

Teaching is part of a life-long learning process. For effective teaching, teachers must be good learners. This certificate program in college teaching provided me with many opportunities to think about my teaching career. In this section of my teaching ePortfolio, I will answer several questions regarding teaching, ePortfolio, and the certificate program.

What was the most striking or surprising thing you learned about yourself and about teaching as you developed your ePortfolio?

Through the ePortfolio development process, I realized that teaching is one of the most difficult activities I will perform in my life. Knowing or understanding subjects does not necessarily mean I will be able to teach the subjects well. To enhance students' learning, I must create an appropriate learning environment through various teaching strategies and presentation methods. There is no single best solution; I should continuously try new things and improve my teaching skills.

Based on the materials you wrote, what will be your greatest strength as a teacher?

As I discussed in my teaching philosophy statement, I believe in the importance of repeated exposure to a subject. For "repeated exposure," I should prepare well-organized class materials so students can recall previously taught materials easily. My greatest strength as a teacher is my organization skill. I will prepare very organized lesson plans and slides for my classes.

In addition, I always like to explore new subjects – I am very flexible and will change my lesson plans if needed. I will continuously revise my teaching materials. This way, I can provide the most recent, updated information to students.

What will be your greatest challenge as a teacher?

Increasing students' engagement is the greatest challenge as a teacher, especially in the basic lower-level courses. Many students may take such basic introductory courses without strong motivation. As a student, grades are important, of course; however, I want to teach students that applying (or at least recalling) what they learned in their classes, even after college, is much more important than just focusing on class grades.

In addition, balancing between "be strict" and "be flexible" is also a great challenge for me. I want students to follow my policy, such as late work policy. However, I want to be flexible to meet students' needs and interests. Being too strict may damage students' interest and participation in the class, but being too flexible can also hurt students' engagement in the class. I should improve my teaching method to create a good teaching and learning environment.

How did the combination of workshops, experimental learning, assignment development, syllabi construction, and lesson plan creation lead to new understanding about teaching?

The combination of teaching workshops, teaching classes, class material development, and actual teaching provided a great opportunity to enhance my teaching skills. I was able to learn basic teaching principles from teaching classes, apply teaching principles in class material development and actual teaching, and learn new teaching methods and issues from teaching

Reflective Paper Template

Michael Rajnik



Reflective Paper Template:

Business Design Thinking and Doing Angèle M. Beausoleil, 2022-01-24 This textbook aims to guide instruct and inspire the next generation of innovation designers managers and leaders Building upon an evidence based innovation development process it introduces explains and provides visual models and case examples of what Business Design is how it is applied across sectors and organizations and its impact on decision making and value creation Students will read and analyze design led innovation business cases from across the globe discover multi disciplinary strategies from marketing to anthropology and practice applying a designer s toolkit to find frame and solve business problems in contemporary ways Throughout the book students will break down the process of innovation and move from initiation to implementation engage in iterative feedback loops and develop concrete plans for personal and professional collaboration and workplace application For MBA and senior undergraduate students this book offers a step by step and comprehensive reference guide to creative problem framing and solving inside and beyond the classroom It integrates marketing principles and management frameworks with anthropological and design methods reflecting the diverse and in demand skills vital to tomorrow s workforce For instructors this book offers a way to confidently engage learners in the realm of design practices and strategies relevant to business decision making The pedagogical framework along with a comprehensive suite of techniques and templates offers both novice and experienced teachers a step by step reference guide that facilitates skills development in creative problem framing and solving

Don't Suspend Me! Jessica Djabrayan Hannigan, John E. Hannigan, 2016-06-17 Learn how alternative discipline methods can create long term change Suspensions don t work They don t improve behavior and they don t address the social emotional needs of students There are better alternative discipline methods that can create positive meaningful long term changes in the behavior of challenging students Aligned with educational law Don t Suspend Me gives educators the tools they need to apply these alternative methods Readers will find A toolkit with alternative strategies to use for the most common behavior challenges Case study examples and testimonials from educators in the field Worksheets and exercises for the major discipline incidents that occur in schools Answers to commonly asked questions

