Of Reflective Journal Writing

Cecilia Ka Yuk Chan



Sample Of Reflective Journal Writing:

Journal Keeping Dannelle D. Stevens, Joanne E. Cooper, 2023-07-03 By the authors of the acclaimed Introduction to Rubrics Major growth of interest in keeping journals or diaries for personal reflection and growth and as a teaching tool Will appeal to college faculty administrators and teachers One of the most powerful ways to learn reflect and make sense of our lives is through journal keeping This book presents the potential uses and benefits of journals for personal and professional development particularly for those in academic life and demonstrates journals potential to foster college students learning fluency and voice and creative thinking In professional life a journal helps to organize prioritize and address the many expectations of a faculty member s or administrator s roles Journals are effective for developing time management skills building problem solving skills fostering insight and decreasing stress Both writing and rereading journal entries allow the journal keeper to document thinking to track changes and review observations and to examine assumptions and so gain fresh perspectives and insights over past events The authors present the background to help readers make an informed decision about the value of journals and to determine whether journals will fit appropriately with their teaching objectives or help manage their personal and professional lives They offer insights and advice on selecting the format or formats and techniques most appropriate for the reader s purposes Transformation through Journal Writing Jane Wood, 2012-11-15 A personal record of reflections and experiences a journal is an effective way to self care and self develop This book is a grounded guide to the reflective practice of journaling for those in the helping professions Full of original ideas exercises and examples it provides everything needed to establish and advance journaling skills **Developing Certain Designs For Promoting Reflective Learning Practices At Secondary Level** Dr Asha O S, **Contexts of Nursing** John Daly, 2009 Contexts of Nursing 3e builds on the strengths of previous editions and continues to provide nursing students with comprehensive coverage of core ideas and perspectives underpinning the practice of nursing the new edition has been thoroughly revised and updated New material on Cultural Awareness and Contemporary Approaches in Nursing has been introduced to reflect the realities of practice Nursing themes are discussed and are supported by illustrated examples and evidence Each chapter focuses on an area of study within the undergraduate nursing program and the new edition continues its dis *The Student's Guide to Reflective Writing* Martin McMorro, 2024-03-21 From your studies to your career reflection and reflective writing is a key skill for personal and professional development However reflective writing requires a different approach to essays or reports it can be difficult to know how to accomplish it Written in a supportive and inclusive tone The Student s Guide to Reflective Writing is an ideal resource for anyone faced with reflective writing assignments It provides clear and practical advice on every step of the process showing you how to Record your experiences Choose what to write about Structure your assignment Write reflectively using appropriate tone and language and Incorporate theory and refer to professional skills and competencies Throughout the book there are a wealth of practice tasks and detailed examples

of reflective writing from a range of disciplines It also contains a glossary of sentence structures to help you get started and build your confidence This hands on and supportive guide equips you with the skills to write critically reflectively and successfully

Differentiation in Practice Carol A. Tomlinson, Cindy A. Strickland, 2005 This third book in the Differentiation in Practice series presents annotated lesson plans to illustrate how real teachers incorporate differentiation principles and strategies throughout an entire instructional unit

Becoming a Reflective Practitioner Christopher Johns, 2009-07-27 From Reviews of the second edition Christopher Johns is an internationally recognised pioneer of reflective practice in nursing and health care The first edition of this book was an excellent resource and this updated version is equally impressive This is a superb resource for nurses and all those eager to enhance their knowledge and skills in reflective practice It is well presented user friendly and stimulating Nursing Standard

Becoming a Reflective Practitioner is a practical guide to using reflection in every day clinical practice It explores the value of using models of reflection with particular reference to Christopher Johns own model for structured reflection

Becoming a Reflective Practitioner includes accounts of everyday practice to guide the reader through the stages of reflective practice within the context of care desirable practice and the caring relationship This third edition reflects significant developments in reflective theory and gives greater attention to different approaches to reflection including the use of narrative dialogue New chapters are included on ensuring quality and managing conflict Exemplars are included throughout and further references and reflected reading are included at the end of each chapter

Reflective practice is acknowledged as an effective approach to developing nursing care which evolves as the practitioner develops his or her own practice This book will therefore be of interest to all nurses involved in developing their clinical practice

A practical guide to developing reflective practice Reflects significant developments in reflective theory Examines Christopher Johns own model for structured reflection Centred on care and the caring relationship Challenges practitioners to question their practice

Theory Into Practice Timothy S. O'Connell, Janet E. Dymont, 2013-06-01 Reflective journals have been used by post secondary educators in a wide variety of teacher training courses to encourage students to better understand the topics that they are studying

