

Reflective Essay

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My belief about myself as a learner when I entered the class was a positive one. I attended a college prep school for high school and went to Oregon State University last year. I had plenty of practice with different learning techniques and found what works well for me. I believe I'm more of a visual learner than an auditory learner. It is easier to see a powerpoint and retain the knowledge then listen to a lecture and have the same retention. Entering the class I thought I liked working in groups more than working individually on projects, but that has since changed. I think it is more beneficial to me to work alone because I can get more done. When I entered the class I believed that reading the material closer to the due date was a better idea because I may not remember what I had read if I didn't.

What I have discovered about myself, as a learner over the term is vast. I learned that I can read the material way in advance and just briefly skim over the text and remember just about everything, were as I thought reading closer was more beneficial. I also learned that working in groups really isn't my specialty. I prefer working by myself because I'm able to get a lot more done and not have to worry about other people forgetting their part of the project. I don't like having to worry about other people not following through. I also learned that looking at the daily record in advanced helped me

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Jennifer A. Moon



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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

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

A Handbook of Reflective and Experiential Learning Jennifer A. Moon, 2013-04-15 Reflective and experiential learning are now common currency in education and training and are recognized as important tools This handbook acts as an essential guide to understanding and using these techniques in educational and training contexts

Beyond the Traditional Essay: Increasing Student Agency in a Diverse Classroom with Nondisposable Assignments Melissa Ryan, Kerry Kautzman, 2022-07-12 This volume offers a range of responses to the problem of disposable assignments essays written just for a grade and then thrown away The scholars collected here explore how renewable assignments can contribute to public knowledge eliciting student work that is shared across networks of learning that does something that transcends the teacher's grade Although there is significant interest in such innovative teaching practices particularly in this year of pedagogical experimentation there are few resources for teachers that collect in one place both scholarly context and practical advice for implementing renewable assignments in the classroom The essays in this volume range widely from demonstrating how digital tools engage and empower reluctant learners to raising theoretical questions around intellectual property to measuring the success of renewable assignments through outcomes assessment

English and Reflective Writing Skills in

Medicine Clive Handler, Charlotte Handler, Deborah Gill, 2011 Teaches medical students and all medical and paramedical staff to write reflective essays and less formal reflective pieces clearly concisely and accurately

Teaching Middle School Physical Education Bonnie S. Mohnsen, 2008 This text describes how to create a programme that addresses the specific needs and capabilities of middle school students while helping them through the transition from childhood to young adulthood This edition is fully updated and revised

Teaching Reflective Learning in Higher Education Mary Elizabeth Ryan, 2014-11-05 This book is about understanding the nature and application of reflection in higher education It provides a theoretical model to guide the implementation of reflective learning and reflective practice across multiple disciplines and international contexts in higher education The book presents research into the ways in which reflection is both considered and implemented in different ways across different professional disciplines while maintaining a common purpose to transform and improve learning and or practice The Readers will find this book is innovative and new in three key ways Firstly in its holistic theorisation of reflection within the pedagogic field of higher education Secondly in conceptualising reflection in different modes to achieve specific purposes in different disciplines and finally in providing conceptual guidance for embedding reflective learning and reflective practice in a systematic way across whole programmes faculties or institutions in higher education The book considers important contextual factors that influence the teaching of forms and methods of reflection It provides a functional analysis of multiple modes of reflection including written oral visual auditory and embodied forms Empirical chapters analyse the application of these modes across disciplines and at different stages of a programme The theoretical model accounts for students stage of development in the disciplinary field along with progressive and cyclical levels of higher order thinking and learning and professional practice that are expected within different disciplines and professional fields Secondly in conceptualising reflection in different modes to achieve specific purposes in different disciplines It provides a functional analysis of multiple modes of reflection including written oral visual auditory and embodied forms Empirical chapters analyse the application of these modes across disciplines and at different stages of a programme in terms of demonstrating levels of reflection The book includes images diagrams and different text forms to support the creative applications of reflection And thirdly the book is innovative in providing conceptual guidance for embedding reflective learning and reflective practice systematically across whole programmes faculties or institutions in higher education contexts across the world

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

Skills for Business and Management Martin

Sedgley,2020-04-15 This book provides practical guidance and strategies to help students make a successful transition to university and unlock their academic potential Chapters are organised around five essential skills for success time management academic reading academic writing and group work all of which are underpinned by independent learning Students will learn how to demonstrate critical analysis in their writing overcome challenges in group projects and deliver presentations with confidence and focus In bringing together academic and employability skills readers are encouraged to make connections between the skills they have developed inside and outside the classroom and to start the process of personal development planning sooner rather than later Packed with activities pause for thought reflective tasks student insights and model assignments Skills for Business and Management is an essential resource for undergraduates and postgraduates on any business and management course It is also ideal for those studying relating fields such as accounting finance human resource management hospitality marketing and tourism management **An A-Z of Social Work Skills**