Developing Certain Designs For Promoting Reflective Learning Practices At Secondary Level Dr Asha O S, **Creating the Reflective Habit** Michelle Lucas, 2023-06-12 Reflection is a critical skill which can enhance the quality of our professional and domestic lives Yet in a world of busy reflective practice often falls to the bottom of the list We are not alone in the struggle to use the pause button well This book is here to help The book offers a practical toolkit which shows you how to create a sustainable reflective habit We begin by exploring the meaning and territory of reflection drawing from the literature to provide context and understanding The following chapters contain prompts and exercises which will appeal to different processing preferences The intention throughout this book is firstly to show that reflection means so much more than journaling and secondly to encourage an appetite for experimentation that results in a desire to reflect on a regular and

sustainable basis We invite you into an immersive experience playing with the multitude of reflective possibilities on offer It is only through repeated trial and error enlightenment and frustration that we will come to create our own reflective habit Written by a coach and coach supervisor this practical book is an invaluable resource for helping practitioners but will also be immensely helpful to anyone and everyone who wants to get their pause button in good working order The book also provides Learning Development professionals with a suite of tools and materials to help build the reflective practice skill set in their organisation

Fully Integrated Data Environments Malcolm P. Atkinson, Ray Welland, 2012-12-06 Research into Fully Integrated Data Environments FIDE has the goal of substantially improving the quality of application systems while reducing the cost of building and maintaining them Application systems invariably involve the long term storage of data over months or years Much unnecessary complexity obstructs the construction of these systems when conventional databases file systems operating systems communication systems and programming languages are used This complexity limits the sophistication of the systems that can be built generates operational and usability problems and deleteriously impacts both reliability and performance This book reports on the work of researchers in the Esprit FIDE projects to design and develop a new integrated environment to support the construction and operation of such persistent application systems It reports on the principles they employed to design it the prototypes they built to test it and their experience using it

Becoming a Reflective Practitioner Christopher Johns, 2025-11-10 Fully updated edition of a seminal text in the field providing an in depth guide to reflection and its real life application The Seventh Edition of Becoming a Reflective Practitioner offers an in depth exploration of reflective practice bringing the process of guided reflection to life The book emphasises the importance of person centred practice aligned with the latest developments in holistic healthcare and features a variety of case studies and real life scenarios that illustrate the application of reflective practice in clinical settings The book is structured into five parts moving from the concept of reflection and its application in clinical practice to its integration into formal education narrative representation and performance The new edition includes significant updates and expansions on topics such as the development of guidance in reflective practice as well as the inclusion of new chapters that highlight the reflexive process of guiding practitioners over the course of a year Becoming a Reflective Practitioner Seventh Edition includes information on The Six Dialogical Movements and their assimilation within the Model for Structured Reflection MSR Experience vision knowing in practice the prerequisites for reflection the reality wall and the movement of reflective learning through understanding empowerment and transformation The nature of guidance and the dynamic process of guidance Narratives of guiding practitioners within the clinical setting constructed through guided reflection dialogue Leadership development through establishing a clinical learning culture based on the learning organisation and clinical supervision Becoming a Reflective Practitioner continues to be an essential resource for students educators and practitioners aiming to enhance their reflective practice and achieve their visions of person centred care