Reflective journals are often used in courses in which pre service and in service teachers are studying both the theoretical and practical aspects of the subject matter such as secondary teaching methods language and literacy teacher education and outdoor education While there are books on the market that address some facets of reflective journaling there are no integrative books such as Reflective Journaling Unlocking the Power and the Potential that are targeted specifically to pre service and in service teachers

There are few resources currently available to teachers wishing to use reflective journals that include the theoretical underpinnings of reflection the integration and impacts of research on the praxis of journaling in each chapter and practical strategies for successful fun journal writing for students This book addresses this need by providing full coverage of using reflective journals as a pedagogical tool

Reflective Journaling Unlocking the Power and the Potential includes four figures 15 tables 25

works of art four cartoons and 10 photos that enhance each chapter *The Reflective Early Years Practitioner* Elaine Hallet, 2012-11-13 Shortlisted for the 2013 Nursery World Awards The author offers opportunity to reflect upon experience and brings together reflective practice and work based learning aiming to support the professional growth of a reflective early years workforce Karen Ward Senior Lecturer in Early Years Birmingham City University Work based reflective learning is a key part of the professional development of practitioners working in the early years sector The Reflective Early Years Practitioner focuses on the practitioner's role and development within a wide range of contexts in this area Informed by empirical research packed with case studies from a wide range of settings and with points for reflection in each chapter the author covers developing as an early years practitioner reflective vocational progression pedagogical examples for continuing professional development study skills to begin reflective practice professionalism and reflective leadership in the early years Vital aspects of practice such as assessing and planning for children's learning developing inclusive teaching strategies and integrated practice are highlighted within the chapters This is essential reading for students undertaking work based and academic study in early years and for those working towards post graduate and professional qualifications It provides readers with tools to continually practice work based reflective learning now and in the future *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

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 has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

Reflective Teaching and Learning in the Health Professions David Kember, 2008-04-15 This book deals with the nature of professional education and the need to produce professionals who are capable of reflection upon practice It derives comprehensive guidelines for developing curricula and teaching methods that encourage reflective thinking It is heavily research based and the multiprofessional

approach is unique to this subject matter It will appeal to educators in all health science disciplines The book includes an introduction to the concepts of reflection and reflective thinking and describes action research methodology used to carry out this study Findings are presented in the form of case studies and the conclusions drawn are considered in the context of practical implementation Reflective Development through the Care Model Niki Christodoulou,2017-06-23 The capacity to reflect individually and with others is considered valuable in teacher professional development internationally In the field of Teaching English as a Second or Foreign Language reflective practice has been deemed to be a precious tool at the pre service level and in the ongoing development of teachers Despite the importance of teacher reflection the field of Teaching English as a Foreign Language in Higher Education has tended to overlook this topic and especially its collaborative and emotional elements This book proposes a new and practical model for engaging teachers in transformational learning through an emotionalized version of reflection More specifically the Collaborative Appreciative Reflective Enquiry CARE model represents a guide for teachers who wish to engage in reflective practice alone and with others in an appreciative context As such this book will be invaluable to in service language teachers and teacher educators who are committed to realizing their potential as educators and human beings through growth that only emancipatory reflection and positive emotionality can bring Reshaping Environments Helena Bender,2012-10-08 Reshaping Environments An Interdisciplinary Approach to Sustainability in a Complex World draws together a team of specialist authors from disciplines including urban planning social sciences engineering and environmental science to examine the diverse influences humans have upon the natural environment This interdisciplinary approach presents multifaceted responses for complex environmental issues The book explores current environmental science theories to provide a solid foundation of theoretical knowledge Drawing on a range of case studies it develops core analytical skills for application to real world environmental issues Reshaping Environments gives environmental science students the tools and insight to comprehend the range of influences society imposes on the natural environment It is essential reading for those interested in creating a mutually beneficial future for human society and the natural environment *The Mentoring Year* Susan Udelhofen,Kathy Larson,2003-04-30 The Mentoring Year is rich with experience and new ideas I endorse it without reservation Heidi Hayes Jacobs President Curriculum Designs Inc Adjunct Associate Professor Teachers College Columbia University This book contains explicit step by step guidelines to build a program in the real world of schools The authors demonstrate great empathy for teachers and administrators who confront the challenges facing public schools They respect the demands placed upon contemporary educators Rick DuFour Coauthor of Professional Learning Communities at Work The No Child Left Behind legislation requires strong teacher indoctrination The Mentoring Year provides a comprehensive mentor program that gets down into the deep tissue areas It lays out a grid to link standards to the workplace Marie Archibee Supervisor Professional Development Department of Curriculum Instruction and Technology Nassau BOCES NY The authors organized step by step