Michaela Rogers,Dan Allen,2021-09-08 Puzzled by terminology skills law or theory Revising for your placement or exam Then look no further This series of concise and easy to use A Zs will be your guide Designed for both students and newly qualified social workers this book will introduce you to over 60 key skills in a concise and no nonsense way You can test your knowledge and how to apply each skill in practice with Skills in Action Stop Reflect and Top Tips boxes Transitions in Writing

,2018-03-12 Transitions in Writing addresses the experiences of writers as they move between contexts of writing and juggle new and different demands Spelman Miller and Stevenson bring together research by scholars in a range of settings across the world who approach transition from different standpoints Transition is often conceived of as a change in setting coinciding with physical or temporal relocation such as between stages of an educational or professional career However writers also manage more local micro level transitions as they move between genres registers and rhetorical moves to meet the demands of the task The combination of both macro and micro level perspectives on transition offers a novel broad conception of the types of change a writer encounters and illustrates a range of methodological approaches appropriate to exploring such transitions *Writing Skills for Nursing and Midwifery Students* Dena Bain Taylor,2012-11-16

Nursing and midwifery students are required to communicate in writing in a variety of forms for a variety of potential audiences including their colleagues allied health professionals administrators and most importantly their patients and the public Dena Bain Taylor is an experienced teacher of writing and critical skills across the range of allied health professions and understands the types of writing nursing and midwifery students do and the writing issues they face Her accessible straightforward book tailored specifically to the content and conventions of nursing and midwifery curricula teaches students to write persuasively and correctly both to support them in their courses and to prepare them for their professional careers The book offers practical strategies for using language to achieve clear persuasive writing provides clear explanations of underlying principles contains samples of good and improvable writing leading the student step by step through the whole

writing process focuses on the genres and styles of writing that nursing and midwifery students are typically asked for With regular summaries learning aids checklists and a glossary of key terms nursing and midwifery students at all levels will find this book easy to follow and handy to refer to for help with the writing they need to do throughout their course Assessing Writing to Support Learning Sandra Murphy,Peggy O'Neill,2022-11-08 In this book authors Murphy and O'Neill propose a new way forward moving away from high stakes test based writing assessment and the curriculum it generates and toward an approach to assessment that centers on student learning and success Reviewing the landscape of writing assessment and existing research based theories on writing the authors demonstrate how a test based approach to accountability and current practices have undermined effective teaching and learning of writing This book bridges the gap between real world writing that takes place in schools college and careers and the writing that students are asked to do in standardized writing assessments to offer a new ecological approach to writing assessment Murphy and O'Neill's new way forward turns accountability inside out to help teachers understand the role of formative assessments and assessment as inquiry It also brings the outside in by bridging the gap between authentic writing and writing assessment Through these two strands readers learn how assessment systems can be restructured to become better aligned with contemporary understandings of writing and with best practices in teaching With examples of assessments from elementary school through college chapters include guidance on designing assessments to address multiple kinds of writing integrate reading with writing and incorporate digital technology and multimodality Emphasizing the central role that teachers play in systemic reform the authors offer sample assessments developed with intensive teacher involvement that support learning and provide information for the evaluation of programs and schools This book is an essential resource for graduate students instructors scholars and policymakers in writing assessment composition and English education Successful Science and Engineering Teaching Calvin S. Kalman,2017-10-11 The intent of this book is to describe how a professor can provide a learning environment that assists students in coming to grips with the nature of science and engineering to understand science and engineering concepts and to solve problems in science and engineering courses The book is based upon articles published in Science Educational Research and which are grounded in educational research both quantitative and qualitative performed by the author over many years **General Education and the Development of Global Citizenship in Hong Kong, Taiwan and Mainland China** Jun Xing,Pak-Sheung Ng,Chloe Cheng,2012-11-27 General Education has taken center stage in the greater China area Hong Kong Taiwan and mainland China because of a number of important developments First globalization has created both opportunities and challenges for college students When they graduate and enter the real world they must have the cultural sensitivities and social skills in addition to their professional training to compete in a knowledge based global economy Equally significant for institutions of higher education pressing global problems challenge traditional disciplines and demand new forms of learning that reshapes the boundaries of knowledge In response to those

rapidly changing dynamics general education has taken an increasingly important role in undergraduate education As the first English publication on the subject this anthology brings together a distinguished group of General Education scholars and teachers from Hong Kong Taiwan and mainland China