A Rhetoric of Reflection Kathleen

Yancey, 2016-08-15 Reflection in writing studies is now entering a third generation Dating from the 1970s the first generation of reflection focused on identifying and describing internal cognitive processes assumed to be part of composing The second generation operating in both classroom and assessment scenes in the 1990s developed mechanisms for externalizing reflection making it visible and thus explicitly available to help writers Now a third generation of work in reflection is emerging As mapped by the contributors to *A Rhetoric of Reflection* this iteration of research and practice is taking up new questions in new sites of activity and with new theories It comprises attention to transfer of writing knowledge and practice teaching and assessment portfolios linguistic and cultural difference and various media including print and digital It conceptualizes conversation as a primary reflective medium both inside and outside the classroom and for individuals and collectives and articulates the role that different genres play in hosting reflection Perhaps most important in the work of this third generation is the identification and increasing appreciation of the epistemic value of reflection of its ability to help make new meanings and of its rhetorical power for both scholars and students Contributors Anne Beaufort Kara Taczak Liane Robertson Michael Neal Heather Ostman Cathy Leaker Bruce Horner Asao B Inoue Tyler Richmond J Elizabeth Clark Naomi Silver Christina Russell McDonald Pamela Flash Kevin Roozen Jeff Sommers Doug Hesse *Demystifying Critical Reflection* Namala Tilakaratna, Eszter Szenes, 2024-01-24 Drawing on Legitimation Code Theory LCT this volume reveals the knowledge practices and language of critical reflection in a range of different subjects making clear how it can be taught and learned Critical thinking is widely held to be a key attribute required for successfully living learning and earning in modern societies Universities now list critical thinking as a key graduate quality and use critical reflection as a way of teaching students how to become reflective and ethical professionals Yet what critical reflection actually involves remains vague in research teaching practice and assessment Studies draw on LCT a fast growing framework for revealing the knowledge practices that enable educational success and the individual chapters focus on a diverse range of contexts across the disciplinary map including education science arts sociology and nursing The book further connects research and practice by presenting in depth analyses of critical reflection and providing practical insights into how LCT can be used to design pedagogic interventions The book offers a rich resource for both scholars and teachers who want to demystify critical reflection and prepare university students for the modern workplace *The Reflective Educator's Guide to Practitioner Inquiry* Nancy Fichtman Dana, Diane Yendol-Hoppey, Logan Rutten, 2025-05-30 Transform your teaching and shape education through the power of inquiry Grounded in real world examples and more than 30 years of research in professional development the fifth edition of *The Reflective Educator's Guide to Practitioner Inquiry* addresses how inquiry fosters curiosity reflection and practical action to enhance effective classroom learning This latest edition invites educators to view inquiry as a process a product and a stance The book offers new sections on the relationship between AI and teacher inquiry and the ways in which inquiry is changing with the times Additional features and updates include A new chapter that

provides a step by step guide to crafting an intentional actionable research plan Access exercises inductive and deductive data analysis worksheets ethical guidelines and examples addressing today s issues in education A discussion of the connections between practitioner inquiry and supporting the academic success of every student The Reflective Educator s Guide to Practitioner Inquiry fifth edition empowers educators at every stage in their careers to investigate their practice drive sustained professional growth and harness inquiry s potential to create classrooms where both students and teachers thrive

Together Through Reflection Bridget Deegan-Krause, 2025-11-15 A helpful guide for busy leaders to prayerfully reflect on their work or engage in group reflection with their team Mission and ministry work can often be very demanding so making time to hit the pause button for reflection before meetings and other important work has become a valued practice in many Catholic faith based organizations These pauses for spiritual reflection can enliven institutions support the wide variety of individuals who work in Catholic organizations and strengthen their important contributions to society Designed for professionals in any organizational setting Together Through Reflection serves as a helpful resource for mission formation and crafting fruitful reflection experiences for both personal and group use Deegan Krause offers theologically grounded content prompts for thought and prayer practical guidance and other content to inspire a creative process Designed as a resource for faith based mission driven leaders to use with their teams this accessible guide offers practical direction for producing an effective and prayerful reflection experience Professional ministers and chaplains as well as lay leaders serving in Catholic organizations or institutional settings and all engaged with shepherding Catholic identity into the future will find Together for Reflection an essential resource for building community and living a reflective life

Assessing Student Learning Linda Suskie, 2018-02-13 Assessing Student Learning is a standard reference for college faculty and administrators and the third edition of this highly regarded book continues to offer comprehensive practical plainspoken guidance The third edition adds a stronger emphasis on making assessment useful greater attention to building a culture in which assessment is used to inform important decisions an enhanced focus on the many settings of assessment especially general education and co curricula a new emphasis on synthesizing evidence of student learning into an overall picture of an integrated learning experience new chapters on curriculum design and assessing the hard to assess more thorough information on organizing assessment processes new frameworks for rubric design and setting standards and targets and many new resources Faculty administrators new and experienced assessment practitioners and students in graduate courses on higher education assessment will all find this a valuable addition to their bookshelves