approach in creating an effective mentoring program has provided me the necessary tools to build a strong in house mentoring program for all my staff Joe Novak Principal Mill Valley High School Shawnee KS Use this as a rich and ready to go turnkey mentoring program or tailor it to building or district priorities Promote key characteristics of good mentors support the needs of new teachers generate reflection and collaboration Along with strategies for these mentoring essentials this program adds critical focus on student learning Overflowing with rubrics for measuring growth towards best practice checklists tools and templates this program provides every needed element for first year induction Further it provides deep resources to support multi year professional development and preparation for National Board Certification Ready to go seminars for mentor mentee communities focus on important themes including assessment classroom management instruction goals writing a professional development plan standards and curriculum Agendas timetables activities and clear responsibilities for all participants save time and support success Grounded in The National Board for Professional Teaching Standards NBPTS and the Interstate New Teacher Assessment and Support Consortium INTASC standards this program works in any school district or state to build expert teachers and lift the level of professionalism throughout the learning community Resources and special features Encourages a learning community team building approach Includes complete plans and materials for mentor mentee seminars Designed for flexible use either sequentially or around local priorities Depth and adaptability for use as preservice text new teacher mentoring and extended professional development Mentee Mentor Administrator and Coordinator Checklists Mentor for success student achievement and teacher retention with The Mentoring Year

Mentoring Teachers in the Primary School Kristy Howells, Julia Lawrence, Judith Roden, 2020-12-28 Mentoring Teachers in the Primary School helps mentors of trainee and newly qualified primary school teachers to both develop their own mentoring skills and provide the essential guidance their beginning teachers need as they navigate the roller coaster of the first years in the classroom Offering tried and tested strategies based on the best research it covers the knowledge skills and understanding every mentor needs Together with tools for self evaluation this book is a vital source of support and inspiration for all those involved in developing the next generation of outstanding teachers Key topics for primary mentors include the role of the mentor mentoring relationships mentoring in specialist areas mentoring development Filled with guidance to support mentors own development as well as the development of beginning primary teachers Mentoring Teachers in the Primary School is a vital guide for mentors of primary school teachers both trainee and newly qualified with ready to use strategies that support and inspire mentors

Classroom-oriented Research Mirosław Pawlak, Jakub Bielak, Anna Mystkowska-Wiertelak, 2013-07-20 The volume brings together papers related to different aspects of classroom oriented research on teaching and learning second and foreign languages that have been authored by specialists from Poland and abroad The first part contains contributions dealing with individual variation in the language classroom in particular age anxiety beliefs and language learning strategies The second part deals with various facets of teachers behaviors in the

classroom focusing in particular on classroom communication and the use of action research in teacher training The third part includes papers devoted to various instructional practices such as the use of new technologies the development of intercultural competence assessment or combining content and language Finally the last part deals with issues involved in research methodology with special emphasis being placed on the use of diaries observations mixed methods research as well as triangulation

A Dynamic Systems Theory Perspective on L2 Writing Development Shaopeng Li, 2022-03-23 From the perspective of empirical complex dynamic systems this book investigates the complex and nonlinear process of L2 writing centering on three linguistic aspects of L2 writing development vocabulary syntax and discourse Combining dynamic systems theory variation analysis as well as data and cases studies from Chinese EFL learners writing the book critically engages with the heated discussion on dynamic patterns of L2 writing development that focus heavily on the linguistic dimensions of complexity accuracy and fluency The author expands the scope of the research by integrating both linguistic and functional dimensions of L2 output and examines the interaction and co development of these dimensions This framework helps delineate a full picture of individual learners L2 writing dynamic patterns across all components of their communicative repertoire The research findings suggest the developmental path of writing system for each EFL learner may differ which is influenced by their different learning characteristics and learning environments in China The title will appeal to scholars interested in applied linguistics and second language acquisition Suggestions on pedagogy and language learning advanced in the book will also make it a useful read for L2 language learners and TESOL and TEFL teachers

"Stretching"

Exercises for Qualitative Researchers Valerie J. Janesick, 2015-08-25 In the new Fourth Edition of her inventive one of a kind book *Stretching Exercises for Qualitative Researchers* author Valerie J Janesick uses dance yoga and meditation metaphors to help researchers tap into the intuitive and creative side of their research In every chapter stretching exercises help readers develop practice and hone fieldwork skills and vital habits of mind such as observation interviewing writing creativity technology and analysis While reading the book and working through the exercises readers can complete a researcher's reflective journal an invaluable tool that will remain useful throughout their careers

[Handbook on Teacher Portfolios for Evaluation and Professional Development](#) Pamela D. Tucker, James H. Stronge, Christopher R. Gareis, 2002 This research based book provides details on how educators can dramatically increase student achievement It offers numerous experience based ideas and strategies which can be applied to any school or district This book will help you establish a results oriented focus on the curriculum increase time on task and academic rigor for ALL students provide a supportive accountability system for all staff members identify and eliminate educational practices that lower student achievement and introduce an achievement audit process that will increase student performance in any school or district

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