

Self-Evaluation/Reflection Paper

This self-evaluation/reflection paper will give me the opportunity to assess my learning throughout the course of Foundations of Educational Technology and the next steps I will take in the learning process.

I began learning in this course by reviewing the materials, researching related topics and ultimately demonstrating the knowledge obtained in an applied way. To me this was the implication of the educational technology competencies; to provide the student with direction, insight, and examples and then to let the student learn by doing. This competency based and very structured approach to learning was very effective in my case and I truly believe that this approach helped me to gain every competency described.

I have found that Educational Technology and its domains are vast and ever changing. The learning platform and online resources in this course provided exciting new prospects for the field of education. As an educator I can now take advantage of these resources by planning, designing and utilizing these resources in effective ways that will communicate the relative advantage to others.

In this course I was able to explore the Blackboard platform and create my own homepage on it using HTML. It was my first attempt with either of these mediums, which I found very enlightening, beneficial and intriguing. It was an interesting experience that led to more independent learning about HTML and Blackboard. I now plan on incorporating Blackboard into my on ground courses.

I was also exposed to FTP and the tiger server by uploading material for my own page on the WWW. This was also a new experience that helped me overcome my long-standing apprehension at doing so. Exploring a WYSIWYG program for the planning, development and building of this web page was also challenging and very rewarding. I have now found myself advising my students to do the same.

Working in a group online was facilitated a lot more smoothly than I had anticipated. I found my group helpful dependable and very constructive. We were able to find an educational site, develop criteria, and produce an understandable evaluation based on our group consensus. I have now become more critical when analyzing information online. I found that there is a lot of information out there, some dependable and some not. Most importantly, well-developed content and presentation go a long way in effective communication of educational goals. Because of this experience, I will welcome any group projects that I may be assigned in the future.

Self Evaluation Paper Examples

Brendan G. Carr



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Seven Steps to an Award-Winning School Library Program Ann M. Martin, 2012-01-05 This comprehensive book takes the reader through the necessary steps to develop user buy in and assistance in creating a learner driven library program The result A unique exemplary school library program that is eligible for national awards Creating an award winning school library program involves more than simply following the guidelines and standards available that describe what an exemplary program should accomplish Effecting the changes necessary is often a process that presents multiple challenges along the way especially when there is insufficient buy in to the changes This updated second edition of Seven Steps to An Award Winning School Library Program begins with a description of an existing model school library program and then describes steps that emphasize how to develop user buy in and assistance in achieving the results of a learner driven library program In addition to providing descriptions of detailed actions to perform advice on working with staff and background information on change theory this book also includes practical documents diagrams processes workshop ideas lesson plans and tips when filling out applications for awards [Educart CBSE Class 12 Sample Papers Bundle - Physics, Biology, Chemistry & English 2023-24 \(Introducing Revision Maps and Past Year Papers\) 2024](#) Educart, 2023-12-29

Developing Strategic Young Writers Through Genre Instruction Zoi A. Philippakos, Charles A. MacArthur, 2019-12-19 Chapter 1 contains a definition and explanation of genre based strategy instruction with self regulation for kindergarten through grade 2 In Chapter 2 we discuss writing purposes and the writing process and we provide explanations about how to make connections between reading and writing under the larger umbrella concept of genre In Chapter 3 we explain the strategy for teaching strategies which is the instructional blueprint for using this book and for the development of additional genre based lessons Chapters 4 to 6 are instructional chapters and include the lessons and resources for responses to reading opinion writing procedural writing and story writing Chapter 7 includes guidelines for sentence writing and application of oral language in grammar instruction [Educart CBSE Term 2 Biology Class 12 Sample Papers Book 2022](#) Educart, 2022-02-24 Free Sample PDF

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Developing Strategic Writers Through Genre Instruction Zoi A. Philippakos, Charles A. MacArthur, David L. Coker, 2015-05-12 The Common Core State Standards CCSS identify three essential writing genres narrative persuasive and informative This highly practical guide offers a systematic approach to instruction in each genre including ready to use lesson plans for grades 3 5 Grounded in research on strategy instruction and self regulated learning the book shows how to teach students explicit strategies for planning drafting evaluating revising editing and publishing their writing Sixty four reproducible planning forms and student handouts are provided in a convenient large size format purchasers also get access to a Web page where they can download and print the reproducible materials The Appendix contains a Study Guide to support professional learning

Resources in Education, 1998

Teaching Study Skills and Supporting Learning Stella Cottrell, 2020-04-02 This essential companion for lecturers and study skills advisors alike sets study skills teaching in context and outlines positive environments to enhance student skills It addresses areas such as supportive infrastructures induction and supporting at risk students It provides practical guidance on developing interactive group skills revision and exam strategies writing memory and critical analysis skills