General Practice Under the NHS James Sherifi, 2022-08-17 This accessible text covers the entirety of General Practice and the General Practitioner from student to retirement and from the beginning of the NHS to the present day It provides a comprehensive historical overview representing both academic and front line perspectives describing what has changed beneficial or otherwise as the specialty has evolved The details within each chapter represent the views of the average working British GP and illustrate how the

changes over the decades have impacted patient care and its delivery The perspective often differs from that which prevails in many academic tomes on the subject The topics covered from the primary care team changes to out of hours provision the impact of IT training and regulation to the future of General Practice will be essential reading for all doctors considering a career in the specialty and will also be of interest to GP vocational training scheme course organisers and trainers overseas medical educators and healthcare policy makers social and medical historians and the general public *Making Effective Presentations at Professional Conferences* Mary Renck Jalongo, Crystal Machado, 2015-12-12 This work prepares teachers college students and higher education faculty to conduct various types of presentations including workshops and teacher inservice trainings poster sessions panel discussions roundtables research forums and technology supported presentations Making effective presentations to fellow professionals at conferences is an important contribution for educators at all levels from basic through higher education The book takes the approach of a paper mentor that guides the reader through the use of templates specific examples and a wide range of on line resources

Community-Based Global Learning Eric Hartman, Richard C. Kiely, Jessica Friedrichs, Christopher Boettcher, 2023-07-03 International education service learning and community based global learning programs are robust with potential They can positively impact communities grow civil society networks and have transformative effects for students who become more globally aware and more engaged in global civil society at home and abroad Yet such programs are also packed with peril Clear evidence indicates that poor forms of such programming have negative impacts on vulnerable persons including medical patients and children while cementing stereotypes and reinforcing patterns of privilege and exclusion These dangers can be mitigated however through collaborative planning design and evaluation that advances mutually beneficial community partnerships critically reflective practice thoughtful facilitation and creative use of resources Drawing on research and insights from several academic disciplines and community partner perspectives along with the authors decades of applied community based development and education experience they present a model of community based global learning that clearly espouses an equitable balance between learning methodology and a community development philosophy Emphasizing the key drivers of community driven learning and service cultural humility and exchange seeking global citizenship continuous and diverse forms of critically reflective practice and ongoing attention to power and privilege this book constitutes a guide to course or program design that takes into account the unpredictable and dynamic character of domestic and international community based global learning experiences the varying characteristics of destination communities and a framework through which to integrate any discipline or collaborative project Readers will appreciate the numerous toolboxes and reflective exercises to help them think through the creation of independent programming or courses that support targeted learning and community driven development The book ultimately moves beyond course and program design to explore how to integrate these objectives and values in the wider curriculum and throughout formal and informal community based learning partnerships

Teaching in Online, Distance, and Non-Traditional Contexts Cary Roseth, Penny Thompson, 2025-05-30 Building on the foundational principles of educational psychology this book offers a deep dive into the specific challenges and opportunities presented by online education it presents case studies and research backed strategies to help educators create engaging effective and inclusive online courses