The Language of Digital Education, 2024-12-16 This book presents concise definitions and illustrative contexts for many approaches ideas and paradigms related to digital education Unlike existing glossaries that often focus solely on technical terminology this resource uniquely integrates pedagogical technological and socio cultural perspectives It not only defines terms but also critically examines their implications for teaching and learning providing a more holistic understanding of digital education Contributors are Isabel Balteiro Miguel Angel Campos Pardillos Ka Long Roy Chan Salvatore Ciancitto Liubov Darzhinova Derya Duran Georgios Ellinas Stella Hadjistassou Pascal Hohaus Teppo Jakonen Marjut Johansson Merve K ymaz Ioannis Lefkos Ruslana Margova Claudia Mustruph Maarit Mutta Svitlana Nasakina Liisa Peura Alessandro Puglisi Violeta Stojić Ralia Thoma Outi Veivo Johanathan Woodworth and Siyang Zhou

English for Medical Communication Clarence Wenfeng Wang, 2025-02-28 English for Medical Communication A Guide to Course Design is a practical guide to the design of health communication courses in English for Academic Specific Purposes EAP ESP Written by an experienced team of EAP ESP practitioners teaching communication courses to medical students the chapters cover ten key areas in medical communication such as reporting patient history writing a medico legal report discussing ethical cases writing a Wikipedia article in medicine and presenting community project findings in a research report The book covers medical communication among healthcare professionals with laypersons and researchers Each chapter introduces course design principles teaching approaches and techniques course materials with effective classroom tasks and students sample assignments Each chapter also provides resources to support teachers in designing courses in a wider international context Including up to date literature on key concepts and core understandings and best practices in medical communication this accessible volume is an essential guide for language teachers of EAP ESP programs designing courses for medical students at both undergraduate and postgraduate levels worldwide

A Student's Guide to Academic and Professional Writing in Education Katie O. Arosteguy, Alison Bright, Brenda J. Rinard, 2019 This concise handbook helps educators write for the rhetorical situations they will face as students of education and as preservice and practicing teachers It provides clear and helpful advice for responding to the varying contexts audiences and purposes that arise in four written categories in education classroom research credential and stakeholder writing The book moves from academic to professional writing and chapters include a discussion of relevant genres mentor texts with salient features identified visual aids and exercises that ask students to apply their understanding of the concepts Readers learn about the scholarly and qualitative research processes prevalent in the field of education and are encouraged to use writing to facilitate change that improves teaching and learning conditions At the heart of this book is a commitment to the value of teachers voices From the Foreword by Mya Poe director Writing Program Northeastern

University This book is one tool to help prospective educators embrace all the writing that is to come Anne Elrod Whitney Penn State College of Education The authors know the questions students might ask and the places where they might misstep The book is supportive analytical logically sequenced clear and student friendly Tim Dewar UC Santa Barbara

Developing Reflective Practice Andy Grant, Judy McKimm, Fiona Murphy, 2017-04-11 The ability to reflect on practice is a fundamental component of effective medical practice In a sector increasingly focused on professionalism and patient centred care *Developing Reflective Practice* is a timely publication providing practical guidance on how to acquire the reflective skills necessary to become a successful clinician This new title draws from a wide range of theoretical and practical multidisciplinary perspectives to assist students practitioners and educators in embedding reflection in everyday activities It also offers structures and ideas for more purposeful and meaningful formal reflections and professional development *Developing Reflective Practice* Focuses on the developing practitioner and their lifelong learning and the development of professional identity through reflection Provides practical how to information for students practitioners and educators including realistic case examples and practice based hints and tips Examines and explains the theoretical and conceptual approaches to reflective practice including its models and frameworks *The Educational Potential of e-Portfolios* Lorraine Stefani, Robin Mason, Chris Pegler, 2007-04-26 E portfolios are a valuable learning and assessment tool They can serve as an administrative tool to manage and organise work to present course assignments and act as the medium for learners to record their learning goals outcomes and achievements They encourage personal reflection and involve the exchange of ideas and feedback Using technology in this way supports students abilities in using and exploiting technology for professional and personal purposes enabling any time any place learning and peer learning and facilitating the provision of tutor feedback e Portfolios is a comprehensive practical guide for lecturers and staff developers who need to know more about the development of purposeful e portfolios for supporting students in reflecting on their learning

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