Within and Beyond the Writing Process in the Secondary English Classroom Reade W. Dornan, Lois Matz Rosen, Marilyn J. Wilson, 2003 Within and Beyond the Writing Process in the Secondary English Classroom combines an up to date balanced and integrated approach to writing instruction focusing on both composition theory and practice

Encyclopedia of School Psychology Steven W. Lee, 2005-04-27 The Encyclopedia of School Psychology provides both an introduction to the field and a way for experienced practitioners to gain a deeper understanding of how school psychology has progressed to match the demands of the 21st century BOOK JACKET

Becoming a Teacher of Writing in Elementary Classrooms Donna Kalmbach Phillips, Mindy Legard Larson, 2015-12-22 Becoming a Teacher of Writing in Elementary Classrooms nurtures teachers identities as writers connects to the realities of writing instruction in real and diverse classrooms and encourages critical and creative thinking This text is about writing instruction as a journey teachers and students embark on together The focus is on learning how to teach writing through specific teaching and learning structures found in the Writing Studio mini lessons teacher and peer conferencing guided writing and sharing celebrating and broadcasting writing Pedagogical features include teaching structures and strategies Problematizing Practice classroom scenarios assessment resources and a Companion Website Because a teacher who views him or herself as a writer is best positioned to implement the Writing Studio a parallel text Becoming writer give readers space to consider who they are as a writer their personal process as a writer and who they might become as a writer

Using Portfolios Kathleen McClelland, Kathy McClelland, 2000-07 This supplement offers teachers a brief introduction to teaching with portfolios in composition courses This essential guide addresses the pedagogical and evaluative uses of portfolios and offers practical suggestions for implementing a portfolio evaluation system

in a writing class Free to adopters Restrictions apply See your Allyn Bacon Longman representative for details Also sold separately Federal Register ,1992-07-21 **Writing Strategies for All Primary Students** Janet C. Richards,Cynthia A. Lassonde,2011-02-08 A guide for teaching all your students the skills they need to be successful writers The 25 mini lessons provided in this book are designed to develop students self regulated writing behaviors and enhance their self perceived writing abilities These foundational writing strategies are applicable and adaptable to all primary students emergent advanced English Language Learners and struggling writers Following the SCAMPER Screen and assess Confer Assemble materials Model Practice Execute Reflect mini lesson model devised by the authors the activities show teachers how to scaffold the writing strategies that students need in order to take control of their independent writing Reveals helpful writing strategies including making associations planning visualizing accessing cues using mnemonics and more Offers ideas for helping students revise check and monitor their writing assignments Explains the author s proven SCAMPER model that is appropriate for students in grades K 3 Let Richards and Lassonde two experts in the field of childhood education guide you through these proven strategies for enhancing young children s writing skills **Teaching and Learning Pragmatics** Noriko Ishihara,Andrew D. Cohen,2021-09-30 An understanding of sociocultural context is crucial in second language learning yet developing this awareness often poses a real challenge to the typical language learner This book is a language teachers guide that focuses on how to teach socially and culturally preferred language for effective intercultural communication Moving beyond a purely theoretical approach to pragmatics the volume offers practical advice to teachers with hands on classroom tasks included in every chapter Readers will be able to Understand the link between language use linguacultural diversity and multilingual identity Identify possible causes of learner errors and choices in intercultural communication Understand applied linguistics theories that support culturally sensitive classroom practices Develop a pragmatics focused instructional component classroom based assessments and curricula Help learners to become more strategic about their learning and performance of speech acts Incorporate technology into their approach to teaching pragmatics This book aims to close the gap between what research in pragmatics has found and how language is generally taught today It will be of interest to all language teachers graduate students in language teaching and linguistics teacher educators and developers of materials for teaching language *Comprehensive Behavior Management* Ronald C. Martella,J. Ron Nelson,Nancy E. Marchand-Martella,Mark O'Reilly,2012 Rev ed of Managing disruptive behaviors in the schools Boston Allyn and Bacon c2003 Evaluation Handbook , **Learning by Choice in Secondary Physical Education** Kevin Kaardal,2001 Presents a step by step program designed to help physical education teachers create a curriculum that allows students to select their activities organize themselves plan personal objectives follow through and stay on course with little direction **Teaching Adaptations** D. Cartmell,I. Whelehan,2014-11-21 Teaching Adaptations addresses the challenges and appeal of teaching popular fiction and culture video games and new media content which serve to enrich the curriculum

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