Research-teaching Linkages Jennifer Murphy, Carrie Griffin, Bettie Higgs, 2010 Research Skills Among Undergraduate Students Case Studies from the Humanities and Sciences at Dublin City University Francoise Blin and Sheelagh Wickham 24 Untying the Accountancy Knot The Design Development and Implementation of Interactive Animations and Simulations to Support Underperforming 1st Year Accountancy Students Including Those with Dyslexia Frances Boylan Pauline Rooney Fionnghuala Kelly Jennifer McConnell Alice Luby Elaine Mooney Rebecca Maughan Dan Shanahan Daniel King and Tony Kiely 25 Using Prediction Markets to Create an Active Learning Environment in Large Groups Patrick Buckley and John Garvey 26 Crossing Borders through Cyberspace A Social Work Education Electronic Exchange Project across the Atlantic Janet Carter Anand and Kris Clarke 27 Enhancing Rural Development through Graduate Programmes An Ethiopian Case Study Nick Chisholm Mike FitzGibbon Una Murray Stephen Thornhill Tsega Gebrakirstos Anteneh Belachew 28 Integrative Learning Learners Design and Reflect on their Economic Behaviour to Coursework Assessment John Considine 29 Supporting Therapists Engagement in Evidence Based Practice through an Interprofessional Post Qualification Master s Programme Janice Crausaz Gill Chard and Clare O Sullivan 30 Problem Based Learning in Graduate Nursing Education Caroline Dalton Elaine Drummond Lynne Marsh and Maria Caples 31 Fostering Interpersonal Skill Development in Online Programmes Kay Dennis 32 A National Doctoral Programme for Structured PhD Training Oonagh Dwane and Martina Prendergast 33 Cognitive Level of First Year University Science Students Odilla E Finlayson Lorraine McCormack and Thomas J J McCloughlin 34 Multi Disciplinary Graduate Education at Tyndall Jim Greer and Orla Slattery 35 How We Use Values Exchange in NUI Galway Barbara L Griffin Martin Power and Jane Sixsmith 36 A Blended Learning Enquiry Based Module Best Practice of Evaluation Skills in Health Promotion Barbara L Griffin Verna McKenna and Lisa Pursell 37 Formal PhD Training Experienced by National University of Ireland Maynooth Geography Students Adrienne Hobbs Elaine Burroughs and Jackie S McCloughlin 38 The Implementation and Evaluation of Peer Learning Programmes in Third Level Science Modules Jennifer Johnston and Maeve Liston 39 Focus on Patient Safety How Lifelong Learning begins between Pharmacy and Medical Students at UCC Aislinn Joy and Laura Sahm 40 Nursing Students Design Glossy Magazine Jacinta Kelly 41 Teaching Historical Research A Thing of the Past Jacinta Kelly 42 DCU Business School Next Generation Management Theo Lynn John Connolly Gerry Conyngham Aoife McDermott and Caroline McMullan 43 Preparing Students for Postgraduate Research Techniques for Improving the Quality of the Undergraduate Dissertation Kay McKeogh and Proinnsias Breathnach 44 Promoting Integrative Learning through Student Assignments Kevin McCarthy 45 Teaching and Learning Education for Sustainable Development Amanda McCloat and Helen Maguire 46

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 Individual papers contain tables figures references and appendices Course-Based Undergraduate Research Nancy H.
 Hensel, 2023-07-03 Co published with the Council on Undergraduate Research Undergraduate research has long been
 recognized as a high impact practice HIP but has unfortunately been offered only to juniors and seniors and to very few of
 them often in summer programs This book shows how to engage students in authentic research experiences built into the
 design of courses in the first two years thus making the experience available to a much greater number of students Research
 that is embedded in a course especially general education courses addresses the issue of how to expand undergraduate
 research to all students Research has shown that students who have early experiences in undergraduate research are more
 likely to pursue further research prior to and after graduation This is also an issue of social justice because it makes the
 benefits of undergraduate research available to students who must work during the academic year and in the summer It is
 widely accepted that the skills developed through undergraduate research help prepare students for their future careers The
 book addresses all aspects of the topic including What are appropriate expectations for research in the first two years How to
 design appropriate course based research for first and second year students How to mentor a class rather than individual
 students How students can disseminate the results of their research Possible citizen science projects appropriate for the first
 and second years Providing additional resources available to support course based research in the first two years Designed

for faculty at four year and two year colleges and including examples from the sciences the social sciences and the humanities the strategies and methods described can be adapted to disciplines not specifically mentioned in the book Many faculty are hesitant to engage first and second year students in undergraduate research because they worry students don't know enough to conduct authentic research in their discipline because they worry about the time it will take to develop activities for these students and because they wonder how they can mentor a whole class of students doing research The authors have successfully dealt with these issues and provide examples of how it's done

Resources in Education
,2000-10 Occupational Therapy and Mental Health Jennifer Creek,Lesley Lougher,2008-01-01 Psychiatrie sant mentale

The Handbook of Creative Data Analysis Helen Kara,Dawn Mannay,Alastair Roy,2024-09-11 Creative research methods for data generation have expanded over recent decades and researchers are eager to take a creative approach to data analysis It is challenging to bring creativity into data analysis while retaining a systematic rigorous and ethical approach Written by experts in the field this handbook addresses these challenges The chapters adapt analytical techniques in creative ways for novice and expert researchers Existing and novel methods from analysis of quantitative data to embodied performative visual written arts based and collaborative analysis are featured with transferable case examples across disciplines This collection offers a definitive practical guide to creative data analysis

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